N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday February 15, 2022, 5:30 PM CLOSED SESSION, 6:00PM OPEN SESSION IN PERSON at 3150 EDUCATION DR & ZOOM TELECONFERENCE HOSTED BY BELLEVUE UNION SCHOOL DISTRICT 3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: February 11, 2022

David Alexander, Ed.D.
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: February 11, 2022

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
In Person At the 3150 Education Dr. &
Live Streamed Via Zoom linked on the BUSD Homepage
Tuesday, February 15, 2022

As authorized by the Governor's Emergency Executive Order issued on March 12, 2020, the Bellevue Union School District Board of Education will conduct Board of Education meetings in person and by live video conference until further notice. The meeting will be live streamed live via zoom which can be reached via a link from our Bellevue Union School District homepage @ www.BUSD.org

AGENDA

1. Open Session 5:30 pm

   1.1. Call To Order

   1.2. Public Comment on Closed Session Agenda

   The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

   *To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form on the agenda or website to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.*

2. Adjourn To Closed Session

   2.1. Closed Session Agenda

      2.1.1. Public Employment § 54957
      2.1.2. Conference With Labor Negotiator §54957.6

3. Reconvene to Open Session 6:00pm

   3.1 Flag Salute

   3.2 Report on Closed Session

   3.3 Consider Agenda Adjustment

   3.4 Report on Closed Session

4. Public Comment

At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form prior to the start of the meeting.

*To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form on the agenda or website to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.*

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

5. Informational:

5.1. State of the District, David Alexander, Ed.D, Superintendent
5.2. Supplement to Annual Update for 2021-22 LCAP, Aracely Romo Flores, Director of Curriculum and EL Services
5.3. ELC Program Description, Tracy Whitaker, M.A. Director of Student Services
5.4. COVID-19 Updates, Tracy Whitaker, M.A., Director of Student Services & BUSD COVID-19 Coordinator

6. Information/Action

6.1. Expanded Learning Opportunities (ELO) Program Plan, Aracely Romo Flores, Director of Curriculum and EL Services
6.1.1. Consider Approval of Expanded Learning Opportunities (ELO) Program Plan

7. Action

7.1. Consider Approval of Expanded Learning Opportunities (ELO) Program Plan MOU with Napa County Office of Education
7.2. Consider Approval of the COVID-19 Safety Plan (CSP)
7.3. Consider Approval of FY 2020/21 Audit Findings by Christy White and Associates
7.4. Consider Approval of Amendment 02 to the Local Agreement for Child Development Services, Contract Number CSPP-1606
7.5. Consider Approval of the Job Description for Family Engagement Facilitator
7.6. Consider Approval of MOU with CSEA re: Reclassification of Parent Liaison
7.7. Consider Approval of MOU with CSEA MOU with CSEA re: Change in Calendar for Special Education Administrative Assistant
7.8. Consider Approval of Memorandum of Understanding Between Bellevue Union School District and Bellevue Education Association regarding Summer School Rate of Pay for the 2022 Summer Session
7.9. Consider Approval of SPSAs (Single Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary
7.10. Consider approval of the SARCs for: Bellevue, Kawana, Meadow View, Taylor Mountain
7.11. Consider Approval of BUSD 2021-22 Comprehensive Safety Plan
7.12. Consider Approval of COVID Prevention Program
7.13. Consider Approval of 2021 CSBA Delegate Assembly Member
7.14. Consider Approval of Resolution No 9: Recognizing March as Arts in Education Month

7.15. Ratification of Bills and Warrants

8. Consent Calendar

8.1. 2021-22 Certificated Seniority List
8.2. 2021-22 Classified Seniority List
8.3. Board Meeting Minutes
  8.3.1. Regular Board Meeting Minutes January 18, 2022
8.4. Acknowledge Donations/Grants
  8.4.1. SvahaUSA, 65 2T-5T t-shirts and 10 backpacks, Bellevue Union School District
  8.4.2. Linda Dunnivant, collage materials, Bellevue Union School DIstrict, SDC classrooms
8.5. Interdistrict Requests 2021-22
8.6. Interdistrict Requests 2022-23
8.7. Personnel Activity Log

9. Reports

9.1. California School Employees Association, Chapter 501
9.2. Bellevue Education Association
9.3. Principal Reports
9.4. Board Reports/Board Items
9.5. Superintendent Report
  9.5.1. Enrollment Updates

10. Planning

March 8, 2022	Regular Board Meeting	5:30pm	BUSD Districts Office 3150 Education Drive and To be live streamed on zoom linked from the District's Homepage: www.busd.org

11. Return to Closed Session as Needed

Notice

The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.

District Employees, parents and community members shall treat each other with civility, courtesy and respect. Civility Policy (BP 1313)

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Information Item
Agenda Item Title:	Supplement to Annual Update for 2021-2022 Local Control Accountability Plan (LCAP)
Prepared By:	Aracely Romo-Flores, Curriculum/English Learner Director

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Background:
California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The Supplement to Annual Update for 2021-2022 Local Control Accountability Plan (LCAP) is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

Recommended Action:
None

Supporting Documents:
Supplement to Annual Update for 2021-2022 Local Control Accountability Plan (LCAP)

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Informational

Agenda Item Title: ELC Program Description

Prepared By: Tracy Whitaker, Director of Student Services & COVID-19 Coordinator

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Background: The team at the Early Learning Center engaged in a process to define vision, purpose, and programming to better serve our students and communicate with families and the community.

Recommended Action:
No action needed

Supporting Documents:

Bellevue Union School District
Early Learning Center
Early Intervention to Support Academic and Functional Learning
Serving Students with a Wide Range of Learning Differences

Bellevue Union School District
Early Learning Center
Early Intervention to Support Academic and Functional Learning
Serving Students with a Wide Range of Learning Differences

School Hours

Preschool classes meet Monday-Friday **except** for the first Friday of the Month.
The first Friday of the month will be reserved for Family Connection, IEP meetings, & home visits.

Three-year-olds attend 8:15-11:15
Four and Five-year-olds attend 8:15-12:15
As students turn 4 years-old, hours will be adjusted.

Program Principles

Principle 1: Positive Classroom Environment
Each classroom is maintained as a safe, positive environment for students. Interactions, communication, and curriculum choices are in support of student learning, communication, social skills, and development toward school readiness.

Principle 2: Child Centered
We believe all children are capable of learning. We respect our students and recognize each is unique and learns at his or her own pace and level. When necessary, we provide considerable accommodations and support. Students can progress toward appropriate and meaningful goals designed and agreed upon in the IEP. We work with students' and families to and build on a student's individual strengths and abilities.

Principle 3: Partnership
We recognize the powerful impact a partnership between home and school can make in a child's life. Our staff communicate with families, listen to input, and strive to have a productive partnership with each family. Family Connection (parent education event), are held the first Friday of the month to support families in meeting the needs of their growing children.

Principle 4: Social Emotional Development
Our goal is to assist our students in achieving positive social interactions with peers and adults. The staff work to support students as they learn to interact with others in play and academic environments.

Mission Statement

With the principles as the foundation, and through a deep understanding and appreciation of individual differences and needs, our mission is to support access to general education peers and foster communication skills, social skills, and school readiness. It is through partnerships with families, service providers, and the community that we support students in gaining the foundational skills necessary for a successful transition to kindergarten.

Programs

Preschool Speech Program:
This program is for students who are impacted with delayed expressive and/or receptive communication. This program offers individualized and specialized instruction to support the student's ability to communicate using different modalities. (PECS, whole body, sign language, non-verbal language, verbal language) The therapist works using evidence based practices to help the students with articulation, pragmatics, syntax, semantics and morphology difficulties. Students are taught skills explicitly and practice their developing skills with peers and adults.

PARCCS:
PARCCS stands for Partnership, Access, Readiness, Child Centered, Communication, & Social Skills. The program serves students with autism spectrum disorders, or students who have needs that require a highly structured environment, extensive communication training, and routine access to sensory regulation tools. These classes utilize a variety of evidence based practices including Behavioral Analysis, Differential Reinforcement, TEACCH, Discrete Trial, Picture Exchange Communication System (PECS), Pivotal Response Training, and social skills training. Staff support students in developing relationships with both adults and peers. Visual systems are embedded throughout the program in the schedule, academics, use of visual timers, and technology. Explicit instruction occurs throughout the entire school day including arrival, departure, recess and snack. Students receive instruction in daily living skills including eating, toileting, communication, and social skills during this time. Students are provided opportunities to work with peers in general education through the District’s partnership with the North Bay Children's Center.

Using the Principles in Program Delivery

- Classroom teams utilize positive behavioral support
- Focus on positive/desired behaviors
- A variety of curriculum is available to meet a wide range of needs and learning styles
- Regular home/school communication system (system varies by classroom)
- Programs address the individual skills students need to progress in their overall development.
- All staff are responsible for modeling and teaching desired behaviors and social skills
- Regular routines are established to support students as they learn to navigate school programs.

Problem Solving for Students Not Progressing

- **Parent Contact:** Gather information, keep parent/guardian informed
- **Data Analysis and Program Modification:** Documented and monitored by staff in collaboration with service providers.
- **Consultation with School Psychologist, Behaviorist, and Program Specialist:** Meet with classroom team and follow up on recommendations/progress
- **Behavior Intervention Plan:** Implementation including data collection
- **IEP Meeting:** Review data, revise interventions, behavior intervention plan, evaluate program, accommodations, modifications, etc.
- **Continued Adjustments:** To behavior intervention plan, academic interventions, classroom environment, or increase level of support for individual student needs.

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Information

Agenda Item Title: COVID-19 Updates

Prepared By: Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator

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Background:

Each month at the regularly scheduled Board meetings, Tracy Whitaker, BUSD Director of Student Services & BUSD COVID-19 Coordinator will provide up to date information to the BUSD Governing Board.

Recommended Action:
No action required

Supporting Documents:
none

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Information/Action

Agenda Item Title: Expanded Learning Opportunities (ELO) Program Plan

Prepared By: Aracely Romo-Flores, Curriculum/English Learner Director

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Background:
The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California *Education Code* Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

Recommended Action:
Consider approval of the Bellevue Union School District Expanded Learning Opportunities Program Plan

Supporting Documents:
Bellevue Union School District Expanded Learning Opportunities Program Plan

Bellevue Union School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Expanded Learning Opportunities
Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Bellevue Union School District

Contact Name: David Alexander

Contact Email: dalexander@busd.org

Contact Phone: 707-542-5197

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Bellevue Elementary School
2. Kawana Springs Elementary School
3. Meadow View Elementary School
4. Taylor Mountain Elementary School
5.
6.
7.
8.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

All four of the Bellevue Union School District (BUSD) campuses will ofter daily after school programming to students, directly on the school campus. The after school program, COOL School, is run through the Napa County Office of Education (NCOE). COOL School will increase student enrollment at each of the campuses. All COOL School staff are trained in safety practices aligned with the school day. Furthermore, staff use a positive discipline approach with students, facilitating a community feel in the after school program.

The summer program will be a new collaboration between Bellevue Union School District teachers, running the morning programming and COOL School staff, running the afternoon programming. The summer program will either take place on a single BUSD campus or two of the BUSD campuses, with students from the other BUSD sites joining the summer program.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The COOL School after school program will offer:
- A daily homework support hour, to support student academic learning
- Daily recess and physical education time, to increase student physical activity levels
- Weekly hands on learning activities (for example: arts, science, and social emotional learning activities)

The summer program will offer:
- Academic activities and learning with credentialed teachers each morning
- SEL, physical education, and activities focus each afternoon with COOL School staff

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

COOL School will provide daily homework support, which will enhance students academic skill set during the after school program. Technology will be utilized by staff and students, focusing on individualized student academic support at each student's level. COOL School will further focus on SEL (social emotional learning skills) and physical activity skills during the after school program.

The summer program will similarly focus on academic student supports in the morning, along with additional SEL, physical, and hands-on activities in the afternoon.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

During the weekly COOL School program, staff will ask students for their input on activities and PE games and will allow students to choose a weekly club, as long as safety standards allow for this. These student voice opportunities will also take place during the summer programming.

The COOL School program will conduct an annual survey of students, asking for their insights and feedback into the program and how it can be enhanced.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

COOL School focuses on healthy behaviors through daily recess and PE time blocks during the after school hours. Staff encourage students to be physically active, both during a free play recess and structured physical activities.

The COOL School program has been running a CACFP (Child and Adult Care Food Program) which serves a healthy daily "supper" for every student enrolled in the after school program for a handful of years and will expand these services to the newly enrolled COOL School students.

During the summer program, students will be offered a healthy breakfast, lunch, and snack daily.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The COOL School program will be open to serving all students at the school site. Core day teachers will work closely with COOL School staff in order to find ways to successfully serve students during after school hours.
COOL School will create all paperwork in both English and Spanish, making it accessible to the majority of district families.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Napa County Office of Education will hire a Program Coordinator who will be responsible for the recruitment and training of quality after school staff. ELO-P funds will allow the program to increase hourly rates, and hopefully attract a strong candidate pool.
Staff will receive both training before working with students and engage in monthly training opportunities to enhance their professional development.
COOL School staff will be assigned a set group of students and will engage with those students daily, building and maintaining relationships.

The summer program will utilize credentialed BUSD teachers to run the morning academic sessions for students. Afternoons will be run by the same staff who run the COOL School program during the school year.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The COOL School program's mission is: COOL School is an after school program providing a safe learning environment that enriches the lives of students.
The program is designed in collaboration with each school site, seeking support and engagement from teachers and families in order to best support all students.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Bellevue Union School District collaborates with the Napa County Office of Education to run the daily COOL School program and new ELO-P summer program. This partnership has existed for more than 20 years and will continue to be reviewed and altered to best support the Bellevue District community.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Each COOL School site team creates a CQI plan annually, based on survey data and feedback from the district, families, and students. The CQI plan sets to enhance the program each year and is assessed monthly by the COOL School staff.

BUSD and NCOE leadership will meet after the first summer program, during the summer of 2022, to talk about successes and challenges and set summer program goals for the following year.

11—Program Management

Describe the plan for program management.

Bellevue Union School District Superintendent, David Alexander, and Curriculum/English Learner Services Director, Aracely Romo-Flores, along with the four BUSD school site Principals, will maintain oversight of the ELO-P programs. NCOE Director, Sara Sitch, and Program Manager, Melissa Moore have been running after school and summer programs for more than 15 years and will directly manage the staff and programming at the Bellevue Union School District sites. BUSD and NCOE Administrators meet multiple times per year in order to ensure program success.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

All four BUSD school sites hold an ASES grant. Napa County Office of Education, COOL School, runs these programs and will utilize ELO-P funds to expand after school services, by increasing student enrollment on each campus.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

NCOE will seek to hire staff with early education age experience and will use the increased ELO-P funding to ensure staff can be budgeted to maintain the 10 to 1 daily staff to student ratio. NCOE will create a training series for all staff. TK and kindergarten staff will receive the normal after school staff training, along with additional training on working with younger children, ensuring they are adequately prepared to effectively support younger youth daily.
BUSD TK and kindergarten students follow the same daily school schedule as the rest of the elementary students. Staff will have planning and prep time daily before students come to the program, at 2:35 PM. After school activities will likely include: snack and recess, story time, hands on arts, crafts, and centers based activities, outdoor games, and SEL activities; all occurring in short time blocks during the afternoon hours.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

School Day Programming:
- 8:00 - 2:35 - Core Day Instruction Hours
- 2:35 - 6:00 - After School Program Hours
8:00 AM - 6:00 PM is 10 hours of daily programming

Summer Programming:
- 8:00 or 8:30 AM - 12:00 or 12:30 PM - Morning Programming with Credentialed Teachers
- 12:00 or 12:30 - 5:00 or 5:30 PM - Afternoon Programming with COOL School Staff
8:00/8:30 5:00/5:30 is 9 hours of daily summer programming

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

> For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

> [LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

> [LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

> [LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

> A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

> [LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> [LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

> Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Action
Agenda Item Title:	Expanded Learning Opportunities (ELO) Program Plan MOU with Napa County Office of Education
Prepared By:	Aracely Romo-Flores, Curriculum/English Learner Director

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Background:
The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

This is a Memorandum of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD). BUSD will receive Expanded Learning Opportunities (ELO) Program funds directly through the Local ControlFunding Formula, which will be used to support the COOL School Expanded Learning programs.

This MOU addresses modifications to the COOL School Program to address the requirements of ELO Program funding, including:

- Provide expanded learning programs to 50% of K-6 grade unduplicated pupils on 175 school days and 30 non-school summer school or intersessional days.
- On school days, students will be provided with in-person before or after school services that are no less than 9 hours of combined instructional time and expanded learning opportunities per instructional day.
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.
- Prioritize enrollment at schools in low-income communities, as determined by the number of students eligible for free and reduced-price meals, but permits LEAs to serve all students and grade levels.
- For districts with 80% or more unduplicated students, 50% must be enrolled and programming must be offered to all (phased in approach).

Recommended Action:
Consider approval of the Expanded Learning Opportunities Program Plan MOU with Napa County Office of Education

Supporting Documents:
Bellevue Memorandum of Understanding 2021-2022 School Year + 2022 Summer Programming

BELLEVUE MEMORANDUM OF UNDERSTANDING
2021 – 2022 SCHOOL YEAR + 2022 SUMMER PROGRAMMING

This is a Memorandum of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (**NCOE**) and the Bellevue Union School District (**BUSD**). **BUSD** will receive Expanded Learning Opportunities **(ELO)** Program funds directly through the Local Control Funding Formula, which will be used to support the COOL School Expanded Learning programs.

This MOU addresses modifications to the COOL School Program to address the requirements of ELO Program funding, including:

Per CDE guidance, ASES and the ELO Program should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.

The ELO Program requires the following:

- Provide expanded learning programs to 50% of K-6 grade unduplicated pupils on 175 school days and 30 non-school summer school or intersessional days.
- On school days, students will be provided with in-person before or after school services that are no less than 9 hours of combined instructional time and expanded learning opportunities per instructional day.
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.
- Prioritize enrollment at schools in low-income communities, as determined by the number of students eligible for free and reduced-price meals, but permits LEAs to serve all students and grade levels.
- For districts with 80% or more unduplicated students, 50% must be enrolled and programming must be offered to all (phased in approach).

Resources about ELO Program Funding
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=46120&lawCode=EDC
https://www.cde.ca.gov/ls/ex/elopinfo.asp
https://www.cde.ca.gov/ls/ex/elofaq.asp

It is expressly understood and agreed by **NCOE** and **BUSD** as follows: **Purpose**: The purpose of this Memorandum of Understanding is to establish and maintain an effective working relationship between the parties to ensure the coordination of the COOL School Expanded Learning programs.

I. **Term**: BUSD will receive **$1,606,931** in ELO Program funding in the 2021-22 school year through LCFF apportionment. This MOU identifies programming costs totaling **$929,370.40.**

- **Up to $559,072.58 will be invoiced by NCOE**
  - **NCOE set costs include $200,000 to fill the fiscal gap caused by changes to ASES legislation around parent fees.**
  - **Up to $136,800.00 of funding to open additional COOL School classrooms as requested by BUSD.**
  - **$33,155.00 for NCOE Expanded Learning Opportunities Coordinator.**
  - **Up to $132,717.70 for NCOE run Summer Programming.**
  - **NCOE Indirect Costs**
- **$303,212.08 will be spent directly by BUSD**

    - **BUSD costs include BUSD Expanded Learning Coordinator expenses, BUSD Teacher Liaisons for 21-22, BUSD 2022 Summer Staffing and Summer Program Expenses, and the Indirect Rate (7.78%)**
- **Additional expenses may be incurred and billed, by either BUSD or NCOE, as additional programming is planned and implemented, as mutually agreed upon by BUSD and NCOE up to the full ELO Program apportionment amounts. Any changes resulting in an increase to the total amount NCOE receives will be detailed in an addendum to this MOU and signed by both parties.**

This Memorandum of Understanding shall be in effect for the 2021 – 2022 school year, along with the summer of 2022. This term may be adjusted by mutual consent of both parties by execution of a written amendment to the MOU, or if **ELO** funding is terminated by the State of California. Upon expiration, this agreement shall continue until either party terminates this agreement by providing written notice to the other party at least 60 days prior to the desired date of termination. If contract is terminated, the contractor will be paid for all work completed.

III. **Description of Services:** The **ELO** Program funds will be used for:

- Increased/additional **NCOE** COOL School staffing costs (supporting increased student enrollment in COOL School after school services)
- **BUSD** Teacher Liaisons, supporting the COOL School Program
- **NCOE** Coordinator, focused on family engagement, staff recruitment and summer program implementation and support
- Summer Programming for BUSD students, meeting **ELO** Program requirements
- Additional programming as mutually agreed upon by BUSD and NCOE.

It is agreed that BUSD will provide up to $559,072.58 to NCOE for services at Bellevue, Kawana, Meadow View, and Taylor Mountain Elementary schools. **NCOE** will invoice **BUSD** quarterly, for a quarter of the contract amount each billing cycle, with prorated costs aligned with opening additional COOL School Classrooms and summer programming.

Indemnification: **BUSD** shall indemnify, defend and hold harmless **NCOE**, its trustees, officers, employees and volunteers from and against all claims, damages, losses and expenses, including attorney fees arising out of the performance of the work described herein, caused in whole or in part by any negligent act or omission by **BUSD**, any subcontractor, or anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, except where caused by the active negligence, sole negligence, or willful misconduct of **NCOE**.

In witness whereof, this agreement has been executed by the parties hereto:

_____ _____

David Alexander, Superintendent
Bellevue Union School District

Date

_____ _____

Joshua Schultz, Deputy Superintendent
Napa County Office of Education

Date

Data Use Agreement

This serves as an agreement for data use between the COOL School Expanded Learning programs of the Napa County Office of Education "provider" and the Bellevue Union School District "owner". The purpose of this agreement is to permit the owner to share student information with the provider. The owner agrees to share student information with provider under the following agreement:

1. Provider shall only request student information that is required for its funding reporting requirements or for its legitimate review of its educational programs.
2. Provider shall only use student information for reporting and analysis purposes.
3. Provider is prohibited from sharing student information with any person or organization that provider does not report to.
4. Provider shall maintain the confidentiality of student information, even within its own organization. Only those individuals who are responsible for reporting and/or analysis may have access to student information provided by owner.

Either party to this agreement may rescind this agreement by making this request in writing to the other party. This agreement shall be considered null and void immediately upon the receipt of the other party's request to rescind this agreement.

The agreements made under this agreement shall be in place until unless either party rescinds as provided above.

_____ _____

David Alexander, Superintendent
Bellevue Union School District

Date

_____ _____

Joshua Schultz, Deputy Superintendent
Napa County Office of Education

Date

Use of Facilities Agreement

This Use of Facilities Agreement ("Agreement") is entered into by Bellevue Union School District ("District") and the Napa County Office of Education ("Agency"). The Agency has requested, and the District has approved, the Agency's use of school facilities at no cost, including restroom and parking facilities ("Facilities"), for the purpose(s) of operating the COOL School Expanded Learning programs, a use and relationship authorized under Education Code Section 10900, et. seq. Neither the Agency, nor its employees, agents, guests nor invitees are authorized to use any other real property, or physical improvements to real property, other than the Facilities covered by this Agreement.

This Agreement is effective for the 2021 – 2022 school year and the summer of 2022. Upon expiration, this agreement shall continue unless otherwise terminated or extended by a written document executed by both parties.

Use of the Facilities shall occur on dates and times mutually agreed to by the District and the Agency, as evidenced by a jointly executed writing. Such use shall not interfere with the District's ability to carry on educational activities, interfere with the District's ability to carry on recreational activities, or interfere with other potential users' authorized right to use District property, including the Facilities covered by this Agreement.

At all times, the Agency, and its guests and invitees at the Facility, shall comply with the District's rules, regulations, and policies, copies of which are deemed to have been provided to the Agency prior to the execution of this Agreement. The Agency and its guests and invitees shall also (a) conduct themselves in accordance with all other potentially relevant federal, state or local laws or regulations, (b) respect the District's employees, students, and property, and (c) engage in safe and appropriate behavior in an effort to avoid harm, injury, disputes or altercations with others. The Agency is responsible for ensuring that its Directors, Officers, agents, employees, contractors, guests invitees, participants, and guests, as well as any other individual who will attend or view the contemplated activities at the Facilities, comply with these requirements.

Agency shall at all times, provide equipment and instructors trained, experienced, and otherwise suitable for the purposes of the Agency's intended use of the Facilities. Agency shall ensure that the District's property is not altered, modified or changed in any manner absent the District's express prior and written consent. Failure to comply with these obligations shall, at the discretion of the District, be a basis to immediately terminate this Agreement.

The District shall ensure that the Facilities are timely and properly made available for use at no cost to the Agency. The Agency waives any claim against the District for damages relating to its use of the Facilities, including, but not limited to, theft or destruction of the Agency's property. The District is financially responsible for claims or damages caused by its negligent failure to maintain, repair or keep in good repair the District's Facilities. The District shall defend and indemnify the Agency, and its Directors, Officers, employees, agents, and volunteers should a Claim be made for which the District is financially responsible to an injured individual or individuals, or injury or damage to physical property, pursuant to this provision.
The Agency shall be financially responsible for any claims or damages caused, or arising in some manner from, whether in whole or in part, by any aspect of the Agency's use of the Facilities. The Agency shall defend and indemnify the District, and its agents and employees should a Claim be made for which the Agency is financially responsible to an injured individual or individuals, or injury or damage to physical property, pursuant to this provision.

_____ _____

David Alexander, Superintendent
Bellevue Union School District

Date

_____ _____

Joshua Schultz, Deputy Superintendent
Napa County Office of Education

Date

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Review and Action

Agenda Item Title: COVID-19 Safety Plan

Prepared By: Tracy Whitaker, M.A. Director of Student Services & COVID-19 Coordinator

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Background: COVID-19 Safety Plan was a required element to open for in-person instruction in the Spring. It was originally board approved on March 9, 2021 and the revision was approved September 14, 2021. The plan has been revised to reflect current requirements and recommendations from the California Department of Public Health and Sonoma County Department of Human Services.

Recommended Action:
It is recommended that the Board of Trustees approve the plan.

Supporting Documents
Bellevue Union School District COVID-19 Safety Plan revised 01/31/2022

Bellevue Union School District

COVID-19 Safety Plan (CSP) revised 01/31/2022
Board Approved -

1.Facial Coverings/Other PPE

Policy for Face Coverings: BUSD provides clean, undamaged face coverings and ensures they are properly worn by employees and students over the nose and mouth when indoors regardless of vaccination status. It is ***strongly recommended*** that students and staff wear face coverings while outdoors.

The District will follow current state and county guidelines regarding the use of face coverings. Cloth or surgical masks are required by everyone--students and staff while on campus unless medically exempt. Employees and students are encouraged to supply their own masks, however, the District will have disposable face-coverings available if needed for both staff and students.

In limited situations where a face covering cannot be used for pedagogical or developmental reasons (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a mask covering once the activity is finished. In the event of a medical exemption, other masking options may be considered by the district for the individual student.

Face-covering may be removed during breaks, at designated times and in designated areas. Face coverings will not be required while students and staff are actively engaged in eating or drinking. Recommended social distancing guidelines will be followed during these times. Training will be provided for students and staff in the proper use and etiquette of all face coverings. BUSD will continue to monitor and update requirements for face coverings based on guidance from the County Department of Public Health.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room such as his/her classroom or an office with a door closed.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders
- Employees and students who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Types of face coverings allowed (ie: no valves, ≥2 ply, no bandanas, no gaiters, etc): The specific types of face coverings allowed include N95, KN95, cloth masks, and 2 ply surgical masks. N95 and KN95 masks are recommended. Masks with valves, gaiters, and bandanas will not be allowed. In limited situations where a face covering cannot be used for pedagogical or developmental reasons (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a mask covering once the activity is finished. In the event of a medical exemption, other masking options may be considered by the district for the individual student.

Availability of Extra Masks: BUSD has acquired many facial coverings including N95, KN95, cloth, and 2 ply disposable surgical masks and maintains a stock on hand. The District has both adult and child sizes of facial covering available. Each site has additional supplies available in each school office. Each classroom will have some child sized disposable masks on hand as well if students need to change masks.

Plan for refusal to wear face coverings:

If a student refuses to wear a face covering, the following steps will be taken:

1) The teacher will remind the student to put the mask on.

2) The teacher will ask the student to put the mask on and explain reasons for wearing a mask. The teacher will remind the student of the BUSD Agreement .
3) The site administrator/office staff will be notified and work with the student.
4) The parent/caregiver will be contacted to collect their child.
5) Site administrator will work with the student and family about next steps if offenses continue.

See also BUSD Parent/Student Agreement English Updated 08/08/21.

2.Physical Distancing

CDPH guidelines indicate that in-person instruction can occur safely without minimum physical distanding requirements when other mitigation strategies (e.g. masking) are implemented.

Students will have assigned seating, 3 feet apart during snack and lunch periods.

Staff will maintain 6 foot social distancing when unmasked while actively eating and drinking in the staff room.

3.Ventilation

Ventilation systems have been checked to be in working order and will be monitored for proper operation. BUSD will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle with MERV-13 filters where applicable. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible.

Air purification systems were purchased and distributed throughout the district in offices, classrooms, and common areas.

4.Healthy Hygiene Practices

Demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds. Supervision of students may be utilized to reinforce health and safety protocols. Hand hygiene is one of the most simple yet effective actions to prevent the spread of most respiratory viruses. Practicing frequent and proper hand hygiene, which includes the use of alcohol-based hand sanitizer or handwashing with soap and water is a critical practice to reduce the spread of pathogens and prevent infections, including the COVID-19 virus.

A sink with soap and water is available in every classroom, student bathrooms, the staff break room, and staff bathrooms. Students will be encouraged to rub sanitizer into their hands until completely dry. The District provides unscented, ethyl alcohol based hand sanitizers.

Handwashing and hand sanitation will be taught as a priority.

- Teachers and staff will model hand washing for students.
- Students will have access to hand sanitizer and/or sinks with soap and water.
- Hand sanitizer is available at the entry point of each classroom.
- Two hand sanitizer stations will be located at each ingress point.
- Age-appropriate signage is displayed to remind students to wash their hands.
- A schedule for hand hygiene will be in place. Students will clean/sanitize their hands upon entry to the classroom. Frequent reminders to wash or sanitize hands will be given throughout the day.
- Hand hygiene will be performed prior to and after snack and recess breaks.

- Students will be taught about respiratory etiquette. Students will be reminded to sneeze or cough into their elbow, even while wearing a face covering.
- Students will be encouraged to avoid touching their face, eyes, nose, and mouth.

Other considerations - including locations of handwashing stations, disabling of drinking fountains, etc: At this time, water fountains are shut off to prevent the spread of COVID-19. Staff and students are encouraged to bring their own water bottle containing water. Additional, disposable water bottles will be available at each site. Water bottles may be refilled in classrooms. BUSD classroom sinks have a “gooseneck" to make filling water bottles convenient. Students will be taught and reinforced on how to refill water bottles in a safe manner by not touching the mouth of the water bottle to the faucet surface.

5.Routine Cleaning and Disinfection

General high-touch surfaces: Disinfecting of high frequency used surfaces and all surfaces are regularly disinfected by our custodial and other staff members with a solution manufactured by Buckeye International, E-23 Disinfectant which has the active ingredients of Quaternary ammonium EPA Registration Number 47371-129 which is confirmed by EPA as a product that meets criteria for use against SARS-CoV-2, the virus that causes COVID-19. When performing this work it is encouraged to use appropriate PPE. Concentrate dilution dispensers with this cleaning solution are installed in every custodial closet throughout our BUSD Campuses. Spray bottles for each room throughout our BUSD Campuses have been supplied with the intent of every room having this solution readily available to ensure frequent disinfecting of areas/surfaces.

Classrooms, Bathrooms, & Offices: At a minimum cleaning and disinfecting will be performed within these spaces once per day by the night custodian. It is recommended that if an additional group is scheduled to make use of the room an additional disinfecting of the room occurs before use.

Cafeteria: Tables will be cleaned and disinfected after each use and in between groups of students.

Playgrounds: Routine disinfecting will occur once per day. The current guidance does not require disinfecting between groups when hand hygiene is emphasized. Hand hygiene will be emphasized with all groups to ensure good hygiene.

Hallways: For sites that have indoor hallways, handles and frequently touched surfaces will be cleaned and disinfected daily.

6.Vaccination & Testing Requirements

All staff must provide vaccination status and proof of vaccination to the COVID-19 Coordinator. For those employees who do not provide proof of vaccination or are not fully vaccinated must test weekly for COVID-19. Those who access the testing provided by the district will not be required to submit additional proof of testing. Those who utilize testing outside of the District must provide testing results to the COVID-19 Coordinator each Friday by Noon. The District provides on-site testing at a minimum of one time per week per site.

Testing is available to all staff regardless of vaccination status. Staff may access testing provided by the district during work hours and at no cost to the employee.

Testing is available to students when symptomatic, as a response to an on-site exposure or outbreak, or upon request. Those participating in sports must test weekly. Students may utilize the testing provided by the District or seek out resources from the county or their healthcare provider. See county testing calendar for dates and locations.

7.Visitors/Volunteers/Vendors

Essential visitor / vendor policy - log-in/out list: Anyone entering a BUSD campus (including non-regular essential visitors-i.e. copy machine repair) will be subject to the COVID-19 symptom check protocol using our online screening

procedure. The online screening procedure is recorded on a Google Form with date and time for future access if needed for exposure and contact tracing.

Policy for limiting non-essential visitors: Nonessential visitors, and community members will be asked not to come to a BUSD site unless a virtual option (e.g. video conferencing) is not available. Attendance at IEPs, attendance meetings, parent/teacher conferences, 504 meetings, and SST meetings may be held remotely, if possible. Bellevue Union School District will ensure that technology is available for students/parents to participate in remote meetings. All masking and safety protocols must be followed for in-person meetings.

Volunteers: Volunteers will need to fill out the volunteer packet and submit all requirements including a COVID-19 vaccination card. The number of volunteers onsite will be limited. Volunteers will be required to complete the COVID-19 symptom check protocol.

8.Health Screening/Symptom Monitoring/Sick Protocol

Self-Screen Procedure for Staff & Students: Students, staff, visitors, and volunteers will be expected to self-screen at home prior to coming to school or work. Individuals should stay home and call the office or supervisor if they are symptomatic. Symptomatic individuals should test for COVID-19. All itinerant staff, vendors, visitors and volunteers must complete a health screening questionnaire http://bit.ly/busdcovid. If Individuals are symptomatic and/or the answer is YES to any of these questions, the person cannot proceed to any BUSD campus and is encouraged to stay home and get tested.

Support available for individuals staying home: School site office staff will follow up with families when a student is out sick to determine what support may be necessary. A student or employee who needs to stay home due to illness or isolation/quarantine requirements will not experience repercussions to employment or his/her grade.

Immediate protocol in case of a sick staff/faculty member: If a staff member becomes ill with symptoms consistent with COVID-19, they will be sent home and recommended they be tested for COVID-19. The Site administrator will plan for staff coverage. If a staff member is unable to drive due to illness, the emergency contact is unavailable, and the symptoms are severe, 911 will be called. Severe symptoms include, but are not limited to, trouble breathing, persistent pain, chest pressure, or confusion. Any individuals, students or staff in the work area or classroom where the staff member works will be disinfected. Students and/or staff who are in the impacted area will be moved outside or to another location while the area is being disinfected. The staff member will be recommended for testing. For staff who test positive for COVID-19, yet feel well enough to work from home, may work from home if the position/type of work allows.

Screening criteria/procedure onsite for students: Parents will be required to keep symptomatic students or students who have had close contact with a person with COVID-19 at home. In addition, there will be a visual COVID-19 self-checklist assessment posted at each designated point of entry that all persons are required to follow. Anyone, staff or student, who shows symptoms of COVID-19 should not enter a BUSD facility.

Immediate protocol in case of a sick student: If a student becomes ill they will be removed from the classroom and taken to the designated isolation area preferably outdoor or the designated Care Room. There are 3 staff per each site who have been FIT tested for N95/KN95 masks. These staff are designated to attend to students in the Care Room or isolation area. Any students exhibiting symptoms will remain in the isolation area until they can be picked up by a responsible adult on their emergency contact for or be transported to a healthcare facility if symptoms are severe. If a student becomes sick, the emergency contact is unavailable and the symptoms are severe, 911 will be called. Severe symptoms include, but are not limited to, trouble breathing, persistent pain, chest pressure, or confusion.

Once the sick student has been removed from the classroom, the remaining students and staff will relocate to an outdoor area or the multipurpose room during inclimate weather while the impacted classroom is disinfected by custodial staff. Once the room has been aired and disinfected the remainder the students and staff may return to class. See Flowchart.

Students will have the opportunity to make up assignments, tests, etcetera. They may be provided classwork through a digital platform or teacher made packet of assignments.

Symptom monitoring procedures throughout the day: Students should self-monitor throughout the day for

symptoms of illness. Teachers and other instructional staff will monitor students throughout the school day through observation. If a student reports feeling ill or exhibits signs and/or symptoms of COVID-19, classroom staff will complete a hall pass with a checklist of symptoms for the office staff, school nurse, or other member of the District medical team to review. Staff will screen the student for symptoms consistent with COVID-19. If the student is symptomatic they will be taken to the isolation area.

Screening of essential visitors/vendors: Anyone entering a BUSD campus including vendors, visitors, and volunteers will be subject to the COVID-19 symptom check protocol using our online screening procedure. The online screening procedure is recorded on a Google Form with date and time for future access if needed for exposure and contact tracing.

9.Handling of a COVID-19/Symptomatic Individual

Plan/location for Isolation room / area: There are two designated isolation areas on each campus except for the Early Learning Center. Isolation areas will be located near a bathroom and hand washing station or bathroom with soap and water. The designated areas on each site have more than adequate ventilation as well as an air purifier. Isolation areas may be located in an outside location weather permitting.

PPE available for staff providing care in the Isolation area: PPE available in the isolation area includes: N95/KN95 masks, gloves, face shields, additional disposable masks, and disposable gowns. Designated staff who will attend students in the isolation room have been FIT tested for N95 masks.

Staff trained to provide care in the Isolation area: The designated staff on each site will be trained by the School Nurse in caring for the sick individual as well as how to protect themselves from contracting COVID-19 while caring for someone who is symptomatic.

~~**Plan for staff caregiver to be fit-tested and trained to seal-check N95 respirator:** 4 staff members per site will be FIT tested. COVID-19 Coordinator, the School Nurse, and the Nurse Assistant are all trained to FIT test site staff. The training for the FIT testers was completed on 2/16/2021. The ELC will have 3 individuals FIT tested. The District will perform additional FIT testing as changes in personnel may occur.~~ The FIT test is not currently a requirement under the CalOSHA emergency standards. This section to be removed.

Protocol for immediate removal and relocation of an ill individual: The teacher will have a hall pass to provide the student with a checklist of symptoms and send the student to the office. The office will review the information and have the student wait in the isolation area if required. Site staff will ensure the individual is cared for, and call an emergency contact to pick up the student. If a staff member is sick, the site administrator will arrange for coverage and the employee will be sent home.

Protocol for disinfection of contaminated areas, including Isolation zone after pick-up: After an individual has been picked up from the isolation area. The area will be ventilated/aired out (if an indoor area) and the custodian will disinfect the isolation area. After the room is disinfected, the room will be aired out again to allow for clearance of any chemicals used in cleaning and disinfecting the space.

Instructions to give ill staff / family of ill child (re: follow-up with PCP, testing guidance): Site based contact tracer, School Nurse, or COVID-19 Coordinator will provide follow-up information regarding testing locations/options, recommend they contact their primary care physician, and provide instructions for quarantine. Additional information will also include return criteria.

Plan for testing symptomatic individuals: Parents of students who are symptomatic may be tested on a District campus, be referred to their primary care physician and/or County Public Health to schedule a COVID-19 test.

10.Case Reporting, Contact Tracing, & Investigation

Case Reporting: School site staff will report any positive cases who were onsite to the COVID-19 Coordinator or designee. The site staff will collect all pertinent information and submit information to the Coordinator or designee. The case will be reviewed and then reported to public health.

Contact Tracing & Investigation: Designated contact tracing staff will investigate and determine the close contacts of the

positive case and determine next steps based on the guidance provided by the Sonoma County Department of Health Services. This guidance is by scenario and varies depending on factors in each situation. See charts below. These charts were updated in January 2022. The District will make adjustments in protocol as SCDHS updates guidance. Strategies to support contact tracing include assigned seating at lunch and snack and seating charts available for each classroom.

11.Plans for After an Exposure Event

When someone is confirmed positive for COVID-19 and individuals were exposed onsite.

Designated COVID Coordinator(s) and corresponding duties:
BUSD COVID-19 Coordinator-Tracy Whitaker, M.A., (707) 388-8540, twhitaker@busd.org
Duties include but are not limited to:

- Oversee tasks, requirements, and guidance related to COVID-19
- Support campuses when questions arise regarding protocols, procedures, exposures, etc.
- Coordinate training for staff (such as hygiene, contact tracing, FIT testing, etc.)
- Provide routine reminders of expectations and safe health practices
- Maintain a current knowledge and understanding of CDC, CDPH, and LHD guidelines
- Support School Nurse and Employees designated to contact trace on campuses
- Act as the district liaison to the Sonoma County Public Health Department
- Notify staff in the event of an exposure or outbreak, provide guidance, and follow CDC/LHO recommendations
- Update the Superintendent and School Board as needed

Plan for confirmed COVID-19 case reporting: The COVID-19 Coordinator or School Nurse will promptly report positive cases to Public Health including name, date of birth, symptoms, date of symptom onset, ~~phone number, address,~~ date of positive test, last days onsite, and which school site. COVID-19 Coordinator and/or School Nurse will work collaboratively to support the student/family, provide information, and determine appropriate next steps if needed.

Plan for "Close Contact" identification: One individual per site is designated and trained to act as a contact tracer. Training was provided from the COVID-19 Coordinator regarding district procedures, role of school based contact tracers, and the information required for paperwork needed for SCDHS. The designated individuals are as follows, however this may change as personnel adjustments are needed:

- Bellevue Elementary: Daniela Banuelos Corona, Amy Flores
- Kawana Springs Elementary: Marina Thomas
- Meadow View Elementary: Linette Quijas, Isabel Luna
- Taylor Mountain: Marina Thomas
- Early Learning Center: Susie Hirsch, Tracy Whitaker
- Additional contact tracing support provided by the School Nurse and Nurse Assistant.

Plan for Exposure testing for staff: Staff may be tested onsite or seek out testing through the county or physician. Vaccinated staff are not required to be tested, however it will be available to all staff.

Plan for Exposure testing for students: Testing is available on all four elementary school sites for students throughout the week. ~~Students determined to be a close contact and placed on modified quarantine must test 2 times a week for 10 days. Students determined to be a close contact and placed on an at-home quarantine should test on day 6 or later. They may return with a negative test. If they receive positive test results SCDHS guidance will apply.~~

Support for staff in Isolation: Staff will be provided guidance on how to quarantine or isolate and the importance of it. Staff who have tested positive for COVID-19 and feel well enough to work may do so remotely. Otherwise, sick leave will be applied.

Support for students in Isolation/Quarantine: Students will be provided guidance on how to quarantine or isolate and the importance of it. Students in isolation or quarantine may be provided work packets or access to their online class assignment. Otherwise, they will be out sick. Students will be able to make up assignments, tests, etc.

Return to school criteria for COVID-19 positive individual:
COVID-19 cases with COVID-19 symptoms will not return to work/school until all the following have occurred:

- At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
- COVID-19 symptoms have improved.

- At least 10 days have passed since COVID-19 symptoms first appeared.
- May return on day 6 or later with a negative antigen test.

COVID-19 cases who tested positive but never developed COVID-19 symptoms may return after day 5 before day 11 with a negative antigen test. Staff must take a COVID antigen test in front of a supervisor or health care professional.

A negative COVID-19 test will not be required for an employee or student to return to work or school past the 10 day isolation period. A negative test will be required to return prior to the 10 day isolation period.

If an order to isolate or quarantine an employee or student is issued by a local or state health official, the employee or student will not return to campus until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be once 10 days have passed from the time the order to isolate was effective.

See Isolation and Quarantine Protocols and the Sonoma County Department of Health Services Scenario-based COVID-19 Guidance below as well as the COVID Management at School flowchart.

Isolation Protocols for Everyone - Students & Staff
Table 1

Persons Who Test Positive for COVID-19 (Isolation)	Recommended Action
Everyone, regardless of vaccination status, previous infection or lack of symptoms.	• **Stay home (PDF) for at least 5 days.** • **Isolation can end after day 5 if symptoms are not present or are resolving AND a diagnostic specimen* collected on day 5 or later tests negative.** • **If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10.** • **If fever is present, isolation should be continued until fever resolves.** • **If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after day 10.** • **Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information)** ***Antigen test preferred.**

Quarantine Protocols - Students & Staff

Table 2

Persons Who are Exposed to Someone with COVID-19	Recommended Action
• Unvaccinated staff, OR • pre-k OR • Unvaccinated K-12 student exposed *at home* OR • *Unvaccinated K-12 student exposed unmasked at school (if taking standard contact tracing approach)* • Vaccinated and booster-eligible but have not yet received their booster dose (age 18 or older).** (Refer to CDC COVID-19 Booster Shots to determine who is booster eligible) **perCDC guidance	• Stay home (PDF) for at least 5 days, after your last contact with a person who has COVID-19. • Test on day 5. • Quarantine can end after day 5 if symptoms are not present AND a diagnostic specimen collected on day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10. • Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information). • Strongly encouraged to get vaccinated or boosted. • If testing positive, follow isolation recommendations above. • If symptoms develop, test and stay home.

** Workplace Setting (not applicable to healthcare personnel):

In a workplace setting, asymptomatic employees in this category are not required to stay home from work if:

- A negative diagnostic test is obtained within 3-5 days after last exposure to a case
- Employee wears a well-fitting mask around others for a total of 10 days
- Employee continues to have no symptoms.

Table 3 - Students Only

K-12 Students Who are Exposed in K-12 Setting	Recommended Action (option for Group-tracing approach) Bellevue is using this approach
Any K-12 student (regardless of vaccination status, masking,prior infection etc.) who: Shared indoor air space for at least 15 minutes (within 24 hours) with a positive COVID-19 Case in K-12 setting	• Stay in school for in-person instruction • May continue with extracurricular activities and don't need to quarantine outside of school. • Should get tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. • Should continue to wear face coverings as directed. • Should stay home and test ASAP if symptoms develop. In the event of a wide-scale and/or repeated exposures, broader (e.g.,grade-wide or campus-wide) once weekly testing or COVID-19 may be considered until such time that exposure events become less frequent.

Table 4 - Students & Staff

Persons Who are Exposed to Someone with COVID-19	Recommended Action
• Boosted; OR • Vaccinated, but not yet booster-eligible OR • Vaccinated, due for booster and under the age of 18* • Recently positive within last 90 days (Refer to CDC COVID-19 Booster Shots to determine who is booster-eligible) *per CDC guidance	• No quarantine required • Test on day 5. • Wear a well-fitting mask around others for 10 days, especially in indoor settings (see Section below on masking for additional information) • If testing positive, follow isolation recommendations above. • If symptoms develop, test and stay home.

COVID-19 Case & Isolation Definitions (all settings)	
COVID-19 "Case"	A **Case** is defined as a person who has tested positive for COVID-19, regardless of vaccination status, previous infection, or symptom status. **All Cases** should complete **Isolation**[1] (below). **To Note:** If a person develops COVID-like symptoms but declines to get tested, current guidance recommends they also follow protocol for Isolation.
COVID-19 Infectious Period	The **Infectious period** for a COVID-19 Case begins **2 days prior to symptom onset** (or appx 2 days prior to the testing date, if no symptoms). COVID-19 Cases will continue to be infectious for an *additional* **5-10 days** after symptom onset (or test date, if no symptoms), and they should complete Isolation during this period (see below). A Case's **last infectious day** is the day before they are released from Isolation.
Isolation (Cases)	**Isolation** separates those infected with a contagious disease from people who are not infected. **Day 0 of Isolation** is the day their first symptoms began (or the day their positive test was collected, if they develop no symptoms). The full isolation period lasts for **5-10 days**. Cases can be released from Isolation when they meet the **Isolation Release Criteria**.
Isolation Release Criteria	A Case can be released any time **after 5 days** of Isolation if: ✓ Fever has resolved, AND ✓ Other symptoms are resolving (or have resolved), AND ✓ They are tested (antigen preferred) **on Day 5** or later, and receive a negative result, AND ✓ They **wear a well-fitted mask** around others for remainder of 10 days (especially indoors). **If returning to extracurriculars, they must mask, otherwise they must be excluded for the remainder of the 10 days**. **OR:** Can be released **after 10 days** of Isolation, without a test if: ✓ Fever has resolved, AND ✓ Other symptoms are resolving (or have resolved) Once an individual is released from Isolation, they are considered "recovered."

1 Positive COVID-19 Cases involved in any school, childcare, community, or youth settings should follow these Isolation guidelines. However, Quarantine guidelines may vary by setting and nature of exposure. Please refer to specific corresponding pages for Quarantine guidance.

2 People who are confirmed positive for COVID-19 (by diagnostic testing) are exempt from future quarantine if they are exposed to COVID-19 again in the 90 days following their infection. Without the positive diagnostic test, they are not considered confirmed, and are not exempted from future quarantine or testing (should either be required). Should recently confirmed cases be required to test during that 90-day window, they should test by antigen, as a PCR test may pick up a positive result, even after the individual is no longer infectious (due to dead viral genetic material still being present in the body).

3 In certain circumstances, it is strongly advised that Contacts to do an initial test immediately after learning of their exposure. If negative, testing should be repeated later in the quarantine period, based on current quarantine guidelines and recommendations. A negative result on an early test does not guarantee that they will not develop COVID-19 later in their quarantine period, and a test done too soon will not clear them from Quarantine any sooner.

COVID-19 Contact & Quarantine Definitions (all settings)	
COVID-19 "Contact"	Someone is a **COVID-19 Contact** if they had close contact with an infectious COVID-19 Case. **Close contact** is defined as being **within 6 feet** of an individual for a total of **15 minutes** (or more) over the course of a day – **OR** if they *briefly*: o Had direct physical contact with a COVID-19 Case (hugged, kissed, etc.) o Provided direct care for someone sick with COVID-19 o Were sneezed/coughed on by a COVID-19 Case o Shared eating/drinking utensils with a COVID-19 Case
Quarantine (for Contacts)	**Quarantine** restricts the movement of persons who were exposed to a contagious disease, in case they become infectious. When exposed people are in Quarantine, it breaks the chain of transmission. **Day 0 of Quarantine** is the Contact's date of **most recent exposure** to an infectious Case. The type and length of their Quarantine may vary. Please see the following pages for **setting-based scenarios**, to determine the applicable guidelines for close contacts exposed in your setting. If they test positive (or become symptomatic and do not get an alternate diagnosis or test), they begin **Isolation**.
"Unvaccinated"	People are considered **unvaccinated** until they meet the criteria of "fully-vaccinated." This category includes **partially-vaccinated** individuals, and those who have completed their primary series of vaccinations within the last 2 weeks.
"Fully-Vaccinated"	Someone is considered **fully-vaccinated** when it has been **at least 2 weeks since receiving the final dose** of their primary COVID-19 vaccine series (Pfizer or Moderna: 2 doses, J&J: 1 dose). This term may be phased out, as it is ambiguous as to whether or not they are due for a booster.
"Booster-Eligible"	Someone is considered **booster-eligible** when they are **due** for a booster after already receiving their primary series. Booster eligibility can be checked here: CDC Booster Eligibility timelines
"Up-to-Date"	Someone is considered **up-to-date** immediately after receiving their booster. People who are **not yet due** for a booster may be also considered "up-to-date" if fully-vaccinated.
Quarantine Exemptions	The following Close Contacts are **not** required to quarantine after an exposure: • **Fully-Vaccinated** (but not yet booster-eligible) • **Booster-eligible**, AND is under the age of 18 or a K-12 student of any age • **Up-to date** ("boosted," or fully-vaccinated but not booster-eligible) • Recently diagnosed with COVID-19 within 90 days prior to exposure (& already recovered) **After being exposed, these individuals should**: ✓ Test 5 days after exposure (or right away if symptoms develop) ✓ **Wear a well-fitting mask** around others for 10 days, especially indoors

General Scenario-based Guidance (all settings)

Scenario	Actions	Considerations
Scenario 1: Someone has symptoms of COVID-19	Should be tested ASAP and isolated while waiting for results, and until a determination can be made as to how to proceed. Tests can be **PCR** or **antigen**. Over-the-counter (OTC) tests are acceptable if they are **FDA approved** and if results are **verified**. ***Close contacts are <u>not</u> required to quarantine until a Case is confirmed positive by diagnostic testing.***	Reinforce importance of **testing** to confirm COVID status[2] FDA-approved PCR & Antigen tests **Result verification methods** are outlined in OTC Testing Guidance.
Scenario 2: Someone tests negative after symptom onset	They may return when they meet the criteria of your site's **non-COVID illness policy**. Individual policies will vary by site/district, but *might include:* ✓ No fever for a certain number of hours ✓ No vomiting or diarrhea for a certain number of hours *If new or differing symptoms develop after testing, test again.*	If they have symptoms specific to COVID (ie: **loss of taste or smell**) and receive a negative antigen result, **consider testing by PCR** and/or again by antigen.
Scenario 3: Someone declines to get tested after symptom onset	**Before returning, they must either:** Provide proof of **alternate diagnosis** (from a HCP) and meet your site's non-COVID illness policy criteria (see above) **OR**: May alternatively complete Isolation and meet the Isolation Release Criteria prior to returning.	**Encourage testing to confirm COVID-19 status,** so that they may be exempt from future quarantine if exposed again in the following 90 days.[2]
Scenario 4: Someone has been confirmed positive for COVID-19 **(+) Positive COVID-19 CASE**	The COVID-19 Case **should be sent home** with instructions to complete **Isolation.** The Case must meet the Isolation Release Criteria prior to returning. **If the Case was on-site during their infectious period,** use one of the following approaches for Contact Tracing (CT): 1. **Individual Contact Tracing approach** (all settings): Identify and notify those who were **Close Contacts** to the infectious Case while on-site, including students, staff, or visitors. • See following pages to determine the applicable guidelines for close contacts in your specific setting. 2. **Group-Tracing approach** (for K-12 students only): When individual CT cannot be completed, due to high volume of cases on campus - Identify and notify **exposed group** of students who shared indoor space an infectious Case on-site. • See page on Group-Tracing for details. **If the Case is involved with an on-site exposure**, report the Case to Public Health by sending the completed Case Reporting form to SoCo.schools@sonoma-county.org. Please complete all required fields, and as many of the optional ones as you can. This reporting may be done in batches, or one case at a time. Being "**involved with an on-site exposure**" includes: • The Case themselves caused an on-site exposure, OR • The Case may have resulted from an on-site exposure (they were initially a Contact exposed to COVID on-site, and then ended up becoming a Case within the following 14 days)	If an infectious Case was on-site within the last 24 hours, **clean and disinfect** spaces occupied by that person (desk, etc.) Provide all Cases with the **Resource packet for Cases** Provide Contacts with the **Resource packet for Contacts** **<u>Notifying Contacts</u>:** In their notification, be sure to include their last date of exposure, as well as recommended testing timeline. If using the **Individual Tracing approach,** refer to the Exposure Advisory Templates For the **Group-Tracing approach** (K-12 students only), refer to the Group-Tracing Advisory templates

Quarantine Guidance for Close Contacts who were Exposed **outside of K-12 setting** (at Home, Preschool, College/IHE, or Other Community Settings)

Exempt from Quarantine	Guidelines
Close contacts who are: **Up-to-date** (boosted, or fully-vaccinated and not yet booster-eligible), **Booster-eligible** AND is under the age of 18 or a K-12 student (any age), **or** recently confirmed positive in the 90 days prior to exposure (recovered). ***If being exposed at home**, refer to FAQ Scenario F.*	Please refer to guidelines outlined in the **Quarantine Exemptions** section on page 3.

Unvaccinated	Guidelines
Child, Student, Staff, or other individual was exposed to a COVID-19 Case while on a **non-K-12** site, at home, or in the community.	They must complete **Standard Quarantine.** **NO Work quarantine option** for those who are considered unvaccinated. ***If contact is being exposed at home**, refer to FAQ Scenario F for more details on ways to stop continual exposure and reduce quarantine length.*

Booster Eligible (age 18+ & not K-12 student)	Guidelines
Staff member was exposed to a COVID-19 Case while on a non-K-12 site, at home, or in the community.	Staff Contact may opt for **Work Quarantine**. ***If being exposed at home**, refer to FAQ Scenario F.*
Student or other individual was exposed to COVID-19 while on a **non-K-12** site, at home, or in the community.	They must complete **Standard Quarantine.** ***If being exposed at home**, refer to FAQ Scenario F.*

Type of Quarantine	Protocol
Standard (at-home) Quarantine	**Quarantine at home** for 5-10 days, Day zero being the date of **most recent exposure**. **If they remain asymptomatic:** • May discontinue quarantine after Day 5, **if tested negative on/after Day 5.** Must **wear a well-fitting mask** around others through Day 10, especially indoors. If returning to extracurriculars, they must mask, otherwise they must be excluded for the remainder of the 10 days. • May discontinue quarantine after Day 10, if declined testing on/after Day 5 ➢ **If symptoms develop,** they should get tested and isolate in the meantime
Work Quarantine	**Must quarantine at home for 5-10 days** (following protocol above). **The worker may continue working on-site (in-person) during quarantine if they:** ✓ Remain asymptomatic ✓ Get tested (PCR or antigen) within 3-5 days after last exposure to an infectious Case ✓ Continue to **wear a well-fitting mask** around others through Day 10, especially indoors.

Quarantine Guidance for Close Contacts who were

Exposed in a **K-12 Setting** - Individual Contact Tracing Approach

Includes child-care sites operating under K-12 guidance. If they were exposed outside of the K-12 setting, refer to previous page.

Exempt from Quarantine	Guidelines
Close contacts who are: **Up-to-date** (boosted, or fully-vaccinated and not yet booster-eligible), **Booster-eligible** AND is under the age of 18 or a K-12 student (any age), **or** recently confirmed positive in the 90 days prior to exposure (recovered).	Please refer to guidelines outlined in the **Quarantine Exemptions** section on page 3.

Unvaccinated	Guidelines for Contact
Staff was in close contact to a COVID-19 Case in a K-12 setting	Staff Contact must complete **Standard Quarantine.** **NO Work quarantine option** for those who are considered unvaccinated.
Student was in close contact to a COVID-19 Case in a K-12 setting	**Unmasked exposure**: student must complete **Standard Quarantine.**** **Mask-on-Mask exposure:** student may opt for **Modified Quarantine.****

Booster Eligible (& not a K-12 student)	Guidelines for Contact
Staff was in close contact to a COVID-19 Case in a K-12 setting.	Staff Contact may opt for **Work Quarantine**, or complete **Standard Quarantine**.

Type of Quarantine	Protocol
Standard (at-home) Quarantine	**Quarantine at home** for 5-10 days, Day zero being the date of **most recent exposure**. **If they remain asymptomatic:** • May discontinue quarantine after Day 5, **if tested negative on/after Day 5.** Should **wear a well-fitting mask** around others through Day 10, especially indoors. • May discontinue quarantine after Day 10, if declined testing on/after Day 5 ➢ **If symptoms develop,** they should get tested and isolate in the meantime
Modified Quarantine (K-12 students only)	**Must quarantine at home for 5-10 days** (following standard protocol above). **The student may continue to attend in-person activities during quarantine if they:** ✓ Remain asymptomatic ✓ Are excluded from all community and extracurricular activities until cleared ✓ Get tested 2x (PCR or antigen), or once if on Day 5 or later to clear early on Day 6 ✓ Continue to appropriately mask, as required. If returning to extracurriculars before Day 11, they must mask, otherwise they must be excluded for the remainder of the 10 days.

** Schools who cannot realistically conduct individual contact tracing (due to high volume of cases on campus) should opt for the Group-Tracing approach for exposed students. See next page for details.

Group-Tracing Approach

An alternative only for **Students** Exposed in **K-12 Settings**

This approach may <u>not</u> be used for Individuals exposed outside of the K-12 setting, or for staff (exposed in any setting). *This approach is only to be used when a K-12 school is unable to complete the Individual CT Approach for students exposed in K-12 settings, as outlined on the previous page. This approach is not intended to retroactively "release" individuals from Quarantine if the school was able to complete Individual CT for them.*

Exposed Group of Students	Guidelines
Exposed group of K-12 students who **shared indoor space** with an infectious Case in a **K-12 setting**, for 15 minutes (or more) over the course of 24 hours. All of the exposed students who shared indoor space with the Case are included in this group, **regardless of their vaccination status, recent infection, or their mask status during exposure.**	• Should be notified of the exposure • Do not need to quarantine • May stay in school for in-person instruction after exposure • May continue with extracurricular activities (masked) • Should get tested for COVID-19 within 3-5 days after last exposure (unless recently positive), testing more often is always an option. • Should wear a face-covering as directed • Should stay home and test ASAP if symptoms develop **In the event of wide-scale and/or repeated exposures (ie: in one classroom, grade-wide or campus-wide), weekly testing may be considered until such time that exposure events on-site become less frequent.** For more details on this approach, please refer to: CDPH K-12 Q&A / FAQ and CDPH Group-Tracing Approach for K-12 Students

Staff Exempt from Quarantine	Guidelines
Staff Close Contacts who are: **Up-to-date** (boosted, or fully-vaccinated and not yet booster-eligible), **Booster-eligible** AND under the age of 18, **or** recently confirmed positive in the 90 days prior to exposure (& recovered).	Please refer to guidelines outlined in the **Quarantine Exemptions** section (page 3).

Booster Eligible Staff (age 18 +)	Guideline
Staff member was in close contact to a COVID-19 Case	Staff Contact may opt for **Work Quarantine**, or complete **Standard Quarantine**.

Unvaccinated Staff	Guidelines
Staff was in close contact to a COVID-19 Case	Staff Contact must complete **Standard Quarantine**. **NO Work quarantine option** for those who are considered unvaccinated.

Scenario-based FAQ

FAQ - Scenario	Recommendation
Scenario A: **Household Contact of Contact** A student at our school has a sibling who has been exposed to COVID-19 and is in quarantine. Can our student continue coming to school?	It is best for the exposed sibling (Sibling A) to **separate** from others in the home, in case they become infectious during their quarantine. Regardless of whether or not they are able to separate, the student who is **not** quarantining (Sibling B) may continue coming to school. **If Sibling A begins developing symptoms**, they should be tested ASAP. If Sibling A tests positive and has been in close contact with Sibling B (starting 2 days prior to their symptom onset, or starting 2 days prior to their positive test date if they had no symptoms), Sibling B must stay home and not return to school until after completing their **at-home quarantine** (if not exempt).
Scenario B: A student at our school tested positive for COVID-19, and they were in multiple classes during their infectious period. Do all of the students in those classes need to quarantine?	Only the individuals who were in **close contact** to the COVID-19 case will be required to quarantine (if not exempt). This may not be the entire classroom if a strict classroom seating charts have been maintained (including at lunch tables, when 6-foot spacing cannot be maintained). The COVID Coordinator should work with the school to determine if they can **confidently confirm** who may have been a close contact. If this level of individual contact tracing cannot be completed, the school should opt for the Group-Tracing approach.
Scenario C: A student received their 2nd vaccine dose one week ago but was just exposed to a positive case. Do they need to quarantine?	People are considered fully-vaccinated when it has been two full weeks since they received their final dose of their COVID-19 vaccine series (1st dose for J&J, 2nd dose for Pfizer or Moderna). If they are exposed before they reach the two-week mark, they are still considered unvaccinated and they must quarantine as directed.
Scenario D: **Sports Exposure** An athlete at our school tested positive for COVID-19, and was at sports practice all week. Does their entire team need to quarantine?	**Not necessarily.** Schools should consider the full definition of a "close contact" when determining who needs to quarantine. Exposure can occur very quickly during direct physical contact, therefore, some activities don't require the 15 minutes to be considered close contact. Different sports carry different levels of risk depending on if they are played indoors or outdoors, and whether they are low-contact or moderate/high-contact activities. In moderate or high-contact activities, such as football or basketball, the entire team may have had direct physical contact during play, and therefore are considered exposed. When investigating exposure, schools should consider if players congregated on sidelines, in locker rooms, or before/after practice. Any player(s) who meet the criteria to be considered a close contact should quarantine (at home if unmasked) unless exempt and asymptomatic. The school may opt for the Group-Tracing approach for these types of scenarios.

Scenario-based FAQ (2)

sonoma county
DEPARTMENT OF HEALTH SERVICES

FAQ - Scenario	Recommendation
Scenario E: **Preschool exposure** A COVID-19 positive child at our preschool was present while infectious. Do all of the kids in their cohort need to quarantine?	In the **preschool setting**, proper mitigation measures (masking, distancing, etc.) and strict classroom seating charts are not always maintained. Because of the nature of the setting, it is not common for daycare/preschool sites to be able to **confidently confirm** who was and was not in close contact to the infectious case, unless the case is an infant or someone who was known to have minimal contact with others during the day. As a precaution, it may be best to consider the entire stable group as potentially exposed, especially indoors.
Scenario F: **Household Exposure** Someone from our school/program has a household member who is positive for COVID-19. When can they come back?	Even if they are **exempt** from quarantine, they should make best efforts to **completely separate** from the infectious household member, to reduce risk of becoming sick. This complete separation is not required for those exempt from quarantine, but is still highly recommended. See criteria below. If they are **not** exempt from quarantine, and have had **close contact** at home, they must do **standard (at home) quarantine.** If they can **completely separate** from the infectious person, then their quarantine clock begins right away. Day 0 of their Quarantine would be the day they made **complete separation**. **Complete separation in the home includes ALL of the following**: ✓ **Separate bedroom** – OR: heads of beds at opposite ends, 6+ feet apart ✓ **Separate bathroom** – OR: showering at separate times of day, wiping down high-touch surfaces, keeping toothbrushes separated, etc. ✓ Keeping at least **6 feet of distance** from the Case at all times ✓ **AND** wearing **masks** when sharing common spaces (both the positive Case and the other household members) If they ***cannot*** completely separate (they are being **continually exposed),** their quarantine "clock" may not begin until after their **final exposure** to an infectious Case. Final exposure (Day 0 of Quarantine) may end up being the Case's last day of their Isolation / infectious period.
Scenario G: **Allergy Symptoms** A student at our site has sniffles (mild allergy-like symptoms). Do they need to be tested? When can they come back?	An informed decision about what warrants testing should be made on a **case-by-case basis**. This decision can be made by the school nurse, or COVID liaison in conjunction with Public Health as needed. Schools should consider if the child in question has **a documented health history of allergies (alternate diagnosis),** and be sure their current symptoms match their typical baseline symptoms for that diagnosis. If there is a change from their baseline symptoms, this would require follow-up (and possibly testing). However, if the person has any other COVID-19 symptoms, recent exposure to COVID-19, **or** if the nasal discharge is not clear - then it would be indicated that they **test right away**, and be isolated while waiting for results. **Those who test negative** after symptom onset can return to the site when they meet the criteria of your site's non-COVID illness policy. **Please note** that other certain infectious diseases (like **Norovirus**) still need to be reported to Sonoma County Department of Public Health. **Please report all non-COVID infectious diseases to:** PHNurse@sonoma-county.org

1. BUSD will work closely with SCDHS when an outbreak occurs and follow guidance regarding necessary levels of quarantine/isolation.
2. Notify impacted parents/guardians and school staff if they are considered a close contact via notification letter specific to the situation and phone call.
3. COVID-19 Coordinator or School Nurse will liaise with (SCDHS) regarding the cluster/outbreak investigation by confirming which sites or classes are impacted and include confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
4. Identify absenteeism among those in affected classes and coordinate with the SCDHS to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
5. Coordinate with the SCDHS to share information of cases and contacts with dates present at or absent from school.
6. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
7. Coordinate with the SCDHS on notifications to the school community, including specific notifications classrooms regarding their exclusion status and instructions.
8. Review mitigation measures and determine if any additional measures need to be implemented or if reeducation to staff and students is needed.

12.Communication Plans

Provide plan for communications with families and staff after an onsite exposure: In the event of an exposure, students and families will be notified through BUSD's Blackboard messaging system, notification letters specific to the level of exposure and/or possible phone call if determined to be a close contact of the case. Employees impacted by the outbreak will be notified with an exposure notification letter. Union representation will be notified Google spreadsheet/email with specific employee exposure information when required by OSHA guidelines. Specific student test results and family situations will be kept confidential.

Link to Notification Templates

13.Staff Training

Provide plan for training staff on new COVID-19 Safety plan: All staff will have an opportunity to review the approved safety plan and participate in an online training module. Information and training will include:

A. The COVID-19 Safety Plan
B. COVID-19, how is spreads, and how to protect themselves and students
C. Hygiene practices, hand washing, hand sanitizing
D. Proper use of face coverings
E. COVID-19 symptoms, and the importance of obtaining a COVID-19 test, and not coming to work if the employee has COVID-19 symptoms. Employees have already received this information, but it will be reviewed by the district prior to students returning to campus.
F. Additionally, all staff will complete a COVID-19 training through Target Solutions online platform. Tracking of the completed training will be done through the district office and the Target Solutions platform.

Provide plan for enforcing COVID-19 Safety plan with staff: Staff will be expected to follow all COVID-19 related safety protocols. The district will utilize HR processes and enforce all established collective bargaining discipline agreements and/or progressive discipline if needed.

Provide a plan to remain current on guidelines and best practices: COVID-19 Coordinator and Superintendent will monitor CDPH, SCDHS, and CDC websites, press releases, new guidance, attend events/webinars provided by SCDHS/SCOE, and update staff as needed. Staff updates tend to occur through email and the district newsletter. In addition, the COVID-19 Coordinator will send out periodic reminders regarding updates, best practices, health and safety, etc.

14.Family Education

Provide plan for educating families on new COVID-19 Safety plan:

The COVID-19 Safety Plan will be posted on the school district website in both English & Spanish. Each parent/guardian will receive the BUSD Parent/Student Agreement outlining expectations and the mask policy for review and signature along with a list of symptoms for pre screening at home before school each day.

Provide plan for enforcing COVID-19 Safety plan with students/families: If students refused to follow the masking protocols, they will be reminded of the BUSD Parent/Student Agreement. If students continue to be disruptive by not following the protocols, progressive discipline and restorative practices will be utilized to help students understand why it's important everyone follows these guidelines. However, if ultimately the student continues to refuse to follow the guidelines, the school will have no choice but to call home and ask a parent or guardian to come pick up the student. If that happens, the student will still be allowed to come back to school the following days; however, if the student continues to violate the Agreement, the site administrator will work with the student and family on next steps if offences continue. Administration, the student and the parent will meet to discuss this before that happens.

Provide a plan for continuing communication/education as guidelines change: Families are updated via the district newsletter, the Blackboard all call system, and notifications sent home with students.

15.Consultation

Labor organization(s) and date(s) consulted:
(If no labor organization represents staff at the school, please describe the process for consultation with school staff)

For the original CSP board approved on March 9, 2021 the following input from both labor organizations, Bellevue Education Association (BEA) and California School Employees Association, Chapter 501 (CSEA) had been provided in various meetings including; Employee-Employer Relations Committee meetings, The District Strategic Planning Team meetings, COVID-19 MOU and negotiation meetings. In addition, various site level staff meetings have provided input for this plan.

Employee-Employer Relations Committee Meetings
Bellevue Employee Association (BEA):

- October 7, 2020
- November 12, 2020
- December 10, 2020
- January 14, 2021
- February 18, 2021

California School Employees Association (CSEA):

- November 18, 2020
- January 20, 2021
- February 17, 2021

District Strategic Planning Team 2.0 & 2.1 Meetings:

- June 2, 2020
- June 16, 2020
- June 23, 2020
- July 7, 2020
- November 2, 2020
- November 18, 2020

COVID-19 meetings and MOU meetings:
BEA:

- July 8, 2020
- July 17, 2020
- August 3, 2020
- August 19, 2020
- October 29, 2020
- December 7, 2020

- January 15, 2021
- February 18, 2021

CSEA:

- July 6, 2020
- July 15, 2020
- August 13, 2020
- September 18, 2020

Site Level Input:
Bellevue Elementary: Staff Input on Reopening; February 11, 2021
Kawana Springs Elementary: PBIS Committee; February 4, 2021, Classified Staff Input; February 12, 2021, Faculty Input; February 17, 2021
Meadow View: Site Leadership, January 20, 2021, Staff meeting, February 17, 2021
Taylor Mountain Elementary: Site Leadership Meeting: January 21, 2021, Staff Meeting, January 27, 2021, Staff Meeting,
February 3, 2021, Staff Meeting, February 17, 2021
Coffee with the Principal, Friday January 8th, 2021
Coffee with the Principal, Friday February 5, 2021

Parent / Community Organization(s) and date(s) consulted:

Input from our parents and community have been provided in various meetings including:

District Strategic Planning Team 2.0 & 2.1 Meetings:

- June 2, 2020
- June 16, 2020
- June 23, 2020
- July 7, 2020
- November 2, 2020
- November 18, 2020

Monthly Regular and Special Board meetings

Site Level Input:
Bellevue Elementary: Parent Club Meeting; February 12, 2021
Kawana Springs Elementary: ELAC; February February 11, 2021, School Site Council; February 18, 2021
Meadow View: Coffee with the Principal, January 8th, 2021, Coffee with the Principal, February 5, 2021

Other:

In addition, input from other other stakeholders (including mentioned above) have been provided in various meetings including:

Educational Sub-Committee, Tuesday, December 08, 2020
Curriculum Collaborative Committee, Wednesday, December 9, 2020
District-wide Teacher Meeting Thursday, January 14, 2021
Regularly scheduled weekly and special scheduled principal meetings and leadership meetings.

Communication through Weekly District Newsletter and established accordion communication process.

Consultation on recent revisions for the 2021-2022 School Year:

Revisions to the CSP have been made primarily due to changes in guidance from the California Department of Public Health and Sonoma County Department of Health Services. The District Leadership met with BEA on Tuesday, August 31, 2021 to address concerns around COVID and guidance. There has not yet been an opportunity to meet with CSEA.

A COVID-19 update was presented at a Regular Board meeting on August 17, 2021. A Special Board meeting was held on September 2, 2021 to address concerns and review current guidelines.

This document is subject to change as guidance from CDPH and SCDHS adjust to changing conditions.

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Review and Action
Agenda Item Title:	Consider Approval of FY 2020/21 Audit Findings by Christy White and Associates
Prepared By:	Chris J. Kim, CBO

Background:

Presented for the Board's review and approval is the audit report of the District's financial statements and governmental activities for the 2020/21 fiscal year by Christy White and Associates. In summary, of 82 audit categories including: State and Federal Compliance, Statutory Reporting and Record Keeping, Management of District Assets and Liabilities, and Cash and Fund Balances, the audit identified 4 areas of recommended accounting adjustments to the District's Balance Sheets, and 1 area related to State Compliance. These findings are outlined below along with the District's correction action statements.

FINDING #2021-001: INTERFUND BORROWING (30000)

Condition: During the year ended June 30, 2020, the Cafeteria Fund borrowed $30,000 from the General Fund, which was not repaid as of June 30, 2021. During the year ended June 30, 2020, the Child Development Fund borrowed $100,000 from the General Fund, which was not repaid as of June 30, 2021.

Effect: The District is not in compliance with the section of California Education Code outlined above.

Repeat Finding: This is not a repeat finding.

Corrective Action Plan: The District agrees with the Auditor's findings. In regards to the $100,000 transferred from the General Fund (01) to the Child Development Fund (12), this interfund transfer was made in FY 2020/21 as part of the District's fiscal close activities in order to end the fiscal year with a positive cash balance in Fund 12. This was done so awaiting the final allocation from the Child Development Grant from the State of California which was received in the subsequent fiscal year. A repayment of $100,000 back to the general fund will be made in advance of the 2nd Interim reporting period scheduled for presentation to the Board of Trustees on March 8, 2022.

In regards to the $30,000 transfer to the Child Nutrition Fund (13), this interfund transfer was intended to be a permanent one time transfer with no expectation of being paid back to the General Fund. The District's Food Service program operated with a deficit in the prior fiscal year due to its (pandemic response) efforts in providing meals to all students living within our service areas regardless of registration at our schools. In advance of the District's 2nd Interim reporting period, the District will reverse the associated transaction and re-submit the transfer as one-time in nature.

FINDING #2021-002: ACCOUNTS RECEIVABLES INTERNAL CONTROL (30000)

Condition: During testing of internal controls over AR, the auditor noted prior year accounts receivable balances in the Child Development Fund were not cleared as of June 30, 2021.

Effect: Lack of proper internal controls can lead to accounting irregularities to go undetected and increase risk of misstatement of assets.

Repeat Finding: This is not a repeat finding.

Corrective Action Plan: The District agrees with the Auditor's findings. This finding is incidentally associated in scope with the interfund transfer scenario noted in FINDING #2021-001 above. Specifically, an account receivable accrual for the Child Development Fund was booked in the prior fiscal year due to the timing of claims submitted by the District' sub-contractor (North Bay Children's Center) and the timing in which payments are rendered to the District from the CDE. Although this is a common annual occurrence, the District missed clearing the prior year accrual as part of its standard fiscal year closing procedures. The District will strive to more closely monitor its A/R accruals in the following fiscal years.

FINDING #2021-003: ACCOUNTS PAYABLE INTERNAL CONTROLS (30000)

Condition: During testing of internal controls over accounts payable, the auditor noted both understatements of accounts payable as well as overstatements of accounts payable.

Effect: Lack of proper internal controls can lead to accounting irregularities to go undetected and increase risk of misstatement of assets.

Repeat Finding: This is not a repeat finding.

Corrective Action Plan: The District agrees with the Auditor's findings. The District will implement procedures to ensure prior year accounts be cleared or reversed within one year and to properly record ending balances in accordance with generally accepted accounting principles.

FINDING #2021-004: FINANCIAL REPORTING (30000)

Condition: The auditors noted that state sources of revenue related to ELO, state lottery, and child nutrition were not properly accrued as of June 30, 2021.

Effect: Potential for incorrect reporting of balance sheet items and transactions.

Repeat Finding: This is not a repeat finding.

Corrective Action Plan: The District agrees with the Auditor's findings, confirming that these transactions were related to accruals of future revenue that should have been booked in the fiscal year being audited. Specifically, the District recognizes that the $122,323 (ELO Revenue), $95,928 (State Lottery), and $120,163 (Child Nutrition Revenue) should have been booked in FY 2020/21 (via a balance sheet accrual) rather than being allocated and budgeted for in the following fiscal year. The District will ensure that it more carefully reviews revenue accruals with the County Office of Education going forward.

FINDING #2021-005: CLASSROOM TEACHER SALARIES (61000)

Condition: In the 2020-21 fiscal year, Bellevue Union Elementary School District did not meet the minimum percentage requirement of 60%. Bellevue Union Elementary School District only spent 55.48% on classroom teacher salaries in the 2020-21 fiscal year.

Effect: The District's current expense of education for the year ended June 30, 2021 was $17,781,716 and the total salaries and benefits for classroom teachers was $9,865,464. The District was below the minimum required percentage of 60% by 4.52% which calculates to a deficiency of $803,734.

Repeat Finding: Yes. See finding #2020-002.

Recommended Action:

Review and Approve as Presented.

Supporting Documents:

The Bellevue Elementary School District's full Audit Report will also be uploaded on the District's Website following the Board's approval.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

AUDIT REPORT
JUNE 30, 2021

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Bellevue Union Elementary School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Bellevue Union Elementary School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Bellevue Union Elementary School District, as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Emphasis of Matter

Change in Accounting Principle

As described in Note 14 to the basic financial statements, the Bellevue Union Elementary School District adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*, which established accounting and financial reporting standards for the identification and reporting of fiduciary activities. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Bellevue Union Elementary School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2022 on our consideration of Bellevue Union Elementary School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Bellevue Union Elementary School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bellevue Union Elementary School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 21, 2022

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

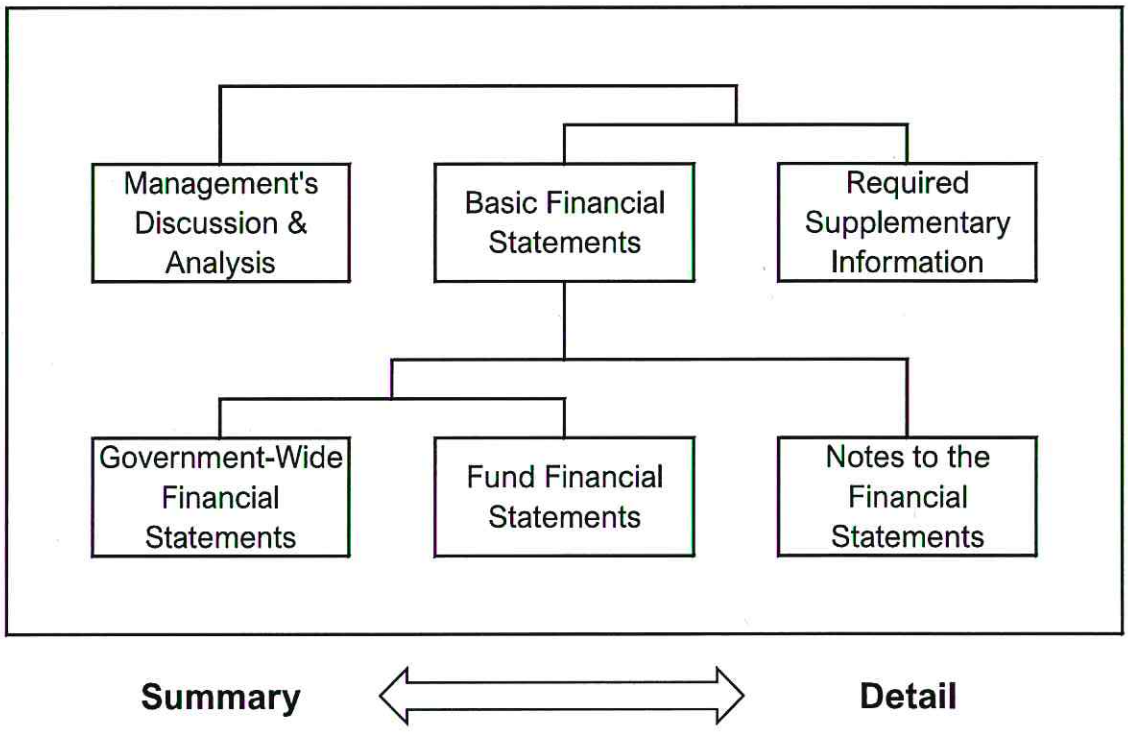
Our discussion and analysis of Bellevue Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2021. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was $4,342,955 at June 30, 2021. This was an increase of $1,711,449 from the prior year, after restatement.
- Overall revenues were $31,769,979 which exceeded expenses of $30,058,530.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.

- **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.

    - **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was $4,342,955 at June 30, 2021, as reflected in the table below. Of this amount, $(19,535,078) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2021	2020	Net Change
ASSETS			
Current and other assets	$ 26,576,427	$ 24,449,528	$ 2,126,899
Capital assets	46,734,441	46,120,189	614,252
Total Assets	73,310,868	70,569,717	2,741,151
DEFERRED OUTFLOWS OF RESOURCES	4,845,139	5,732,110	(886,971)
LIABILITIES			
Current liabilities	5,367,385	2,991,633	2,375,752
Long-term liabilities	66,273,870	67,743,020	(1,469,150)
Total Liabilities	71,641,255	70,734,653	906,602
DEFERRED INFLOWS OF RESOURCES	2,171,797	4,000,883	(1,829,086)
NET POSITION			
Net investment in capital assets	14,375,099	15,538,072	(1,162,973)
Restricted	9,502,934	7,068,814	2,434,120
Unrestricted	(19,535,078)	(20,040,595)	505,517
Total Net Position	$ 4,342,955	$ 2,566,291	$ 1,776,664

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

	Governmental Activities		
	2021	2020	Net Change
REVENUES			
Program revenues			
Operating grants and contributions	$ 7,011,251	$ 4,315,595	$ 2,695,656
General revenues			
Property taxes	14,433,242	13,117,130	1,316,112
Unrestricted federal and state aid	8,992,547	10,348,924	(1,356,377)
Other	1,332,939	814,140	518,799
Total Revenues	31,769,979	28,595,789	3,174,190
EXPENSES			
Instruction	12,992,757	13,906,088	(913,331)
Instruction-related services	2,041,145	1,557,930	483,215
Pupil services	4,247,428	4,418,631	(171,203)
General administration	3,869,479	1,616,048	2,253,431
Plant services	2,372,084	1,820,715	551,369
Ancillary and community services	557,023	544,905	12,118
Debt service	2,240,130	2,062,133	177,997
Other outgo	29,650	190,920	(161,270)
Depreciation	1,708,834	1,561,212	147,622
Total Expenses	30,058,530	27,678,582	2,379,948
Change in net position	1,711,449	917,207	794,242
Net Position - Beginning, as Restated*	2,631,506	1,649,084	982,422
Net Position - Ending	$ 4,342,955	$ 2,566,291	$ 1,776,664

**Beginning net position was restated for the 2021 year only.*

The cost of all our governmental activities this year was $30,058,530 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only $14,433,242 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2021	2020
Instruction	$ 9,700,750	$ 11,154,970
Instruction-related services	1,825,033	1,489,280
Pupil services	3,455,079	3,721,037
General administration	1,883,300	1,555,396
Plant services	2,372,084	1,801,792
Ancillary and community services	22,215	14,241
Debt service	2,240,130	2,062,133
Transfers to other agencies	(160,146)	2,926
Depreciation	1,708,834	1,561,212
Total Expenses	$ 23,047,279	$ 23,362,987

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of $23,751,645, which is less than this year's restated beginning fund balance of $23,905,500. The District's General Fund had $855,900 more in operating revenues than expenditures for the year ended June 30, 2021. The District's Child Development Fund had $1,417 less in operating revenues than expenditures for the year ended June 30, 2021. The District's Building Fund had $2,704,008 less in operating revenues than expenditures for the year ended June 30, 2021. The District's Bond Interest and Redemption Fund had $1,317,221 more in operating revenues than expenditures for the year ended June 30, 2021.

CURRENT YEAR BUDGET 2020-2021

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a regular basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2020-2021 the District had invested $46,734,441 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2021	2020	Net Change
CAPITAL ASSETS			
Land	$ 4,316,397	$ 4,316,397	$ -
Construction in progress	-	134,268	(134,268)
Land improvements	7,977,243	7,870,669	106,574
Buildings & improvements	52,409,709	50,058,929	2,350,780
Furniture & equipment	1,082,607	1,082,607	-
Accumulated depreciation	(19,051,515)	(17,342,681)	(1,708,834)
Total Capital Assets	$ 46,734,441	$ 46,120,189	$ 614,252

Long-Term Liabilities

At year-end, the District had $66,273,870 in long-term liabilities, an decrease of 2.17% from last year – as shown in the table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2021	2020	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	$ 49,070,513	$ 50,424,598	$ (1,354,085)
Compensated absences	120,534	127,166	(6,632)
Net pension liability	19,072,298	18,136,387	935,911
Less: current portion of long-term liabilities	(1,989,475)	(945,131)	(1,044,344)
Total Long-term Liabilities	$ 66,273,870	$ 67,743,020	$ (1,469,150)

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

In its March 2021 and June 2021 quarterly reports, the UCLA Anderson Forecast anticipated a robust recovery from the COVID-19–induced recession that began in March 2020. However, in its September 2021 quarterly report, hopes for blockbuster economic growth have been tempered by the spread of the delta variant and stagnating vaccination rates, which in turn have led to consumer caution and supply constraints. As a result, what could have been a couple of years of blockbuster economic performance will now likely feature solid but unspectacular growth. The economy is currently down 5.3 million payroll jobs from its pre-COVID peak, and there is little evidence to suggest that the expiration of enhanced unemployment benefits will lead to a surge in job applications.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

Fiscal policy for the funding of public education changes annually based on fluctuations in State revenues. Governor Gavin Newsom's "California Comeback Plan" includes a mix of ongoing and one-time investments of $100 billion made possible by an unanticipated surge in state revenues and robust federal stimulus funding.

Landmark legislation passed in year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per-pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low-income brackets, those that are English language learners and foster youth.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADS); and (4) meeting annual compliance and audit requirements.

The May 2021 Budget Revision provides additional funding to further reduce the funding deferrals that were included in the 2020-21 Enacted Budget. The Governor's Budget in January proposed paying down $9.2 billion of the K–12 deferrals. The May 2021 Budget Revision proposes paying down an additional $1.1 billion, leaving a balance of $2.6 billion at the end of the 2021–22 fiscal year.

The District participates in state employee pensions plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2021. The amount of the liability is material to the financial position of the District. Beginning in 2021-22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually (not to exceed 20.25% of creditable compensation), the projected employer contribution rate for 2021-22 is 16.92%. The CalPERS Board adopted an employer contribution rate of 22.91% for 2021-22. The projected increased pension costs to school employers remain a significant fiscal factor.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2021-22 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Business Department, Bellevue Union Elementary School District, 3150 Education Drive, Santa Rosa, CA 95407.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2021

	Governmental Activities
ASSETS	
Cash and investments	$ 21,502,128
Accounts receivable	5,074,299
Capital assets, not depreciated	4,316,397
Capital assets, net of accumulated depreciation	42,418,044
Total Assets	73,310,868
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	4,478,191
Deferred amount on refunding	366,948
Total Deferred Outflows of Resources	4,845,139
LIABILITIES	
Accrued liabilities	2,742,011
Unearned revenue	635,899
Long-term liabilities, current portion	1,989,475
Long-term liabilities, non-current portion	66,273,870
Total Liabilities	71,641,255
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	2,171,797
Total Deferred Inflows of Resources	2,171,797
NET POSITION	
Net investment in capital assets	14,375,099
Restricted:	
Capital projects	1,323,744
Debt service	6,428,857
Educational programs	1,463,188
Food service	223,540
Associated student body	63,605
Unrestricted	(19,535,078)
Total Net Position	$ 4,342,955

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021

Function/Programs	Expenses	Program Revenues: Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Governmental Activities
GOVERNMENTAL ACTIVITIES			
Instruction	$ 12,992,757	$ 3,292,007	$ (9,700,750)
Instruction-related services			
Instructional supervision and administration	306,890	152,029	(154,861)
Instructional library, media, and technology	6,285	11	(6,274)
School site administration	1,727,970	64,072	(1,663,898)
Pupil services			
Home-to-school transportation	1,570,882	-	(1,570,882)
Food services	914,003	594,670	(319,333)
All other pupil services	1,762,543	197,679	(1,564,864)
General administration			
Centralized data processing	91,299	-	(91,299)
All other general administration	3,778,180	1,986,179	(1,792,001)
Plant services	2,372,084	-	(2,372,084)
Ancillary services	12,735	-	(12,735)
Community services	544,288	534,808	(9,480)
Interest on long-term debt	2,240,130	-	(2,240,130)
Other outgo	29,650	189,796	160,146
Depreciation (unallocated)	1,708,834	-	(1,708,834)
Total Governmental Activities	$ 30,058,530	$ 7,011,251	(23,047,279)
General revenues			
Taxes and subventions			
Property taxes, levied for general purposes			9,814,623
Property taxes, levied for debt service			4,483,170
Property taxes, levied for other specific purposes			135,449
Federal and state aid not restricted for specific purposes			8,992,547
Interest and investment earnings			161,060
Miscellaneous			1,171,879
Subtotal, General Revenue			24,758,728
CHANGE IN NET POSITION			1,711,449
Net Position - Beginning, as Restated			2,631,506
Net Position - Ending			$ 4,342,955

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2021

	General Fund	Child Development Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS						
Cash and investments	$ 3,307,986	$ 116,437	$ 9,615,208	$ 6,981,985	$ 1,480,512	$ 21,502,128
Accounts receivable	4,532,011	398,710	-	-	143,578	5,074,299
Due from other funds	131,632	85,918	-	-	147	217,697
Total Assets	$ 7,971,629	$ 601,065	$ 9,615,208	$ 6,981,985	$ 1,624,237	$ 26,794,124
LIABILITIES						
Accrued liabilities	$ 1,414,860	$ 476,019	$ 276,330	$ -	$ 21,674	$ 2,188,883
Due to other funds	62,651	101,632	-	-	53,414	217,697
Unearned revenue	635,899	-	-	-	-	635,899
Total Liabilities	2,113,410	577,651	276,330	-	75,088	3,042,479
FUND BALANCES						
Nonspendable	2,500	-	-	-	1,000	3,500
Restricted	1,502,514	23,414	9,338,878	6,981,985	1,548,149	19,394,940
Unassigned	4,353,205	-	-	-	-	4,353,205
Total Fund Balances	5,858,219	23,414	9,338,878	6,981,985	1,549,149	23,751,645
Total Liabilities and Fund Balances	$ 7,971,629	$ 601,065	$ 9,615,208	$ 6,981,985	$ 1,624,237	$ 26,794,124

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2021

Total Fund Balance - Governmental Funds		$ 23,751,645
Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:		
Capital assets:		
In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:		
Capital assets	$ 65,785,956	
Accumulated depreciation	(19,051,515)	46,734,441
Deferred amount on refunding:		
In governmental funds, the net effect of refunding bonds is recognized when debt is issued, whereas this amount is deferred and amortized in the government-wide financial statements:		366,948
Unmatured interest on long-term debt:		
In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:		(553,128)
Long-term liabilities:		
In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:		
Total general obligation bonds	$ 49,070,513	
Compensated absences	120,534	
Net pension liability	19,072,298	(68,263,345)
Deferred outflows and inflows of resources relating to pensions:		
In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.		
Deferred outflows of resources related to pensions	$ 4,478,191	
Deferred inflows of resources related to pensions	(2,171,797)	2,306,394
Total Net Position - Governmental Activities		$ 4,342,955

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2021

	General Fund	Child Development Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES						
LCFF sources	$ 18,503,223	$ -	$ -	$ -	$ -	$ 18,503,223
Federal sources	3,180,187	-	-	189,796	629,046	3,999,029
Other state sources	2,571,362	955,658	-	15,352	45,829	3,588,201
Other local sources	745,843	215	91,428	4,500,858	885,205	6,223,549
Total Revenues	25,000,615	955,873	91,428	4,706,006	1,560,080	32,314,002
EXPENDITURES						
Current						
Instruction	12,639,965	957,290	-	-	-	13,597,255
Instruction-related services						
Instructional supervision and administration	319,788	-	-	-	-	319,788
Instructional library, media, and technology	5,922	-	-	-	-	5,922
School site administration	1,773,689	-	-	-	-	1,773,689
Pupil services						
Home-to-school transportation	1,570,882	-	-	-	-	1,570,882
Food services	-	-	-	-	889,071	889,071
All other pupil services	1,787,927	-	-	-	-	1,787,927
General administration						
Centralized data processing	85,506	-	-	-	-	85,506
All other general administration	3,733,519	-	-	-	23,601	3,757,120
Plant services	1,660,733	-	-	-	1,244	1,661,977
Facilities acquisition and maintenance	-	-	2,795,436	-	176,613	2,972,049
Ancillary services	12,735	-	-	-	-	12,735
Community services	544,288	-	-	-	-	544,288
Transfers to other agencies	9,761	-	-	-	91,102	100,863
Debt service						
Principal	-	-	-	2,160,000	-	2,160,000
Interest and other	-	-	-	1,228,785	-	1,228,785
Total Expenditures	24,144,715	957,290	2,795,436	3,388,785	1,181,631	32,467,857
Excess (Deficiency) of Revenues Over Expenditures	855,900	(1,417)	(2,704,008)	1,317,221	378,449	(153,855)
Other Financing Sources (Uses)						
Transfers in	226,226	-	-	-	250,000	476,226
Transfers out	(250,000)	-	-	-	(226,226)	(476,226)
Net Financing Sources (Uses)	(23,774)	-	-	-	23,774	-
NET CHANGE IN FUND BALANCE	832,126	(1,417)	(2,704,008)	1,317,221	402,223	(153,855)
Fund Balance - Beginning, as Restated	5,026,093	24,831	12,042,886	5,664,764	1,146,926	23,905,500
Fund Balance - Ending	$ 5,858,219	$ 23,414	$ 9,338,878	$ 6,981,985	$ 1,549,149	$ 23,751,645

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021

Net Change in Fund Balances - Governmental Funds		$ (153,855)
Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:		
Capital outlay:		
In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:		
Expenditures for capital outlay:	$ 2,323,086	
Depreciation expense:	(1,708,834)	614,252
Debt service:		
In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:		2,160,000
Deferred amounts on refunding:		
In governmental funds, deferred amounts on refunding are recognized in the period they are incurred. In the government-wide statements, the deferred amounts on refunding are amortized over the life of the debt. The net effect of the deferred amounts on refunding during the period was:		(18,348)
Unmatured interest on long-term debt:		
In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:		(115,869)
Accreted interest on long-term debt:		
In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current sources. In the government-wide statement of activities, however, this is recorded as interest expense for the period.		(895,476)
Compensated absences:		
In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:		6,632

(continued on next page)

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2021

Pensions:		
In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was:		24,552
Amortization of debt issuance premium or discount:		
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is:		89,561
Change in Net Position of Governmental Activities	$	1,711,449

The accompanying notes are an integral part of these financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Bellevue Union Elementary School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-6 as mandated by the state and grades K-12 at the charter school. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation

Fund Financial Statements. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Child Development Fund. This fund is used to account separately for federal, state, and local revenues to operate child development programs.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section* 15146) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section* 17462) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section* 41003).

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections* 15125–15262). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Charter Schools Fund: This fund may be used by authorizing LEAs to account separately for the activities of LEA-operated charter schools that would otherwise be reported in the authorizing LEA's general fund. If an LEA uses this fund for any of a charter school's operating activities, it should use this fund for all of the charter school's operating activities.

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections* 38090–38093). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections* 38091 and 38100).

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections* 17620–17626). The authority for these levies may be county/city ordinances (*Government Code Sections* 65970–65981) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section* 66006).

County School Facilities Fund: This fund is established pursuant to *Education Code Section* 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section* 17070 et seq.).

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements
The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Government-Wide Financial Statements (continued)
Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds
Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions
Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue
Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Expenses/Expenditures
On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents
The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments
Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories
Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

Capital Assets
The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of $5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over an estimated useful life of 5 to 50 years depending on the asset class.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Interfund Balances
On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the governmental activities columns of the statement of net position.

Compensated Absences
Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations
All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Premiums and Discounts
In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Deferred Inflows of Resources
In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Pensions
For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For purposes of the budget, on-behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. New Accounting Pronouncements

GASB Statement No. 84 – In January 2017, GASB issued Statement No. 84, *Fiduciary Activities*. This standard's primary objective is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2019. The District has implemented this Statement as of June 30, 2021.

GASB Statement No. 87 – In June 2017, GASB issued Statement No. 87, *Leases*. This standard's primary objective is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

GASB Statement No. 91 – In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. This standard's primary objectives are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2021. The District has not yet determined the impact on the financial statements.

GASB Statement No. 92 – In January 2020, GASB issued Statement No. 92, *Omnibus 2020*. This standard's primary objectives are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. A portion of this statement was effective upon issuance, while the majority of this statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has implemented the requirements that were effective upon issuance but has not yet determined the impact on the financial statements for the requirements of this statement that are not yet effective.

GASB Statement No. 97 – In June 2020, GASB issued Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans* – an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. This standard's primary objectives are to increase consistency and comparability related to reporting fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; to mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and to enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans. The statement is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities
Investment in county treasury	$ 21,434,761
Cash on hand and in banks	63,867
Cash in revolving fund	3,500
Total	$ 21,502,128

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section* 41001. The Sonoma County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table on the next page identifies the investment types permitted by California Government Code.

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations (continued)

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately $21,428,331 and an amortized book value of $21,434,761. The average weighted maturity for this pool is 749 days.

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated. As of June 30, 2021, the pooled investments in the County Treasury were not rated.

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2021, the District's bank balance was not exposed to custodial credit risk.

NOTE 2 – CASH AND INVESTMENTS (continued)

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Sonoma County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The District's fair value measurements at June 30, 2021 were as follows:

	Uncategorized
Investment in county treasury	$ 21,428,331
Total	$ 21,428,331

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2021 consisted of the following:

	General Fund	Child Development Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government				
Categorical aid	$ 996,921	$ -	$ 132,709	$ 1,129,630
State Government				
Apportionment	2,534,090	-	-	2,534,090
Categorical aid	171,660	398,710	10,868	581,238
Lottery	95,928	-	-	95,928
Local Government				
Other local sources	733,412	-	1	733,413
Total	$ 4,532,011	$ 398,710	$ 143,578	$ 5,074,299

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021 was as follows:

	Balance July 01, 2020	Additions	Deletions	Balance June 30, 2021
Governmental Activities				
Capital assets not being depreciated				
Land	$ 4,316,397	$ -	$ -	$ 4,316,397
Construction in progress	134,268	-	134,268	-
Total Capital Assets not Being Depreciated	4,450,665	-	134,268	4,316,397
Capital assets being depreciated				
Land improvements	7,870,669	106,574	-	7,977,243
Buildings & improvements	50,058,929	2,350,780	-	52,409,709
Furniture & equipment	1,082,607	-	-	1,082,607
Total Capital Assets Being Depreciated	59,012,205	2,457,354	-	61,469,559
Less Accumulated Depreciation				
Land improvements	3,609,683	392,847	-	4,002,530
Buildings & improvements	13,098,830	1,235,150	-	14,333,980
Furniture & equipment	634,168	80,837	-	715,005
Total Accumulated Depreciation	17,342,681	1,708,834	-	19,051,515
Governmental Activities				
Capital Assets, net	$ 46,120,189	$ 748,520	$ 134,268	$ 46,734,441

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

Individual interfund receivable and payable balances at June 30, 2021 were as follows:

	Due From Other Funds			
Due To Other Funds	General Fund	Child Development Fund	Non-Major Governmental Funds	Total
General Fund	$ -	$ 62,504	$ 147	$ 62,651
Child Development Fund	101,632	-	-	101,632
Non-Major Governmental Funds	30,000	23,414	-	53,414
Total	$ 131,632	$ 85,918	$ 147	$ 217,697

Due from the General Fund to the Charter Schools Fund for salary and benefit expenditures.	$ 147
Due from the General Fund to the Child Development Fund for expenditures.	62,504
Due from the Child Development Fund to the General Fund for a temporary loan and instructional material expenditures.	101,632
Due from the Cafeteria Fund to the General Fund for a temporary loan.	30,000
Due from the Cafeteria Fund to the Child Development Fund for deposit correction of state preschool funds.	23,414
Total	$ 217,697

NOTE 5 – INTERFUND TRANSACTIONS (continued)

B. Operating Transfers

Interfund transfers for the year ended June 30, 2021 consisted of the following:

	Interfund Transfers In		
Interfund Transfers Out	General Fund	Non-Major Governmental Funds	Total
General Fund	$ -	$ 250,000	$ 250,000
Non-Major Governmental Funds	226,226	-	226,226
Total	$ 226,226	$ 250,000	$ 476,226

Transfer from the General Fund to the Cafeteria Fund for program support.	$ 250,000
Transfer from the Charter Schools Fund to the General Fund for fund closure.	226,226
Total	$ 476,226

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2021 consisted of the following:

	General Fund	Child Development Fund	Building Fund	Non-Major Governmental Funds	District-Wide	Governmental Activities
Payroll	$ 35,134	$ -	$ -	$ 1,117	$ -	$ 36,251
Construction	-	-	276,330	7,020	-	283,350
Vendors payable	632,202	476,019	-	13,537	-	1,121,758
Unmatured interest	-	-	-	-	553,128	553,128
Due to grantor government	485,928	-	-	-	-	485,928
Other liabilities	261,596	-	-	-	-	261,596
Total	$ 1,414,860	$ 476,019	$ 276,330	$ 21,674	$ 553,128	$ 2,742,011

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2021 consisted of $350,154 of federal sources and $285,745 of state categorical sources in the General Fund, totaling $635,899.

NOTE 8 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2021 consisted of the following:

	Balance July 01, 2020	Additions	Deductions	Balance June 30, 2021	Balance Due In One Year
Governmental Activities					
General obligation bonds	$ 48,177,922	$ 895,476	$ 2,160,000	$ 46,913,398	$ 1,899,914
Unamortized premium	2,246,676	-	89,561	2,157,115	89,561
Total general obligation bonds	50,424,598	895,476	2,249,561	49,070,513	1,989,475
Compensated absences	127,166	-	6,632	120,534	-
Net pension liability	18,136,387	935,911	-	19,072,298	-
Total	$ 68,688,151	$ 1,831,387	$ 2,256,193	$ 68,263,345	$ 1,989,475

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

NOTE 8 – LONG-TERM LIABILITIES (continued)

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2021 amounted to $120,534. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. General Obligation Bonds

The outstanding general obligation debt of the District at June 30, 2021 is:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 01, 2020	Additions	Deductions	Bonds Outstanding June 30, 2021
1997 CAB	1997	2021	5.1% - 5.8%	$ 4,393,374	$ 2,383,350	$ 104,862	$ 1,220,000	$ 1,268,212
2000 CAB	2000	2024	5.4% - 6.3%	2,976,210	6,058,890	387,763	550,000	5,896,653
2008 Series A	2009	2033	4.25% - 7.0%	6,500,000	615,000	-	285,000	330,000
2011 Series A	2012	2036	0.11%	378,528	959,651	112,624	-	1,072,275
2011 Series B	2012	2029	5.00%	4,350,000	4,350,000	-	-	4,350,000
2011 Series C	2012	2042	6.94% - 7.25%	774,040	716,816	50,684	-	767,500
2014 Series A	2015	2045	3.0% - 5.0%	4,200,000	3,415,000	-	-	3,415,000
2014 Series B	2016	2046	2.00% - 4.00%	7,800,000	7,560,000	-	65,000	7,495,000
2017 Refunding	2018	2042	2.00% - 4.06%	5,946,811	5,865,911	32,227	40,000	5,858,138
2008, Series D	2018	2043	3.00% - 4.31%	6,996,915	7,253,304	207,316	-	7,460,620
2020, Series A	2020	2050	3.125% - 5.00%	9,000,000	9,000,000	-	-	9,000,000
					$ 48,177,922	$ 895,476	$ 2,160,000	$ 46,913,398

The annual requirements to amortize all general obligation bonds outstanding at June 30, 2021 were as follows:

Year Ended June 30,	Principal	Interest	Total
2022	$ 1,899,914	$ 2,723,167	$ 4,623,081
2023	1,920,870	2,708,836	4,629,706
2024	1,061,260	2,797,871	3,859,131
2025	1,149,486	3,020,320	4,169,806
2026	750,000	1,148,031	1,898,031
2027 - 2031	10,081,967	5,134,013	15,215,980
2032 - 2036	5,979,033	7,205,372	13,184,405
2037 - 2041	7,255,630	7,785,331	15,040,961
2042 - 2046	7,424,893	3,613,492	11,038,385
2047 - 2050	2,385,000	251,375	2,636,375
Accretion	7,005,345	(7,005,345)	-
Total	$ 46,913,398	$ 29,382,463	$ 76,295,861

On December 5, 2017, the District issued $5,950,205 in General Obligation Refunding Bonds. The bonds were issued to refund a portion of the 2008 Series A and a portion of the 2011 Series C Bonds. The refunding transaction resulted in a net savings to the District $1,379,481 and a present value savings to the District of $791,683.

C. Net Pension Liability

The District's beginning net pension liability was $18,136,387 and increased by $935,911 during the year ended June 30, 2021. The ending net pension liability at June 30, 2021 was $19,072,298. See Note 9 for additional information regarding the net pension liability.

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2021:

	General Fund	Child Development Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable						
Revolving cash	$ 2,500	$ -	$ -	$ -	$ 1,000	$ 3,500
Total non-spendable	2,500	-	-	-	1,000	3,500
Restricted						
Educational programs	1,438,909	23,414	-	-	865	1,463,188
Food service	-	-	-	-	223,540	223,540
Associated student body	63,605	-	-	-	-	63,605
Capital projects	-	-	9,338,878	-	1,323,744	10,662,622
Debt service	-	-	-	6,981,985	-	6,981,985
Total restricted	1,502,514	23,414	9,338,878	6,981,985	1,548,149	19,394,940
Unassigned	4,353,205	-	-	-	-	4,353,205
Total Fund Balance	$ 5,858,219	$ 23,414	$ 9,338,878	$ 6,981,985	$ 1,549,149	$ 23,751,645

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

NOTE 10 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	Net pension liability	Deferred outflows related to pensions	Deferred inflows related to pensions	Pension expense
STRS Pension	$ 12,884,987	$ 3,386,072	$ 2,091,333	$ 973,710
PERS Pension	6,187,311	1,092,119	80,464	923,982
Total	$ 19,072,298	$ 4,478,191	$ 2,171,797	$ 1,897,692

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Benefits Provided
The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

Contributions
Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2021, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2021 was 19.10% of annual payroll reduced to 16.15% pursuant to California Senate Bill 90 (SB 90). The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were $1,288,486 for the year ended June 30, 2021.

On-Behalf Payments
The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately $751,700 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
At June 30, 2021, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	$	12,884,987
State's proportionate share of the net pension liability associated with the District		6,642,159
Total	$	19,527,146

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.013 percent, which did not change from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the District recognized pension expense of $973,710. In addition, the District recognized pension expense and revenue of $207,677 for support provided by the State. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between projected and actual earnings on plan investments	$ 306,073	$ -
Differences between expected and actual experience	22,736	363,378
Changes in assumptions	1,256,469	-
Changes in proportion and differences between District contributions and proportionate share of contributions	512,308	1,727,955
District contributions subsequent to the measurement date	1,288,486	-
Total	$ 3,386,072	$ 2,091,333

The $1,288,486 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2022	$ 475,937	$ 485,867
2023	767,118	460,338
2024	615,205	437,599
2025	200,237	393,003
2026	19,545	271,191
2027	19,544	43,335
Total	$ 2,097,586	$ 2,091,333

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019, and rolling forward the total pension liability to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study for the period July 1, 2015 through June 30, 2018.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2020, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	42%	4.80%
Real Estate	15%	3.60%
Private Equity	13%	6.30%
Fixed Income	12%	1.30%
Risk Mitigating Strategies	10%	1.80%
Inflation Sensitive	6%	3.30%
Cash/Liquidity	2%	-0.40%
	100%	

*20-year geometric average

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	$ 19,467,421	$ 12,884,987	$ 7,450,261

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2021 was 22.68% of annual payroll reduced to 20.70% pursuant to California Senate Bill 90 (SB 90). Contributions to the plan from the District were $633,758 for the year ended June 30, 2021.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability of $6,187,311 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.020 percent, did not change from its proportion measured as of June 30, 2019.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2021, the District recognized pension expense of $923,982. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between projected and actual earnings on plan investments	$ 128,800	$ -
Differences between expected and actual experience	306,872	-
Changes in assumptions	22,689	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	80,464
District contributions subsequent to the measurement date	633,758	-
Total	$ 1,092,119	$ 80,464

The $633,758 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2022	$ 158,951	$ 46,911
2023	134,043	17,660
2024	103,861	15,893
2025	61,506	-
Total	$ 458,361	$ 80,464

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions
The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019, and rolling forward the total pension liability to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.50%
Discount Rate	7.15%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016.

The actuarial assumptions used in the June 30, 2019, valuation were based on the results of an actuarial experience study for the period from 1997 to 2015.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*	Real Return Years 11+**
Global Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Assets	13.0%	3.75%	4.93%
Liquidity	1.0%	0.0%	-0.92%
	100.0%		

*An expected inflation of 2.00% used for this period.
**An expected inflation of 2.92% used for this period.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS' website.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
District's proportionate share of the net pension liability	$ 8,895,389	$ 6,187,311	$ 3,939,743

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2021.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2021.

C. Construction Commitments

As of June 30, 2021, the District commitments with respect to unfinished capital projects totaling $147,162.

NOTE 12 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in two joint ventures under joint powers authorities (JPAs), the Redwood Empire Schools Insurance Group and the West County Transportation Agency. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

NOTE 13 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions,* the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2021, total deferred outflows related to pensions was $4,478,191 and total deferred inflows related to pensions was $2,171,797.

B. Refunded Debt

Pursuant to GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* and GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities,* the District recognized deferred outflows or inflows of resources in the District-wide financial statements. The deferred outflow of resources pertains to the difference in the carrying value of the refunded debt and its reacquisition price (deferred amount on refunding). Previous financial reporting standards require this to be presented as part of the District's long-term debt. This deferred outflow of resources is recognized as a component of interest expense in a systematic and rational manner over the remaining life of the old debt or the new debt, whichever is shorter. At June 30, 2021, the deferred amount on refunding was $366,948.

NOTE 14 – RESTATEMENT OF NET POSITION AND FUND BALANCE

The amounts previously reported at June 30, 2020 as the ending net position for Governmental Activities and the ending fund balance for the General Fund have been restated due to the implementation of GASB Statement No. 84, *Fiduciary Activities*. Based on the clarifications provided by GASB Statement No. 84 and California Education Code regarding associated student body (ASB) accounts, it has been determined that the District's ASB accounts are not fiduciary because they do not meet the criteria established by GASB Statement No. 84, paragraph 11(c)(2) regarding administrative involvement. The June 30, 2020 ending balances have been restated as follows:

	Governmental Activities
Net Position - Beginning, as Previously Reported	$ 2,566,291
Restatement	65,215
Net Position - Beginning, as Restated	$ 2,631,506

	General Fund
Fund Balance - Beginning, as Previously Reported	$ 4,960,878
Restatement	65,215
Fund Balance - Beginning, as Restated	$ 5,026,093

REQUIRED SUPPLEMENTARY INFORMATION

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2021

	Budgeted Amounts		Actual*	Variances -
	Original	Final	(Budgetary Basis)	Final to Actual
REVENUES				
LCFF sources	$ 19,369,023	$ 18,364,038	$ 18,503,223	$ 139,185
Federal sources	1,303,314	3,612,979	3,212,010	(400,969)
Other state sources	2,183,780	1,656,001	2,353,111	697,110
Other local sources	652,312	563,692	702,602	138,910
Total Revenues	23,508,429	24,196,710	24,770,946	574,236
EXPENDITURES				
Certificated salaries	7,684,031	7,866,332	8,178,435	(312,103)
Classified salaries	2,809,932	2,720,578	2,871,980	(151,402)
Employee benefits	4,101,189	4,140,682	4,418,201	(277,519)
Books and supplies	793,116	1,044,450	814,582	229,868
Services and other operating expenditures	8,615,876	8,779,335	7,987,224	792,111
Capital outlay	2,000	2,000	-	2,000
Other outgo				
Excluding transfers of indirect costs	-	-	9,761	(9,761)
Total Expenditures	24,006,144	24,553,377	24,280,183	273,194
Excess (Deficiency) of Revenues Over Expenditures	(497,715)	(356,667)	490,763	847,430
Other Financing Sources (Uses)				
Transfers in	-	219,403	226,226	6,823
Contributions	4	-	-	-
Transfers out	-	-	(250,000)	(250,000)
Net Financing Sources (Uses)	4	219,403	(23,774)	(243,177)
NET CHANGE IN FUND BALANCE	(497,711)	(137,264)	466,989	604,253
Fund Balance - Beginning	4,956,838	4,956,838	4,956,838	-
Fund Balance - Ending	$ 4,459,127	$ 4,819,574	$ 5,423,827	$ 604,253

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- Actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund, in accordance with the fund type definitions promulgated by GASB Statement No. 54. In addition, the audit adjustments are not reflected in the schedule above.
- Revenues for Medi-Cal Billing Option and Medi-Cal Administrative Activities are presented as federal revenues in this schedule, while these amounts have been reclassified as local revenues in the Statement of Revenues, Expenditures, and Changes in Fund Balance.

See accompanying note to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
CHILD DEVELOPMENT FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2021

	Budgeted Amounts		Actual	Variances -
	Original	Final	(Budgetary Basis)	Final to Actual
REVENUES				
Other state sources	$ 1,257,351	$ 1,328,846	$ 955,658	$ (373,188)
Other local sources	-	-	215	215
Total Revenues	1,257,351	1,328,846	955,873	(372,973)
EXPENDITURES				
Books and supplies	-	-	1,632	(1,632)
Services and other operating expenditures	1,257,351	1,328,846	955,658	373,188
Total Expenditures	1,257,351	1,328,846	957,290	371,556
Excess (Deficiency) of Revenues Over Expenditures	-	-	(1,417)	(1,417)
NET CHANGE IN FUND BALANCE	-	-	(1,417)	(1,417)
Fund Balance - Beginning	1,417	1,417	1,417	-
Fund Balance - Ending	$ 1,417	$ 1,417	$ -	$ (1,417)

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- Actual amounts reported in this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule do not include the audit adjustments.

See accompanying note to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.013%	0.013%	0.015%	0.016%	0.017%	0.014%	0.017%
District's proportionate share of the net pension liability	$ 12,884,987	$ 12,177,634	$ 13,887,934	$ 14,920,138	$ 13,436,669	$ 9,545,903	$ 9,934,290
State's proportionate share of the net pension liability associated with the District	6,642,159	6,643,766	7,951,530	8,826,700	7,650,382	5,048,716	6,083,729
Total	$ 19,527,146	$ 18,821,400	$ 21,839,464	$ 23,746,838	$ 21,087,051	$ 14,594,619	$ 16,018,019
District's covered payroll	$ 7,301,066	$ 7,248,546	$ 8,171,302	$ 8,604,873	$ 8,102,865	$ 7,166,888	$ 7,612,230
District's proportionate share of the net pension liability as a percentage of its covered payroll	176.5%	168.0%	170.0%	173.4%	165.8%	133.2%	130.5%
Plan fiduciary net position as a percentage of the total pension liability	71.8%	72.6%	71.0%	69.5%	70.0%	74.0%	76.5%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying note to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.020%	0.020%	0.024%	0.025%	0.025%	0.021%	0.017%
District's proportionate share of the net pension liability	$ 6,187,311	$ 5,958,753	$ 6,502,793	$ 5,982,092	$ 4,290,132	$ 3,051,014	$ 1,963,971
District's covered payroll	$ 2,971,723	$ 3,006,856	$ 3,214,696	$ 3,183,783	$ 2,613,482	$ 1,885,925	$ 1,817,121
District's proportionate share of the net pension liability as a percentage of its covered payroll	208.2%	198.2%	202.3%	187.9%	164.2%	161.8%	108.1%
Plan fiduciary net position as a percentage of the total pension liability	70.0%	70.0%	70.8%	71.9%	73.9%	79.4%	83.4%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying note to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	$ 1,288,486	$ 1,233,869	$ 1,170,608	$ 1,129,777	$ 1,124,578	$ 879,212	$ 691,134
Contributions in relation to the contractually required contribution*	(1,288,486)	(1,233,869)	(1,170,608)	(1,129,777)	(1,124,578)	(879,212)	(691,134)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 7,916,199	$ 7,301,066	$ 7,248,546	$ 8,171,302	$ 8,604,873	$ 8,102,865	$ 7,166,888
Contributions as a percentage of covered payroll	16.28%	16.90%	16.15%	13.83%	13.07%	10.85%	9.64%

*Amounts do not include on-behalf contributions

See accompanying note to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	$ 633,758	$ 576,644	$ 512,971	$ 499,999	$ 442,771	$ 309,043	$ 269,714
Contributions in relation to the contractually required contribution*	(633,758)	(576,644)	(512,971)	(499,999)	(442,771)	(309,043)	(269,714)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 3,048,588	$ 2,971,723	$ 3,006,856	$ 3,214,696	$ 3,183,783	$ 2,613,482	$ 1,885,925
Contributions as a percentage of covered payroll	20.79%	19.40%	17.06%	15.55%	13.91%	11.82%	14.30%

*Amounts do not include on-behalf contributions

See accompanying note to required supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for CalSTRS and CalPERS.

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS and CalPERS.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered payroll.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2021, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Certificated salaries	$ 7,866,332	$ 8,178,435	$ 312,103
Classified salaries	$ 2,720,578	$ 2,871,980	$ 151,402
Employee benefits	$ 4,140,682	$ 4,418,201	$ 277,519
Other outgo			
Excluding transfers of indirect costs	$ -	$ 9,761	$ 9,761
Child Development Fund			
Books and supplies	$ -	$ 1,632	$ 1,632

SUPPLEMENTARY INFORMATION

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
Passed through California Department of Education:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 624,660
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	76,726
Title III			
Title III, English Learner Student Program	84.365	14346	102,949
Title III, Immigrant Education Program	84.365	15146	14,863
Subtotal Title III			117,812
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	56,663
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	410,069
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	39,946
Subtotal Special Education Cluster			450,015
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	84.425	15535	27,404
Subtotal Education Stabilization Fund Discretionary Grants			27,404
Total U. S. Department of Education			1,353,280
U. S. DEPARTMENT OF AGRICULTURE:			
Passed through California Department of Education:			
COVID-19 Emergency Acts Funding/Extending Summer Food Service Program and SSO:			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	204,898
National School Lunch Program	10.555	13391	360,760
USDA Commodities **[2]**	10.555	*	35,679
Subtotal Child Nutrition Cluster			601,337
Equipment Assistance Grants	10.579	14906	305
Total U. S. Department of Agriculture			601,642
U. S. DEPARTMENT OF THE TREASURY:			
Passed through California Department of Education:			
COVID-19 Emergency Acts Funding:			
Coronavirus Relief Fund (CRF): Learning Loss Mitigation **[1]**	21.019	25516	1,854,311
Total U. S. Department of the Treasury			1,854,311
Total Federal Expenditures			$ 3,809,233

[1] - Major Program
[2] - In-Kind Contribution
* - Pass-Through Entity Identifying Number not available or not applicable

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2021

Grade Level	2020-21 Number of Days	Status
Kindergarten	180	Complied
Grade 1	180	Complied
Grade 2	180	Complied
Grade 3	180	Complied
Grade 4	180	Complied
Grade 5	180	Complied
Grade 6	180	Complied

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2021

	2022 (Budget)	2021	2020	2019
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	$ 25,088,462	$ 24,997,172	$ 23,393,319	$ 23,659,652
Expenditures And Other Financing Uses	24,965,635	24,530,183	22,109,388	21,840,923
Net change in Fund Balance	$ 122,827	$ 466,989	$ 1,283,931	$ 1,818,729
Ending Fund Balance	$ 5,546,654	$ 5,423,827	$ 4,956,838	$ 3,672,907
Available Reserves*	$ 4,113,244	$ 4,353,205	$ 663,282	$ 3,676,867
Available Reserves As A Percentage Of Outgo	16.48%	17.75%	3.00%	16.83%
Long-term Liabilities	$ 66,273,870	$ 68,263,345	$ 68,688,151	$ 62,171,363
Average Daily Attendance At P-2***	1,521	1,521	1,521	1,537

The General Fund ending fund balance has increased by $1,750,920 over the past two years. The fiscal year 2021-22 budget projects a further increase of $122,827. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years and anticipates incurring an operating surplus during the 2021-22 fiscal year. Total long-term obligations have increased by $6,091,982 over the past two years.

Average daily attendance has decreased by 16 ADA over the past two years. No change in ADA is anticipated during the 2021-22 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund, in accordance with the fund type definitions promulgated by GASB Statement No. 54. In addition, audit adjustments are not reflected in the schedule above.

***Due to the COVID-19 pandemic, Average Daily Attendance at P-2 was not reported in 2021. Funding was based on Average Daily Attendance at P-2 as reported in 2020.

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2021

	General Fund	Child Development Fund	Child Nutrition Fund	Building Fund
June 30, 2021, annual financial and budget report fund balance	$ 5,423,827	$ -	$ 104,377	$ 9,503,118
Adjustments and reclassifications:				
Increase (decrease) in total fund balances:				
Fund balance transfer (GASB 54)	-	-	-	-
Adjustment to accounts payable	152,274	189,572	-	(164,240)
Adjustment to accounts receivable (CNIPS Claims May/June 2021)	-	-	143,577	-
Adjustment to accounts receivable (ELO Revenue, Resource 7425/7246)	122,323	-	-	-
Adjustment to accounts receivable (Resource 6105)	-	(189,572)		-
Prior year adjustment to due to/due from other funds	-	23,414	(23,414)	-
Adjustment for student body activity	63,867	-	-	-
Adjustment to accounts receivable (Lottery revenue, Resource 1100/6300)	95,928	-	-	-
Net adjustments and reclassifications	434,392	23,414	120,163	(164,240)
June 30, 2021, audited financial statement fund balance	$ 5,858,219	$ 23,414	$ 224,540	$ 9,338,878

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2021

Charter #	Charter School	Status	Included in Audit Report
1511	Stony Point Academy	Closed	No*

*Stony Point Academy voluntarily closed on June 30, 2018. The District is in the process of closing the Charter Schools Fund.

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
COMBINING BALANCE SHEET
JUNE 30, 2021

	Charter Schools Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Non-Major Governmental Funds
ASSETS					
Cash and investments	$ 717	$ 149,031	$ 1,330,758	$ 6	$ 1,480,512
Accounts receivable	1	143,577	-	-	143,578
Due from other funds	147	-	-	-	147
Total Assets	$ 865	$ 292,608	$ 1,330,758	$ 6	$ 1,624,237
LIABILITIES					
Accrued liabilities	$ -	$ 14,654	$ 7,020	$ -	$ 21,674
Due to other funds	-	53,414	-	-	53,414
Total Liabilities	-	68,068	7,020	-	75,088
FUND BALANCES					
Non-spendable	-	1,000	-	-	1,000
Restricted	865	223,540	1,323,738	6	1,548,149
Total Fund Balances	865	224,540	1,323,738	6	1,549,149
Total Liabilities and Fund Balance	$ 865	$ 292,608	$ 1,330,758	$ 6	$ 1,624,237

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2021

	Charter Schools Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Non-Major Governmental Funds
REVENUES					
Federal sources	$ -	$ 629,046	$ -	$ -	$ 629,046
Other state sources	-	45,829	-	-	45,829
Other local sources	4	700	884,501	-	885,205
Total Revenues	4	675,575	884,501	-	1,560,080
EXPENDITURES					
Current					
Pupil services					
Food services	-	889,071	-	-	889,071
General administration					
All other general administration	-	-	23,601	-	23,601
Plant services	-	-	1,244	-	1,244
Facilities acquisition and maintenance	-	-	176,613	-	176,613
Transfers to other agencies	-	-	91,102	-	91,102
Total Expenditures	-	889,071	292,560	-	1,181,631
Excess (Deficiency) of Revenues Over Expenditures	4	(213,496)	591,941	-	378,449
Other Financing Sources (Uses)					
Transfers in	-	250,000	-	-	250,000
Transfers out	(226,226)	-	-	-	(226,226)
Net Financing Sources (Uses)	(226,226)	250,000	-	-	23,774
NET CHANGE IN FUND BALANCE	(226,222)	36,504	591,941	-	402,223
Fund Balance - Beginning, as Restated	227,087	188,036	731,797	6	1,146,926
Fund Balance - Ending	$ 865	$ 224,540	$ 1,323,738	$ 6	$ 1,549,149

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2021

The Bellevue Union Elementary School District was established in 1949. The District is in Santa Rosa, California. There was no change in District boundaries during the year. The District operates four elementary schools.

GOVERNING BOARD

Member	Office	Term Expires
Jamie Padilla	President	December 2024
Lisa Reyes	Vice President	December 2022
Stephanie Merrida - Grant	Trustee	December 2022
John Jarvis	Trustee	December 2024
Adele Walker	Trustee	December 2024

DISTRICT ADMINISTRATORS

David Alexander
Superintendent

Chris Kim
Chief Business Official

See accompanying note to supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Revenue, Expenditures, and Changes in Fund Balance, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2021 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2021.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		$ 3,999,029
Qualified School Construction Bond Interest Subsidy	N/A	(189,796)
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		$ 3,809,233

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Schedule of Charter Schools
This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the District audit.

Combining Statements – Non-Major Funds
These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure
This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Bellevue Union Elementary School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Bellevue Union Elementary School District's basic financial statements, and have issued our report thereon dated January 21, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bellevue Union Elementary School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bellevue Union Elementary School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Bellevue Union Elementary School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying Schedule of Audit Findings and Questioned Costs that we consider to be significant deficiencies. (Finding #2021-001, Finding #2021-002, Finding #2021-003 and Finding #2021-004)

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bellevue Union Elementary School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Bellevue Union Elementary School District's Response to Findings

Bellevue Union Elementary School District's response to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Bellevue Union Elementary School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 21, 2022

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on Compliance for Each Major Federal Program

We have audited Bellevue Union Elementary School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Bellevue Union Elementary School District's major federal programs for the year ended June 30, 2021. Bellevue Union Elementary School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Bellevue Union Elementary School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Bellevue Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Bellevue Union Elementary School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Bellevue Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Report on Internal Control Over Compliance

Management of Bellevue Union Elementary School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Bellevue Union Elementary School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Bellevue Union Elementary School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 21, 2022

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on State Compliance

We have audited Bellevue Union Elementary School District's compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 that could have a direct and material effect on each of Bellevue Union Elementary School District's state programs for the fiscal year ended June 30, 2021, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Bellevue Union Elementary School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Bellevue Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Bellevue Union Elementary School District's compliance with those requirements.

Opinion on State Compliance

In our opinion, Bellevue Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2021.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying schedule of findings and questioned costs as Finding #2021-005. Our opinion on state compliance is not modified with respect to these matters.

Bellevue Union Elementary School District's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. Bellevue Union Elementary School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Bellevue Union Elementary School District's compliance with the state laws and regulations applicable to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools	
Independent Study-Course Based; for charter schools	Not Applicable
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Charter School Facility Grant Program	Not Applicable

Christy White, Inc.

San Diego, California
January 21, 2022

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2021

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	Yes
Non-compliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditors' report issued:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
21.019	Coronavirus Relief Fund (CRF): Learning Loss Mitigation

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	No
Significant deficiency(ies) identified?	Yes
Type of auditors' report issued on compliance for state programs:	Unmodified

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021

FIVE DIGIT CODE	AB 3627 FINDING TYPE
20000	Inventory of Equipment
30000	Internal Control

FINDING #2021-001: INTERFUND BORROWING (30000)

Criteria: Per California Education Code Section 42603, interfund borrowings shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred.

Condition: During the year ended June 30, 2020, the Cafeteria Fund borrowed $30,000 from the General Fund, which was not repaid as of June 30, 2021. During the year ended June 30, 2020, the Child Development Fund borrowed $100,000 from the General Fund, which was not repaid as of June 30, 2021.

Effect: The District is not in compliance with section of California Education Code outlined above.

Cause: Based on inquiry with management, this was caused by management oversight.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend the amount detailed above to be repaid and that the District follows Education Code Section 42603 going forward.

Corrective Action Plan: The District agrees with the Auditor's findings. Regarding the $100,000 transferred from the General Fund (01) to the Child Development Fund (12), this interfund transfer was made in FY 2020/21 as part of the District's fiscal close activities in order to end the fiscal year with a positive cash balance in Fund 12. This was done so awaiting the final allocation from the Child Development Grant from the State of California which was received in the subsequent fiscal year. A repayment of $100,000 back to the general fund will be made in advance of the 2nd Interim reporting period scheduled for presentation to the Board of Trustees on March 8, 2022. Regarding the $30,000 transfer to the Child Nutrition Fund (13), this interfund transfer was intended to be a permanent one time transfer with no expectation of being paid back to the General Fund. The District's Food Service program operated with a deficit in the prior fiscal year due to its (pandemic response) efforts in providing meals to all students living within our service areas regardless of registration at our schools. In advance of the District's 2nd Interim reporting period, the District will reverse the associated transaction and re-submit the transfer as one-time in nature.

FINDING #2021-002: ACCOUNTS RECEIVABLES INTERNAL CONTROL (30000)

Criteria: Sound internal controls dictate that Accounts Receivable (AR) accruals are short term in nature and should be cleared or reversed within one year.

Condition: During our testing of internal controls over AR, we noted the following:

Accounts Receivable:

- Per review of Accounts Receivable Detail provided by client, auditor noted prior year accounts receivable balances in the Child Development Fund were not cleared as of June 30, 2021.

Cause: Insufficient internal controls over clearing balance sheet accounts.

Effect: Lack of proper internal controls can lead to accounting irregularities to go undetected and increase risk of misstatement of assets.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend the District implement procedures to ensure prior year accounts be cleared or reversed within one year.

Corrective Action Plan: The District agrees with the Auditor's findings. This finding is incidentally associated in scope with the interfund transfer scenario noted in FINDING #2021-001 above. Specifically, an account receivable accrual for the Child Development Fund was booked in the prior fiscal year due to the timing of claims submitted by the District' sub-contractor (North Bay Children's Center) and the timing in which payments are rendered to the District from the CDE. Although this is a common annual occurrence, the District missed clearing the prior year accrual as part of its standard fiscal year closing procedures. The District will strive to more closely monitor its A/R accruals in the following fiscal years.

FINDING #2021-003: ACCOUNTS PAYABLE INTERNAL CONTROLS (30000)

Criteria: Sound internal controls dictate that accounts payable accruals are short term in nature and should be cleared or reversed within one year and should be properly recorded in accordance with generally accepted accounting principles.

Condition: During our testing of internal controls over accounts payable

- Per review of Accounts Payable Detail provided by client, auditor noted prior year accounts balances in the were not cleared as of June 30, 2021.
- Audit adjustments were made to properly record the balance as of June 30, 2021. The auditor noted both understatements of accounts payable as well as overstatements of accounts payable in multiple governmental funds.

Cause: Insufficient internal controls over balance sheet accounts.

Effect: Lack of proper internal controls can lead to accounting irregularities to go undetected and increase risk of misstatement of assets.

Repeat Finding: This is a not a repeat finding.

FINDING #2021-003: ACCOUNTS PAYABLE INTERNAL CONTROLS (30000), continued

Recommendation: We recommend the District implement procedures to ensure prior year accounts be cleared or reversed within one year and to properly record ending balances in accordance with generally accepted accounting principles.

Corrective Action Plan: The District agrees with the Auditor's findings. The District will implement procedures to ensure prior year accounts be cleared or reversed within one year and to properly record ending balances in accordance with generally accepted accounting principles.

FINDING #2021-004: FINANCIAL REPORTING (30000)

Criteria: The California Education Code, California School Accounting Manual, and best business practices require an entity to maintain a sound financial system that supports financial reporting and budget monitoring. Compliance with this requirement includes proper accruals as of year-end and maintaining proper supporting documentation for year-end accruals and the closing process.

Condition: We noted transactions that were not properly accounted for during substantive testing of balances and transactions as of and for the year ended June 30, 2021. We noted the following control weaknesses related to financial reporting:

- State sources related to ELO and the related accounts receivable balances were not properly accrued as of June 30, 2021.
- State sources related to lottery and the related accounts receivable balances were not properly accrued as of June 30, 2021.
- Federal and state sources related to child nutrition and the related accounts receivable balances were not properly accrued as of June 30, 2021.

Cause: District oversight of regular necessary closing entries.

Effect: Potential for incorrect reporting of balance sheet items and transactions.

Repeat Finding: This is not a repeat finding.

Recommendation: The District is responsible for understanding and maintaining information related to year end accruals and journal entries to close its fiscal year financial reporting. Consistent supervision, adequately trained staff in all areas, and communication between the County Office of Education and District Office must be a high priority of the District.

Corrective Action: The District agrees with the Auditor's findings, confirming that these transactions were related to accruals of future revenue that should have been booked in the fiscal year being audited. Specifically, the District recognizes that the $122,323 (ELO Revenue), $95,928 (State Lottery), and $120,163 (Child Nutrition Revenue) should have been booked in FY 2020/21 (via a balance sheet accrual) rather than being allocated and budgeted for in the following fiscal year. The District will ensure that it more carefully reviews revenue accruals with the County Office of Education going forward.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021

FIVE DIGIT CODE	AB 3627 FINDING TYPE
50000	Federal Compliance

There were no federal award findings or questioned costs for the year ended June 30, 2021.

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINDING #2021-005: CLASSROOM TEACHER SALARIES (61000)

Criteria: As set forth in California Education Code section 41372, an elementary school district should expend a minimum of 60% of the District's current expenses of education towards salaries of classroom teachers.

Condition: In the 2020-21 fiscal year, Bellevue Union Elementary School District did not meet the minimum percentage requirement of 60%. Bellevue Union Elementary School District only spent 55.48% on classroom teacher salaries in the 2020-21 fiscal year.

Effect: The District's current expense of education for the year ended June 30, 2021 was $17,781,716 and the total salaries and benefits for classroom teachers was $9,865,464. The District was below the minimum required percentage of 60% by 4.52% which calculates out to a deficiency of $803,734.

Cause: The deficiency amount was due to the change in the funding model with implementation of the Local Control Funding Formula.

Questioned Costs: The questioned costs are the deficiency of $803,734.

Repeat Finding: Yes. See finding #2020-002.

Recommendation: We recommend that in the future, the District monitor their expenses towards salaries of classroom teachers against their total expenses to be sure that they meet the 60% minimum requirement.

Corrective Action Plan: The District agrees with the Auditor's findings, and notes that the County Office of Education has approved its CEA Waiver for FY 2020/21. Specifically, the District's expenditures for Teacher Salaries and Benefits as a proportion to total expenditures was skewed by the influx of one time funding in FY 2020/21. Additionally, the District had contracts with behavioral health service providers such as counselors, speech pathologists, and psychologists due an inability to hire for those positions in house (in FY 2020/21).

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021

FINDING #2020-001: CASH RECEIPT INTERNAL CONTROLS (30000)

Criteria: Proper internal controls over cash receipting require the following:

- Funds should be received and deposited in a timely manner, or within two weeks of receipt.
- If cash is received, a double count of funds should be performed by two separate and independent employees.
- All funds should be logged in a receipt book, or log, immediately upon receipt at the District office.
- Reconciliations between the receipt book, or log, and the bank statement should be performed on a monthly basis.

Condition: During our review of the internal controls over cash receipting procedures, we noted that the District was lacking internal controls over cash receipts including the following:

- There is a lack of segregation of duties over cash receipts as one staff member has the responsibility of custody of assets, record keeping and monitoring.

Cause: Inadequate controls over cash receipting.

Effect: Without a proper documentation trail, it is not possible to verify if all collected items were deposited to the bank in a complete and timely manner. This issue could increase the risk of loss of theft.

Repeat Finding: This is a repeat finding.

Recommendation: We recommend that the District add an additional staff member to the cash receipt duties in order to provide segregation of duties over custody of assets, record keeping and monitoring.

Corrective Action Plan: Currently, cash receipts (cash and/or checks) received by the District Office are logged into a centralized Google Sheet which is stored on the Business Department's shared cloud server. The information recorded at the point of deposit into the District's cash clearing account includes the name of the vendor, the check number, and description. These records are cross referenced with the monthly bank statements to ensure authenticity. Checks and cash deposits are initially received by the District Office Front Desk and routed to the Business Services Department for processing. At this time, the CBO logs the deposits and personally makes the deposits at a local Exchange Bank branch. This practice is reflective of when the Business Services Department was without a Business Technician and therefore separation of duties was not practical. At this time, the Business Services Department recognizes the need for additional separation of duties and will restructure its procedures accordingly and work to deposit checks within the month it is received.

Current Status: Implemented.

FINDING #2020-002: CLASSROOM TEACHER SALARIES (61000)

Criteria: As set forth in California Education Code section 41372, an elementary school district should expend a minimum of 60% of the District's current expenses of education towards salaries of classroom teachers.

Condition: In the 2019-20 fiscal year, Bellevue Union Elementary School District did not meet the minimum percentage requirement of 60%. Bellevue Union Elementary School District only spent 58.14% on classroom teacher salaries in the 2019-20 fiscal year.

Effect: The District's current expense of education for the year ended June 30, 2020 was $16,594,307 and the total salaries and benefits for classroom teachers was $9,648,664. The District was below the minimum required percentage of 60% by 1.86% which calculates out to a deficiency of $308,654.

Cause: The deficiency amount was due to the change in the funding model with implementation of the Local Control Funding Formula.

Questioned Costs: The questioned costs are the deficiency of $308,654.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend that in the future, the District monitor their expenses towards salaries of classroom teachers against their total expenses to be sure that they meet the 60% minimum requirement.

Corrective Action Plan: The District actively monitors its certificated staff expenditures against total expenses and acknowledged that it did not meet the requirements set forth under Ed. Code 41372. The key reason for this has to do with the outsourcing of specialized certificated positions to third party organizations due to an inability to fill those positions in-house.

Current Status: Not implemented, see Finding #2021-005.

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Action Item

Agenda Item Title: Consider Approval of Amendment to the Local Agreement for Child Development Services, Contract Number CSPP-1606

Prepared By: Chris J. Kim, CBO

Background:

The California State Preschool Program (CSPP) is a state-funded program which offers full-day or part-day developmentally appropriate preschool instruction for eligible three- and four-year-old children.

These amendments to the original agreement with the California Department of Education pertains to the pass through grant that funds the North Bay Children's Center contract.

This amendment increases the maximum reimbursable amount to $1,429,684.

Cost:

There is no estimated direct cost to the District.

Recommended Action:

Review and Approve.

Supporting Documents:

1. Contract # CSPP-0616

CALIFORNIA DEPARTMENT OF EDUCATION

F.Y. 21 - 22

Amendment 02

DATE: July 01, 2021

CONTRACT NUMBER: CSPP-1606

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 49-7061-00-1

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES ALLOCATION LETTER

RATE REFORM

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2021 designated as number CSPP-1606 and Amendment #01 (Budget Act/Family Fee Waivers) shall be amended as of January 1, 2022 in the following particulars and no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $1,392,585.00 and inserting $1,429,687.00 in place thereof.

REMOVE REFERENCE TO:

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be $52.62.

AND REPLACE WITH:

Effective January 1, 2022, the service county reimbursement rate as provided in https://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrateattb.xlsx is applicable to the sites, as located in the service counties, approved by the Early Education Division and indicated in the Child Development Management Information System (CDMIS).

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall not be impacted by this amendment.

Minimum Days of Operation (MDO) Requirement shall be 245. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

IMPORTANT: Signature is not required.

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)	FUND TITLE		
$ 37,102	Child Development Programs	General		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT	(OPTIONAL USE) 0656 23038-7061			
$ 1,392,585	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2021	FISCAL YEAR 2021-2022
TOTAL AMOUNT ENCUMBERED TO DATE	OBJECT OF EXPENDITURE (CODE AND TITLE)			
$ 1,429,687	702 SACS: Res-6105 Rev-8590			

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Action
Agenda Item Title:	Consider Approval of the Job Description for Family Engagement Facilitator
Prepared By:	Michael Kellison, Director of Human Resources

Background:
The Bellevue Union School District, in an effort to further strengthen the relationship between the schools and our families, has developed a new position to provide our community with a dedicated, full-time Family Engagement Facilitator. This role will be responsible for supporting families by providing translation services as well as assisting the school site in managing the student data of our English learners. The Family Engagement Facilitator will also liaise with outside agencies to ensure that our families have access to various community resources. This role will be a vital member of the team supporting students and families and allowing them greater access to and understanding of the school program.

Recommended Action:
Recommend for Approval

Supporting Documents:
Family Engagement Facilitator Job Description

FAMILY ENGAGEMENT FACILITATOR

JOB DESCRIPTION

GENERAL DESCRIPTION:
Under general supervision of the school administrator, serves as a liaison between all stakeholders to address student issues, including, but not limited to academics, attendance, truancy, residency, and behavioral and home situations.

The Family Engagement Facilitator works closely with the legal administration of state, district, and site-level programs that serve English Learners, Low Income Students, and Foster Youth. The facilitator assists the site administrator in planning, organizing, and scheduling assessment activities, such as but not limited to the administration and scoring of California's current English Language Proficiency Assessment; maintains a variety of logs, records, and files of assessment and student data; prepares student forms for reclassification, and monitors students.

The Family Engagement Facilitator provides assistance and information to parents and makes referrals to appropriate community resources and public assistance agencies. The facilitator finds solutions, performs child safety checks, facilitates parent involvement in school activities; and is able to perform a variety of tasks relative to the assigned area of responsibility, including but not limited to skilled clerical tasks in support of the district programs.

The facilitator is able to translate oral and written materials accurately and fluently in both English and Spanish; send parent communications regarding student issues, testing, and program placements.

DUTIES AND RESPONSIBILITIES:
The Family Engagement Facilitator is expected to perform all or any combination of the following duties:

- Collect, monitor, and manage student data related to English learners
- Maintain all student records and files in an appropriate and confidential manner
- Facilitate the completion of state and federal reports related to English learners
- Facilitate and support the reclassification process
- Generate reports with English learner data
- Provide support to District and site level meetings which may include, but are not limited to, DELAC and ELAC meetings
- Assists with Student Study Team (SST) & Language Assessment Team (LAT) processes, including translating and recording information
- Prepares SST and LAT schedule for administrators, staff, faculty, and parents
- Helps coordinate and attends meetings and appointments
- Prepares information, packets, and materials; researches, gathers, and inputs data
- Invites parents by mail and phone

- Administers individual and group tests
- Maintains the inventory of office supplies for the district testing program
- Assists with parent learning opportunities
- Helps to coordinate and attends family engagement evenings
- Helps to coordinate community programs like, but not limited to, Redwood Food Bank Program
- Refers parents to appropriate community resources
- Provides information to individual students and parents periodically informing them of competency progress, requirements still to be met, and other pertinent information
- Creates and/or translates correspondence to parents, students, teachers, and administrators
- Performs other related work as assigned

REQUIREMENTS:

Abilities/Skills/Knowledge

- Use standard office procedures and equipment, including the preparation of business correspondence, filing, and standard office equipment operations;
- Use Microsoft Office and Google Drive programs;
- Maintain detailed documentation;
- Routine record keeping;
- Exercise good judgment, use discretion, work independently, and maintain confidentiality;
- Good oral and written communication skills in English and Spanish;
- Simultaneous and consecutive interpretation techniques;
- Understand and carry out oral and written instructions;
- Relate positively to students, staff, and public;
- Learn and follow the practices, rules, and regulations of the District;
- Maintain flexible scheduling
- Support after-hours training

EDUCATION:

- High School Diploma or General Education Diploma (GED)
- College coursework in related subjects (experience may substitute for college)

RESPONSIBLE TO:

- Administrator assigned to oversee the Family Engagement Facilitator

PHYSICAL ABILITIES AND WORKING CONDITIONS OF EMPLOYMENT

The Physical Abilities and Other Conditions of Employment and the Associated Tasks listed are representative of, but are not intended, to provide an exhaustive list of Physical Abilities and Other Conditions of Employments and Associated Tasks which may be required of this position.

The Bellevue Union School District encourages persons with disabilities who are interested in this employment and need reasonable accommodations of those disabilities to contact the Superintendent for further information.

Physical Demands	Associated Tasks
Vision (which may be corrected): ● Read small print ● See small objects at a distance of 2 feet	**To perform tasks as to:** ● Create and maintain files ● Read a computer screen
Hearing (which may be corrected): ● Understand speech over a telephone ● Have tolerance to be exposed to noisy conditions	**To perform tasks as to:** ● Answer telephones ● Work in a school/classroom setting
Speech: ● Speak with a level of proficiency and volume to be understood over a telephone and in face-to-face contacts	**To perform tasks as to:** ● Answer questions and transmit information to students, staff, parents, and others ● Work instructionally with students
Upper Body Mobility: ● Use hands and fingers to feel, grasp, and manipulate small objects. ● Manipulate fingers, twist and bend hands at wrist and elbow	**To perform tasks as to:** ● Use a computer to word process and enter data ● To hand out and receive forms
Strength: ● Lift, push, and/or carry objects which weight as much as 40 pounds on a frequent basis	**To perform tasks as to:** ● File and retrieve student records
Environmental Requirements: ● Occasional work interruptions ● Work cooperatively with others ● Work inside	**To perform tasks as to:** ● Gain cooperation of staff ● Perform clerical support work in a school
Mental Requirements: ● Perform scheduled work ● Direct students ● Math skills at basic level ● Accurately transcribe information	**To perform tasks as to:** ● Read, write, understand, and apply routine information ● Read reference materials and instructions, compose reports ● Maintain records ● Transfer information to forms ● Process information quickly and make quick and effective decisions ● Decision-making ● Listen and retain information accurately ● Write and compose information in an organized manner

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Action
Agenda Item Title:	Consider Approval of MOU with CSEA re: Reclassification of Parent Liaison
Prepared By:	Michael Kellison, Director of Human Resources

Background:
The Bellevue Union School District places high priority on supporting and engaging our families. As such, the District in collaboration with the Classified School Employee's Association, Local #501 has agreed to establish a full time Family Engagement Facilitator on each campus to provide assistance and support to parents, students and the school community. This position will take the place of the current Parent Liaison.

Recommended Action:
Recommend for Approval

Supporting Documents:
Memorandum of Understanding re: Reclassification of Parent Liaison

Memorandum of Understanding
between
Bellevue Union School District
and
Classified School Employee's Association, Local #501

Regarding Reclassification of Parent Liaison

The Parties agree as follow:

1. The Parent Liaison position within the classified service shall be reclassified to Family Engagement Facilitator.
    a. The Family Engagement Facilitator shall be an 8-hour, 11 month position.
2. In recognition of the additional, promotional duties assigned to the Family Engagement Facilitator, the position shall be placed at Range 19.
3. As to the employees currently holding one of the four (4) District positions of Parent Liaison, as of December 16, 2021, the parties agree to the following:
    a. All employees who meet the qualifications for the position shall be entitled to one of the Family Engagement Facilitator positions following the reclassification and promotion.
        i. If the employee chooses not to accept the position, they shall be entitled to move into any vacant 4 or fewer hour position in a lower classification in the District for which they qualify. The employee shall be placed on a step that is closest to the rate of pay they made as Parent Liaison until their step-wise movement would result in an increase in compensation. The employee shall serve the contractual probationary period in this new position if they are moving into a classification which they have not previously served.
        ii. In the alternative, if there is no vacant 4-hour position in a lower classification in the District for which the employee qualifies, the employee shall be placed on the 39-month rehire list.
    b. The employee shall serve a six (6) month probationary period. In the event the employee, who was previously permanent as Parent Liaison, does not successfully complete the probationary period for Family Engagement Facilitator, they shall:
        i. First, the employee shall be entitled to move into any vacant 4-hour position in a lower classification in the District, for which they qualify. The employee shall be placed on a step that is closest to the rate of pay they made as Parent Liaison until their step-wise movement would result in an increase in compensation. The employee shall serve the contractual probationary period in this new position if they are moving into a classification which they have not previously served.

ii. In the alternative, if there is no vacant 4-hour position in a lower classification in the District for which the employee qualifies, the employee shall be placed on the 39-month rehire list.

c. Reclassified and promoted employees shall be placed on the first Step in Range 19 which represents no less than a 5% total increase over their previous rate of pay.

For the District:

Date: 12/16/21

For CSEA:

Jennifer Spain

Amy Flores

Donna Rinnels

ALEJANDRO S. NEGRETE, CHR

Date: 12/16/21

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Action
Agenda Item Title:	Consider Approval of MOU with CSEA re: Change in Calendar for Special Education Administrative Assistant
Prepared By:	Michael Kellison, Director of Human Resources

Background:
The Bellevue Union School District recognizes the complexity and challenges of Special Education and the need to provide support to students, staff and families throughout the year. As such, the District and CSEA, Chapter #501 agree to increase the Special Education Administrative Assistant from a 10-month to a 12-month position.

Recommended Action:
Recommend for Approval

Supporting Documents:
Memorandum of Understanding re: Change in Calendar for Special Education Administrative Assistant

Memorandum of Understanding
Between
Bellevue Union Elementary School District and
Classified School Employees Association, Chapter # 501

The Parties agree:

1. The District and CSEA agree to increase the Special Education Administrative Assistant from a 10-month position to a 12-month position.
2. The work year for the position will be increased from 194 days per year to 260 days per year.
3. The position will be paid their regular rate for these additional days, and shall accrue benefits based upon a 12-month schedule.
4. This MOU shall be be non-precedential.

For the District:

12/16/21

For w: CSEA

ALEJANDRA S. NEGRETE (12/16/21)

Donna Rinnels

Amy Flores

Jennifer Spain

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Review and Action

Agenda Item Title: Memorandum of Understanding Between Bellevue Union School District And Bellevue Education Association regarding Summer School Rate of Pay for the 2022 Summer Session

Prepared By: David Alexander Ed.D., Superintendent

Background:

The Bellevue District Management ("District") and the Bellevue Education Association ("Association"), jointly known as the Parties ("Parties") enter into this Memorandum of Understanding ("MOU") regarding Summer School Rate of Pay for the 2022 Summer Session.

This MOU between Bellevue Union School District and Bellevue Education Association defines the rate of pay, entitlement and amount of prep time for the 2022 summer school programs.

Recommended Action:

Approve the Memorandum of Understanding Between Bellevue Union School District And Bellevue Education Association regarding Summer School Rate of Pay for the 2022 Summer Session.

Supporting Documents:

Memorandum of Understanding Between Bellevue Union School District And Bellevue Education Association regarding Summer School Rate of Pay for the 2022 Summer Session.

MEMORANDUM OF UNDERSTANDING
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT
AND
BELLEVUE EDUCATORS ASSOCIATION
2/11/22

The parties agree as follows:

1. For summer session 2022 only, participating unit members will be paid $50 per hour or their per diem hourly rate, whichever is greater.

2. For summer session 2022 only, participating unit members will be entitled to 15 minutes of prep time per hour of instruction per day.

3. The summer session rate of pay shall return to the hourly rate status quo ante for summer session 2023, unless negotiated otherwise.

4. This MOU shall not set a precedent for any reason, nor shall it serve as the basis for any future negotiations regarding summer session rate of pay or prep time.

For BEA: Becky Hansen 2/11/22

For the District: 2/11/22

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Review and Action
Agenda Item Title:	Approval of SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary
Prepared By:	Aracely Romo-Flores, Director of Curriculum & English Learner Services

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Background:

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state' s consolidated application process and any other school program they choose to include, will develop a School Plan for Student Achievement (SPSA). The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

These are the current SPSAs that reflect the 2021-2022 school year data and have been reviewed for accuracy and approved by each school site principal.

Recommended Action:
It is recommended that the Board of Trustees approve the SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary.

Supporting Documents:
Bellevue Elementary's SPSA
Kawana Springs Elementary's SPSA
Meadow View Elementary's SPSA
Taylor Mountain Elementary's SPSA

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bellevue Elementary School	49706156051585	December 13, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.
The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.
California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.
The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).
LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
ELAC
Staff
Parents

Bellevue Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.
Our ELAC is made up of parents and staff. The ELAC meets monthly during the school year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.
Belevue Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement, and how to support students, staff and the school community.
Parents are also invited to come and engage with the Principal during Coffee with the Principal monthly througout the school year.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Various surveys were sent to the school community which addressed the following topics:

Community involvement
Tech needs
EL support
Academic support
Enrichment opportunities
School climate

A summary of the results indicated that there is a need for increased opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional afterschool academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development in ELD, Intervention, and Writing.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Bellevue School and Bellevue district follows comprehensive classroom observation model. Teachers being evaluated are observed multiple times throughout the year to gain a truer picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following each observation the teacher and the site administrator meet to discuss observations and create next steps goals to constantly improve instructional practices and curriculum implementation. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.

Regularly, the principal visits classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided. Annually, teachers are formally observed by the principal based on the contracted agreement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students attending Bellevue Unified School District typically participate in the California Assessment of Student Performance and Progress (CAASPP). In lieu of the CAASPP, in Spring 2021, students grades 1-6
participated in district adopted Standardized Tests for the Assessment of Reading (STAR), for English Languarge Arts and Math. TK and Kindergarten classes participate in district Educational Software for Guiding Instruction assessments. These trimester assessments are used to guide instruction and determine intervention needs.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments that are linked to the My Math curriculum and the English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Bellevue School certificated staff meet three times per month in grade level or cross grade level Professional Learning Communities. Each team uses assessment data to plan new instruction based on student learning needs. Bellevue Elementary participates in the Principal Support Network that supports development of professional learning communities. The site team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet the highly qualified status and have completed in-service training. In addition,all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and English Learners provides professional development training for our staff as well as identifyiing requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2021/2022 school year focuses on Professional Learning Communities, Systematic Intervention in Phonics and Phonemic Awareness, and English Language Development standards and Guided Language Aquisition Strategies (GLAD).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our district has a Director of Curriculum and English Learners and Teacher on Special Assignments. These positions provide support for all staff on a structured (district wide professional development) as well as on an as needed basis.
Bellevue School provides on-going instructional assistance in a variety of models: Teachers meet weekly in grade level PLCs to analyze assessment data, discuss student learning needs, and what instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals proved Systematic Intervention in Phonics and Phonemic Awareness for students in grades Kinder - Sixth. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance and support. Teachers in grades K-6 can consult with the principal, the PLC leardership team, district Director of Curriculum and English Learners, Director of Innovation and Technology, and Teachers on Special Assignment for additional instructional assistance and support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per trimester, teachers participate in district wide grade level collaboration. The district provides Professional Development the second Wednesday of every month as well. In addition, the principal often facilitates opportunities for collaboration during staff meetings. Teachers in grades TK-6 often collaborate with our site Resource Specialist, Teacher on Special Assignment, and Director of Curriculum and English Learners.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials are state approved and supplementary materials purchased are research based curriculum.
English Language Arts and Math programs are aligned to the new Common Core Standards for California.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed on an annual basis. All classes meet or exceed the state recommended required minutes for ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing calendar is reviewed annually by the district teachers. In 2020/21 teachers prioritized the priority standards agreed upon in order to meet student needs during Distance Learning model due to Covid 19 Pandemic. In 2021/22 teachers will review and update Priority Standards. They will develp a clear pacing of standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have all CCSS based Math and English Language Arts materials.

All students have access to the instructional materials they need. All students have access to a text book, and accompanying practice books for reading, language arts, math, science, and social science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are state approved and supplementary materials purchased are reseach based curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students. The Resource Service Provider on site provides Tier 3 intervention for students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One full time RSP teacher.
One part time RSP instructional aide.
LIteracy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1:1 chromebook and iPad access for all students.
During the 2021-2022 School Year, CalServes provides an after school program to assist with reading supports, and homework. They also provide Ameri-corps tutor support for small group interventions.
One full time counselor to assist students with school-related issues impacting academics.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Title One Parent Meetings, English Language Advisory Council, School Site Council, Bellevue Site Leadership Committee

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:
In grades K-3, we participate in class size reduction. Some students are given early literacy instruction in small groups when possible.
LIteracy Paraprofessionals provide intervention for grades Kindergarten-Sixth for varying amounts of time. Our school counselor and Teacher on Special Assignment also provide support to underperforming students.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
English Language Advisory Council (ELAC)
Staff
Parents

Bellevue Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. The District English Language Advisory Council has representaiton from all sites and meets regularly throughout the year.

Bellevue Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal monthly.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.24%	%		1	
African American	%	0.48%	0.3%		2	1
Asian	1.72%	2.17%	2.0%	7	9	8
Filipino	%	0%	%		0	
Hispanic/Latino	90.64%	89.16%	89.0%	368	370	357
Pacific Islander	%	0%	0.3%		0	1
White	5.67%	6.51%	7.0%	23	27	28
Multiple/No Response	0.25%	0.24%	%	1	1	
			Total Enrollment	406	415	401

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	73	79
Grade 1	58	59	54
Grade 2	54	63	58
Grade3	59	54	58
Grade 4	40	54	54
Grade 5	72	44	54
Grade 6	41	68	44
Total Enrollment	406	415	401

Conclusions based on this data:

1. We had a slight decrease in enrollent of 14 students in the 2020/21 school year.
2. Hispanic/Latino continues to be the majority group representing 89% of our total population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	260	269	253	64.0%	64.8%	63.1%
Fluent English Proficient (FEP)	38	49	46	9.4%	11.8%	11.5%
Reclassified Fluent English Proficient (RFEP)	6	11	24	2.4%	4.2%	8.9%

Conclusions based on this data:

1. The number and percentage of English Learners has remained relatively consistent from year to year. There was a slight decline of 1.7% from the 2019/20 to the 2020/21 school year.
2. The percentage of students being reclassified from 2019/2020 to 2020/2021 more than doubled.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	53	55	39	53	0	39	53	0	95.1	100	0.0
Grade 4	65	43	54	65	41	0	65	41	0	100	95.3	0.0
Grade 5	40	71	54	38	70	0	38	70	0	95	98.6	0.0
Grade 6	63	40	44	61	40	0	61	40	0	96.8	100	0.0
All Grades	209	207	207	203	204	0	203	204	0	97.1	98.6	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2415.	2407.		15.38	16.98		33.33	24.53		23.08	30.19		28.21	28.30	
Grade 4	2431.	2393.		10.77	7.32		21.54	9.76		23.08	29.27		44.62	53.66	
Grade 5	2448.	2487.		15.79	12.86		13.16	34.29		21.05	25.71		50.00	27.14	
Grade 6	2505.	2531.		4.92	17.50		34.43	30.00		36.07	32.50		24.59	20.00	
All Grades	N/A	N/A	N/A	10.84	13.73		26.11	25.98		26.60	28.92		36.45	31.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	16.98		58.97	50.94		28.21	32.08	
Grade 4	12.31	2.44		55.38	39.02		32.31	58.54	
Grade 5	15.79	10.00		39.47	61.43		44.74	28.57	
Grade 6	11.48	20.00		60.66	47.50		27.87	32.50	
All Grades	12.81	12.25		54.68	51.47		32.51	36.27	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	13.21		51.28	56.60		35.90	30.19	
Grade 4	10.77	7.32		46.15	46.34		43.08	46.34	
Grade 5	21.05	18.57		28.95	62.86		50.00	18.57	
Grade 6	14.75	20.00		49.18	60.00		36.07	20.00	
All Grades	14.29	15.20		44.83	57.35		40.89	27.45	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.69	13.21		71.79	56.60		20.51	30.19	
Grade 4	9.23	4.88		67.69	60.98		23.08	34.15	
Grade 5	13.16	5.71		47.37	72.86		39.47	21.43	
Grade 6	18.03	12.50		63.93	72.50		18.03	15.00	
All Grades	12.32	8.82		63.55	66.18		24.14	25.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.64	16.98		46.15	56.60		28.21	26.42	
Grade 4	10.77	7.32		63.08	51.22		26.15	41.46	
Grade 5	13.16	15.71		42.11	60.00		44.74	24.29	
Grade 6	18.03	27.50		67.21	60.00		14.75	12.50	
All Grades	16.26	16.67		57.14	57.35		26.60	25.98	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Not able to analyze. Need current data.
2. N/A

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	53	55	41	53	0	41	53	0	100	100	0.0
Grade 4	65	43	54	65	43	0	65	43	0	100	100	0.0
Grade 5	40	71	54	40	71	0	40	71	0	100	100	0.0
Grade 6	63	40	44	63	40	0	63	40	0	100	100	0.0
All Grades	209	207	207	209	207	0	209	207	0	100	100	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2428.	2410.		12.20	9.43		36.59	18.87		21.95	41.51		29.27	30.19	
Grade 4	2420.	2414.		7.69	2.33		10.77	6.98		35.38	39.53		46.15	51.16	
Grade 5	2427.	2449.		10.00	5.63		10.00	9.86		2.50	28.17		77.50	56.34	
Grade 6	2501.	2526.		11.11	25.00		19.05	17.50		36.51	27.50		33.33	30.00	
All Grades	N/A	N/A	N/A	10.05	9.66		18.18	13.04		26.79	33.82		44.98	43.48	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.59	20.75		29.27	43.40		34.15	35.85	
Grade 4	12.31	6.98		23.08	27.91		64.62	65.12	
Grade 5	12.50	5.63		12.50	25.35		75.00	69.01	
Grade 6	17.46	32.50		39.68	25.00		42.86	42.50	
All Grades	18.66	14.98		27.27	30.43		54.07	54.59	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.20	9.43		60.98	54.72		26.83	35.85	
Grade 4	10.77	2.33		38.46	46.51		50.77	51.16	
Grade 5	10.00	7.04		15.00	35.21		75.00	57.75	
Grade 6	9.52	22.50		53.97	35.00		36.51	42.50	
All Grades	10.53	9.66		43.06	42.51		46.41	47.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.95	11.32		43.90	58.49		34.15	30.19	
Grade 4	7.69	9.30		36.92	25.58		55.38	65.12	
Grade 5	12.50	4.23		22.50	50.70		65.00	45.07	
Grade 6	15.87	22.50		39.68	45.00		44.44	32.50	
All Grades	13.88	10.63		36.36	46.38		49.76	43.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A
2. N/A

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.3	1405.3	1419.4	1428.9	1420.1	1442.0	1397.1	1370.6	1366.3	54	46	52
1	1467.8	1455.4	1439.3	1473.2	1458.5	1458.4	1461.8	1451.8	1419.7	39	39	35
2	1484.7	1488.2	1459.5	1492.5	1485.3	1477.4	1476.4	1490.6	1441.1	38	44	34
3	1499.6	1501.9	1458.1	1504.0	1494.0	1478.4	1494.6	1509.3	1437.5	25	39	34
4	1514.0	1488.9	1499.4	1512.4	1480.4	1517.6	1515.1	1496.9	1480.7	43	28	28
5	1529.9	1551.9	1527.3	1531.5	1549.7	1538.1	1527.8	1553.5	1515.9	17	35	25
6	1515.3	1535.2	1510.6	1491.2	1518.3	1523.5	1538.9	1551.6	1497.1	28	19	19
All Grades										244	250	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.78	4.35	21.57	31.48	28.26	41.18	27.78	47.83	17.65	*	19.57	19.61	54	46	51
1	53.85	5.13	14.29	*	43.59	22.86	*	43.59	45.71	*	7.69	17.14	39	39	35
2	47.37	15.91	5.88	39.47	54.55	47.06	*	22.73	26.47	*	6.82	20.59	38	44	34
3	*	17.95	5.88	*	41.03	41.18	*	35.90	35.29	*	5.13	17.65	25	39	34
4	30.23	10.71	14.81	41.86	35.71	29.63	*	28.57	44.44	*	25.00	11.11	43	28	27
5	*	37.14	40.00	*	48.57	20.00	*	11.43	28.00		2.86	12.00	17	35	25
6	*	21.05	5.26	46.43	42.11	47.37	*	31.58	26.32	*	5.26	21.05	28	19	19
All Grades	34.02	15.20	15.56	37.30	42.00	36.00	20.08	32.40	31.11	8.61	10.40	17.33	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.48	4.35	35.29	38.89	32.61	31.37	*	45.65	15.69	*	17.39	17.65	54	46	51
1	61.54	17.95	28.57	*	41.03	34.29	*	35.90	28.57	*	5.13	8.57	39	39	35
2	68.42	34.09	29.41	*	45.45	41.18	*	13.64	23.53	*	6.82	5.88	38	44	34
3	*	25.64	41.18	44.00	48.72	41.18	*	17.95	2.94	*	7.69	14.71	25	39	34
4	51.16	25.00	40.74	37.21	39.29	40.74	*	14.29	18.52	*	21.43	0.00	43	28	27
5	70.59	60.00	60.00	*	34.29	32.00		2.86	0.00	*	2.86	8.00	17	35	25
6	*	31.58	42.11	*	47.37	31.58	*	15.79	15.79	*	5.26	10.53	28	19	19
All Grades	48.36	27.20	38.22	31.15	40.80	36.00	10.66	22.40	15.56	9.84	9.60	10.22	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	22.22	8.70	5.88	*	19.57	21.57	37.04	41.30	35.29	24.07	30.43	37.25	54	46	51
1	28.21	7.69	2.86	33.33	35.90	20.00	*	30.77	25.71	*	25.64	51.43	39	39	35
2	31.58	11.36	0.00	39.47	45.45	29.41	*	36.36	32.35	*	6.82	38.24	38	44	34
3	*	17.95	0.00	*	33.33	2.94	48.00	35.90	55.88	*	12.82	41.18	25	39	34
4	*	14.29	3.70	48.84	14.29	7.41	25.58	46.43	40.74	*	25.00	48.15	43	28	27
5	*	11.43	8.00	*	34.29	20.00	*	54.29	48.00		0.00	24.00	17	35	25
6	*	10.53	0.00	46.43	31.58	5.26	*	47.37	52.63	*	10.53	42.11	28	19	19
All Grades	19.67	11.60	3.11	34.02	31.20	16.44	30.33	40.80	40.00	15.98	16.40	40.44	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.37	15.22	19.61	22.22	67.39	68.63	*	17.39	11.76	54	46	51
1	76.92	66.67	25.71	*	30.77	62.86	*	2.56	11.43	39	39	35
2	71.05	38.64	20.59	*	50.00	61.76	*	11.36	17.65	38	44	34
3	*	17.95	20.59	64.00	71.79	61.76	*	10.26	17.65	25	39	34
4	44.19	21.43	22.22	51.16	60.71	62.96	*	17.86	14.81	43	28	27
5	*	20.00	16.00	76.47	74.29	64.00		5.71	20.00	17	35	25
6	*	15.79	10.53	60.71	68.42	52.63	*	15.79	36.84	28	19	19
All Grades	52.87	29.20	20.00	38.93	59.60	63.11	8.20	11.20	16.89	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.52	56.86	61.11	73.91	23.53	20.37	19.57	19.61	54	46	51
1	48.72	0.00	34.29	38.46	74.36	60.00	*	25.64	5.71	39	39	35
2	65.79	22.73	41.18	*	65.91	52.94	*	11.36	5.88	38	44	34
3	68.00	48.72	70.59	*	41.03	17.65	*	10.26	11.76	25	39	34
4	74.42	39.29	59.26	*	32.14	40.74	*	28.57	0.00	43	28	27
5	88.24	97.14	88.00	*	0.00	4.00	*	2.86	8.00	17	35	25
6	42.86	47.37	78.95	46.43	42.11	15.79	*	10.53	5.26	28	19	19
All Grades	53.28	34.40	58.67	34.84	50.00	32.00	11.89	15.60	9.33	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.17	3.92	72.22	71.74	64.71	*	26.09	31.37	54	46	51
1	35.90	25.64	8.57	35.90	35.90	31.43	28.21	38.46	60.00	39	39	35
2	42.11	13.64	8.82	36.84	75.00	58.82	*	11.36	32.35	38	44	34
3	*	7.69	0.00	56.00	64.10	35.29	*	28.21	64.71	25	39	34
4	*	10.71	7.41	62.79	50.00	25.93	27.91	39.29	66.67	43	28	27
5	*	17.14	8.00	64.71	80.00	60.00	*	2.86	32.00	17	35	25
6	*	10.53	0.00	42.86	63.16	10.53	*	26.32	89.47	28	19	19
All Grades	21.72	12.40	5.33	53.69	63.60	44.44	24.59	24.00	50.22	244	250	225

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	21.74	22.45	37.04	32.61	34.69	29.63	45.65	42.86	54	46	49
1	28.21	5.13	5.71	66.67	79.49	60.00	*	15.38	34.29	39	39	35
2	31.58	11.36	0.00	63.16	79.55	55.88	*	9.09	44.12	38	44	34
3	*	23.08	0.00	60.00	74.36	70.59	*	2.56	29.41	25	39	34
4	30.23	14.29	3.70	60.47	67.86	66.67	*	17.86	29.63	43	28	27
5	*	17.14	8.00	64.71	80.00	72.00		2.86	20.00	17	35	25
6	*	36.84	10.53	60.71	57.89	73.68	*	5.26	15.79	28	19	19
All Grades	29.51	17.20	8.07	56.97	67.20	58.74	13.52	15.60	33.18	244	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A - 2019/2020 data not provided.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
401	**84.3**	**63.1**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	253	63.1
Foster Youth	2	0.5
Homeless	36	9.0
Socioeconomically Disadvantaged	338	84.3
Students with Disabilities	65	16.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native		
Asian	8	2.0
Filipino		
Hispanic	357	89.0
Two or More Races	6	1.5
Native Hawaiian or Pacific Islander	1	0.2
White	28	7.0

Conclusions based on this data:

1. Socioeconomicallly disadvantaged is our largest subgroup of 87.5%. (Please note: this is not 2020/21 data)
2. Our hispanic population is consistently the clear majority of our students at 89.2%

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Some improvements have been made in ELA and Math overall. - This is not 2020/21 data
2. Chronic Absenteeism is a struggle for the site and the community. - This is not 2020/21 data

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
26.2 points below standard	33.3 points below standard	0 Students
Increased ++6.8 points	Maintained -0.1 points	
200	152	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
70.8 points below standard	31.2 points below standard	65 points below standard
Declined -14.9 points	Increased ++8.1 points	Increased Significantly ++48.2 points
16	178	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 27.4 points below standard Increased ++6.2 points 184	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68 points below standard Increased ++7.5 points 108	51.7 points above standard Increased ++11.2 points 44	4.7 points below standard Increased Significantly ++30.8 points 45

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need support meeting standards. Please note: this is not 2020/21 data
2. Although below standard, Students with Disabilities increased by 48.2 points. Please note: this is not 2020/21 data

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	
50.3 points below standard	55.8 points below standard	
Increased ++4.9 points	Maintained ++1.2 points	
200	152	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
58.1 points below standard	54.5 points below standard	77.7 points below standard
Maintained -2.4 points	Increased ++5.6 points	Increased Significantly ++56.5 points
16	178	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 50.8 points below standard Increased ++5.8 points 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.9 points below standard Increased ++13.4 points 108	8.2 points above standard Maintained -1.4 points 44	36.4 points below standard Increased Significantly ++16.3 points 45

Conclusions based on this data:

1. Data indicates we either maintained or increased points in all Subgroups; however, we remain below standard. Please note: not 2020/21 data
2. English Learners and Socioeconomically disadvanged students are well below standard in math. Please note: not 2020/21 data

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
41.8 making progress towards English language proficiency
Number of EL Students: 196
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4	35.7	7.1	34.6

Conclusions based on this data:

1. Less than half of our English Learners are making progress towards language proficiency. Please note: not 2020/21 data

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
10.4	10.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.3	Increased +2.9	0
432	284	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Orange	Orange
10	10.1	17.6
Declined -0.9	Increased +2.6	Increased +4.6
40	376	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	7	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
10.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16
Increased +1.8	8	0	Increased +6.9
392			25

Conclusions based on this data:

1. Chronic absenteeism is improving for all subgroups except homelss students. Please note: not 2020/21 data

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	
1.3	0.7	
Increased +0.6	Maintained -0.1	
450	293	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
2.4	1.5	5.6
Increased +2.4	Increased +0.7	Increased +4.2
41	389	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data 7	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 1.5 Increased +0.7 406	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 Maintained 0 29

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.3

Conclusions based on this data:

1. Suspension rates overall remain low. Please note: not 2020/21 data

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 1

Increase overall student growth in English Language Arts.

Identified Need

Our Dashboard for All Students in ELA is yellow. Although we increased by 6.8 points we are still 26.2 points below standard in 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment - 40th Percentile Ranked	Percentage of each grade that met or exceeded standard (40th percentile ranked) on the 2021 Beginning of year STAR: 3rd grade: 20% 4th grade: 21% 5th grade: 23% 6th grade: 31%	Increase the percentage of students who met or exceeded standard to 50% for every grade. 3rd grade: 50% 4th grade: 50% 5th grade: 50% 6th grade: 50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide intervention support with use of Literacy Paraprofessionals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,795.20	Unrestricted 2000-2999: Classified Personnel Salaries Budgeted for FY 2021/22: Literacy Paraprofessionals: Angelica Sotelo
4,550.34	Unrestricted 3000-3999: Employee Benefits Budgeted for FY 2021/22: Literacy Paraprofessionals: Angelica Sotelo
58,075.88	Title I 2000-2999: Classified Personnel Salaries Budgeted for FY 2021/22: Literacy Paraprofessionals: Angelica Sotelo, Julia Robertson, Ashley Schalich
20,795.79	Title I 3000-3999: Employee Benefits Budgeted for FY 2021/22: Literacy Paraprofessionals: Angelica Sotelo, Julia Robertson, Ashley Schalich
19,888.78	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries Budgeted for FY 2021/22: Literacy Paraprofessionals: Courtney Lopez
6,630.91	Extended Learning Opportunity 3000-3999: Employee Benefits Budgeted for FY 2021/22: Literacy Paraprofessionals: Courtney Lopez

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to provide professional development to implement CCSS aligned ELA through participation in the California Principals Support Network.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,200	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Aligned with District LCAP for FY 2021/22. Goal 1.1 Professional Learning Communities. $12,800 Budget / 4 Sites = $3,200 per School Site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reprioritize standards in ELA and develop common assessments and identify pacing through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with District LCAP for FY 2021/22. Goal 1.2 District Wide Assessments and Progress Monitoring. $32,000 District Wide / 4 Sites = $8000 per School Site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

104,000	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries TOSA: Hiring in Progress as of December 2021. Total District Budget per LCAP Goal 1.1 = $416,000. $104,000 per site.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the Covid 19 global pandemic the CAASPP was not administered. The data from 2020/21 is inconclusive due to not being able to implement strategies/activities as intended.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with re-prioritizing standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the conitnued global pandemic the intended metric will be our District STAR assessment as indicated above in baseliine data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative.

Identified Need

Due to a decrease in percentage of students reclassifying over the past few years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students being reclasssified	8.9% of students reclassifed in 2020/21	Increase 5% in relcassification percentage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Train staff on ELD framework to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,515	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with LCAP, Goal 1.4 EL Professional Development. GLAD Consulting, Stipends, Materials, Subs. Total District Budget = $138,060 / 4 Sites = $34,515 per Site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English language Learners

Strategy/Activity

Monitor reclassified students bi annually to determine if more support is needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Adopt ELD Curriculum and provide teacher professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

District Leadership participation in the county EL collaborative

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.
	.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented as intended. We did double our reclassification rate from 2018/2019 to 2019/20 we are still below state expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework. We did not have full ELD curriculum from our Wonders ELA program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to add English Learner tutoring groups for students new to the country (within 1 yr). Also, providing additional support to English Learners in their area of need as indicated on the ELPAC. Additionally, we will work with our Director of Curriculum and English Learners along side professionals at the county office to provide necessary ELD professional development for our staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School climate/culture

LEA/LCAP Goal

Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.

Goal 3

Increase opportunities for parent involvement, connectedness, and engagement.

Identified Need

District Parent Survey Data indicated a need for increased parent involvement, connectedness, and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/ community events offered	8 parent/community events offered in 2020/21 Virtually and In Person	Increase parent attendance at 8+ community events

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Annual Back to School Night, Title One Parent Meeting, ELAC, School Site Council, Parent Club, Parent and Principal Coffee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

	None Specified These activities are funded through each School Site's respective fundraising and not budgeted for out of the District's funds.
	.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide trainings for parents in the areas they identify as needed to support their child's academics and social/emotional growth at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified These activities are funded through each School Site's respective fundraising and not budgeted for out of the District's funds.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Book Fair, Fall Parade, Holiday Event, Dine and Donate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified These activities are funded through each School Site's respective fundraising and not budgeted for out of the District's funds.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Even though most of the 2020/21 school year was in Distance Learning, we were able to successfully implement our stategies and meet our goals increasing engagement and parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with any of the noted activities in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to increase oppportunities for community involvement when we return to our traditional school setting and guidelines allow for in person gatherings.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$180,757
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$271,451.90

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$78,871.67
Title II Part A: Improving Teacher Quality	$3,200.00

Subtotal of additional federal funds included for this school: $82,071.67

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$173,034.69
None Specified	$0.00
Unrestricted	$16,345.54

Subtotal of state or local funds included for this school: $189,380.23

Total of federal, state, and/or local funds for this school: $271,451.90

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	20,484.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	173,034.69
None Specified	0.00
Title I	78,871.67
Title II Part A: Improving Teacher Quality	3,200.00
Unrestricted	16,345.54

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	193,759.86
3000-3999: Employee Benefits	31,977.04
5000-5999: Services And Other Operating Expenditures	45,715.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	123,888.78

3000-3999: Employee Benefits	Extended Learning Opportunity	6,630.91
5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	42,515.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	58,075.88
3000-3999: Employee Benefits	Title I	20,795.79
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,200.00
2000-2999: Classified Personnel Salaries	Unrestricted	11,795.20
3000-3999: Employee Benefits	Unrestricted	4,550.34

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,936.90
Goal 2	34,515.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nina Craig	Principal
Celeste King	Classroom Teacher
Melanie Nichols	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amy Flores	Other School Staff
Stephanie Chavez	Parent or Community Member
Amy Carlisle	Parent or Community Member
Greta Doolittle	Classroom Teacher
Stephanie Gerke	Classroom Teacher
Vanessa Hermosillo	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Nina Craig on 12/13/2021

SSC Chairperson, Stephanie Chavez on 12/13/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kawana Springs Elementary	49706156051593	December 9, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement. The School Site Council (SSC) facilitates the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan for Student Achievement (SPSA). It monitors the implementation of the approved SPSA, making modifications as necessary.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Commitee, Staff and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommend actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan.

Kawana Springs Elementary School also offers "Parent Coffee" which meets throughout the year to share updates, provide a forum for questions and answers, discuss parent involvement and how to support students, staff and the school community.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey was sent to the school community which addressed the following topics:

Academic Support
Social Emotional Support
Greatest areas of challenge
Community involvement
Student Motivation
Enrichment opportunities

A summary of the results indicated that there is a need for academic support in Spanish Language Arts, English Language Arts and Math. Additional areas of concern include engagement, completion of assignments and learning a new language.

Results indicated a variety of enrichment opportunities, including sports, music, art and dance, would increase students' motivation in school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Kawana Springs School follows a comprehensive classroom observation model. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.
Teachers being evaluated are observed multiple times throughout the year to gain a true picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following each observation the teacher and the site administrator meet to discuss observations and create next steps and goals to constantly improve instructional practices and curriculum implementation.
In addition, weekly, the principal walks through several classrooms. Classroom instructional strategies, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students grades 3-6 attending Bellevue Unified School District typically participate annually in the California Assessment of Student Performance and Progress (CAASPP). During the COVID-19 pandemic, in lieu of the CAASPP, students grades 1-6 participated in the district adopted Standardized Test for the Assessment of Reading (STAR) assessments in Math and English Language Arts. TK and K classes participated in district Educational Software for Guiding Instruction (ESGI) assessments. These trimester assessments are used to guide instruction and determine intervention needs.

All English Learners K-6 take the ELPAC exam to determine level of English Proficiency and to guide designated and integrated English Language Development for students, with the goal of Reclassification to Fluent English Proficient for all students.
ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent.

A variety of local assessments are used, such as Estrellitas and Maravillas reading assessments, My Math unit and benchmark assessments, phonics survey, oral reading fluency assessments and genre writing assessments.

The BUSD Curriculum Committee meets monthly to help us identify and address district curricular needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Maravillas/Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet the highly qualified status and have completed in-service training. In addition instructional assistants and literacy paraprofessionals meet the highly qualified status, passing the district proficiency tests or college requirements. Professional development is provided for staff for our current curricular programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Director of Curriculum and Instruction, in collaboration with District Leadership, gather input from staff and identify areas of need for staff development. Professional development is provided on a regular basis for our certificated and classified instructional staff in the identified areas. Educational consultants for professional development are brought in on an as needed basis to provide training for staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development is provided by the the Director of Curriculum and Instruction, Principal, PLC Leadership team, Teacher on Special Assignment and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly by grade level for eighty minutes; 40 minutes as a Professional Learning Community and 40 minutes for grade level planning purposes. The principal often facilitates opportunities for collaboration during staff meetings. Once per trimester, teachers participate in district wide grade level collaboration. In addition, 90 minutes of district provided professional development, once monthly, is allotted for during the certificated contracted work day.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials are state approved and supplemental materials purchased are research based curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed on an annual basis.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing calendar is determined and reviewed by teachers. The district's Language Arts priority standards are referred to for lesson pacing.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have CCSS based Math and English Language Arts materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are state approved and supplementary materials purchased are research based curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-3, working with small groups of students. A bilingual instructional aide works with grades 4-6.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One full time RSP teacher provides small group instruction and support for RSP and students needing intervention.
Two Literacy Paraprofessionals provide small group literacy instruction in grades K-3, using the Estrellitas, Despegando and SIPPS programs.
A bilingual instructional aide provides small group support in language arts using the SIPPS program for intervention.
Technology resources include Chromebooks and Ipads for students. Adaptable programs are available to students for differentiated practice.

CalServes provides an after school program until 6:00 PM for students needing additional support. Homework assistance is provided.
Additionally 1 Americorps mentor provides tutoring support for students needing additional academic support.

A full time bilingual counselor assist students with school-related issues impacting academics and social emotional success. The counselor provides individual counseling, friendships groups, whole class lessons and parent support and communication when needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents provide input about our English Learner and intervention programs through the ELAC committee and an annual Title 1 meeting.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under-performing students are those students who are at risk of not reaching grade level standards in Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:
In grades K-3, we participate in class size reduction. Some students are given early literacy instruction in small groups.
Literacy Paraprofessionals and a bilingual instructional aide are provided for grades Kindergarten-sixth for varying amounts of time.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning and monitoring of the Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Committee, Staff and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommends actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan. The District English Learner Advisory Committee, with representation from each school, meets regularly throughout the school year.

Kawana Springs Elementary School also meets monthly with parents during a Parent Coffee to obtain feedback, provide a forum for questions and answers, discuss parent involvement and how to support students, staff and the school community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

n/a

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.56%	0.3%	0.9%	2	1	3
African American	1.41%	0.3%	1.7%	5	1	6
Asian	1.41%	1.48%	0.6%	5	5	2
Filipino	0.28%	0.3%	%	1	1	
Hispanic/Latino	89.27%	91.1%	91.3%	316	307	314
Pacific Islander	0.28%	0.3%	0.3%	1	1	1
White	5.65%	5.34%	4.4%	20	18	15
Multiple/No Response	%	0%	%		0	
			Total Enrollment	354	337	344

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	70	51	48
Grade 1	41	56	47
Grade 2	43	35	54
Grade3	42	39	38
Grade 4	65	48	44
Grade 5	48	61	49
Grade 6	45	47	64
Total Enrollment	354	337	344

Conclusions based on this data:

1. Overall enrollment increased by 7 students in 2020-21, but was lower than the 2018-19 school year.
2. Latino/Hispanic continues to be the majority group, representing 91.3% of total student population in 2020-21.
3. Kindergarten enrollment continued to decline in 2020-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	188	195	202	53.1%	57.9%	58.7%
Fluent English Proficient (FEP)	55	52	47	15.5%	15.4%	13.7%
Reclassified Fluent English Proficient (RFEP)	6	8	15	3.0%	4.3%	7.7%

Conclusions based on this data:

1. The percentage of English Language Learners Reclassified as Fluent English Proficient increased by 3.4% in 2020-21.
2. English Learner Enrollment increased by 7 students in 2020-21.
3. The percentage of Initial Fluent English Proficient students decreased by 2% in 2020-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	46	38	59	46	0	59	46	0	100	100	0.0
Grade 4	45	63	42	45	63	0	45	63	0	100	100	0.0
Grade 5	44	44	48	43	44	0	43	44	0	97.7	100	0.0
Grade 6	69	43	63	69	42	0	69	42	0	100	97.7	0.0
All Grades	217	196	191	216	195	0	216	195	0	99.5	99.5	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2401.		8.47	8.70		15.25	26.09		45.76	34.78		30.51	30.43	
Grade 4	2429.	2409.		13.33	6.35		15.56	14.29		24.44	26.98		46.67	52.38	
Grade 5	2480.	2485.		6.98	6.82		37.21	27.27		25.58	38.64		30.23	27.27	
Grade 6	2495.	2532.		5.80	9.52		30.43	47.62		31.88	28.57		31.88	14.29	
All Grades	N/A	N/A	N/A	8.33	7.69		24.54	27.18		32.87	31.79		34.26	33.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.78	10.87		59.32	43.48		33.90	45.65	
Grade 4	11.11	7.94		55.56	49.21		33.33	42.86	
Grade 5	16.28	11.36		46.51	56.82		37.21	31.82	
Grade 6	8.70	11.90		46.38	59.52		44.93	28.57	
All Grades	10.19	10.26		51.85	51.79		37.96	37.95	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.86	10.87		55.93	54.35		32.20	34.78	
Grade 4	13.33	3.17		40.00	47.62		46.67	49.21	
Grade 5	16.28	20.45		58.14	50.00		25.58	29.55	
Grade 6	8.70	21.43		56.52	69.05		34.78	9.52	
All Grades	12.04	12.82		53.24	54.36		34.72	32.82	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.47	4.35		72.88	73.91		18.64	21.74	
Grade 4	6.67	9.52		55.56	55.56		37.78	34.92	
Grade 5	6.98	11.36		69.77	77.27		23.26	11.36	
Grade 6	10.14	9.52		66.67	76.19		23.19	14.29	
All Grades	8.33	8.72		66.67	69.23		25.00	22.05	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.95	6.52		50.85	67.39		32.20	26.09	
Grade 4	15.56	6.35		48.89	44.44		35.56	49.21	
Grade 5	25.58	11.36		48.84	61.36		25.58	27.27	
Grade 6	20.29	26.19		50.72	61.90		28.99	11.90	
All Grades	19.44	11.79		50.00	57.44		30.56	30.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
2. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
3. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	46	38	59	46	0	59	46	0	100	100	0.0
Grade 4	45	63	42	45	63	0	45	63	0	100	100	0.0
Grade 5	44	44	48	43	44	0	43	44	0	97.7	100	0.0
Grade 6	69	43	63	68	42	0	68	42	0	98.6	97.7	0.0
All Grades	217	196	191	215	195	0	215	195	0	99.1	99.5	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2412.	2421.		10.17	15.22		23.73	26.09		40.68	26.09		25.42	32.61	
Grade 4	2427.	2435.		4.44	4.76		13.33	14.29		44.44	50.79		37.78	30.16	
Grade 5	2454.	2465.		9.30	2.27		0.00	18.18		46.51	29.55		44.19	50.00	
Grade 6	2487.	2508.		7.35	4.76		20.59	19.05		30.88	52.38		41.18	23.81	
All Grades	N/A	N/A	N/A	7.91	6.67		15.81	18.97		39.53	40.51		36.74	33.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.95	28.26		52.54	36.96		30.51	34.78	
Grade 4	13.33	6.35		26.67	36.51		60.00	57.14	
Grade 5	6.98	9.09		25.58	34.09		67.44	56.82	
Grade 6	16.18	9.52		33.82	50.00		50.00	40.48	
All Grades	13.95	12.82		35.81	38.97		50.23	48.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.25	10.87		54.24	54.35		30.51	34.78	
Grade 4	6.67	9.52		51.11	53.97		42.22	36.51	
Grade 5	13.95	4.55		39.53	47.73		46.51	47.73	
Grade 6	8.82	9.52		45.59	59.52		45.59	30.95	
All Grades	11.16	8.72		47.91	53.85		40.93	37.44	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.56	21.74		74.58	52.17		11.86	26.09	
Grade 4	6.67	6.35		26.67	49.21		66.67	44.44	
Grade 5	6.98	2.27		37.21	52.27		55.81	45.45	
Grade 6	7.35	14.29		47.06	47.62		45.59	38.10	
All Grades	8.84	10.77		48.37	50.26		42.79	38.97	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
2. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
3. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1423.8	1402.9	1412.3	1446.4	1423.8	1443.6	1370.6	1354.1	1339.1	28	35	27
1	1435.1	1416.6	1392.3	1454.0	1450.5	1460.0	1415.6	1382.3	1324.3	31	22	23
2	1492.4	1459.8	1452.4	1501.8	1478.6	1492.5	1482.6	1440.5	1411.9	30	31	32
3	1491.4	1517.5	1473.8	1484.0	1503.4	1483.0	1498.2	1531.2	1464.1	39	30	20
4	1508.9	1513.0	1489.0	1506.7	1501.5	1498.6	1510.7	1524.0	1478.8	25	40	29
5	1519.8	1537.4	1475.1	1501.6	1539.3	1472.1	1537.6	1534.9	1478.0	16	19	21
6	1530.8	*	1525.5	1530.4	*	1525.5	1530.8	*	1525.0	30	10	29
All Grades										199	187	181

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	14.81	*	25.71	22.22	*	57.14	44.44	*	17.14	18.52	28	35	27
1	*	4.55	0.00	*	0.00	8.70	35.48	63.64	26.09	*	31.82	65.22	31	22	23
2	53.33	12.90	6.25	*	19.35	28.13	*	48.39	53.13		19.35	12.50	30	31	32
3	*	30.00	10.00	43.59	46.67	30.00	43.59	23.33	35.00	*	0.00	25.00	39	30	20
4	*	15.00	3.57	60.00	62.50	57.14	*	15.00	25.00	*	7.50	14.29	25	40	28
5	*	36.84	25.00	*	21.05	30.00	*	42.11	25.00	*	0.00	20.00	16	19	20
6	*	*	14.29	36.67	*	53.57	*	*	25.00	*	*	7.14	30	*	28
All Grades	24.12	14.97	10.11	37.19	34.22	33.71	27.14	37.97	34.27	11.56	12.83	21.91	199	187	178

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.43	5.71	22.22	*	51.43	40.74	*	28.57	25.93	*	14.29	11.11	28	35	27
1	41.94	4.55	21.74	*	45.45	30.43	*	40.91	34.78	*	9.09	13.04	31	22	23
2	76.67	19.35	37.50	*	51.61	40.63	*	29.03	21.88		0.00	0.00	30	31	32
3	*	36.67	30.00	46.15	43.33	50.00	*	16.67	5.00	*	3.33	15.00	39	30	20
4	44.00	35.00	39.29	*	50.00	46.43	*	7.50	7.14	*	7.50	7.14	25	40	28
5	*	52.63	45.00	*	31.58	35.00		15.79	0.00	*	0.00	20.00	16	19	20
6	53.33	*	21.43	*	*	64.29	*	*	7.14		*	7.14	30	*	28
All Grades	46.73	24.60	30.90	33.17	47.59	44.38	14.57	21.39	15.17	5.53	6.42	9.55	199	187	178

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	*	0.00	0.00	53.57	57.14	55.56	39.29	42.86	44.44	28	35	27
1	*	4.55	0.00	*	0.00	4.35	*	13.64	0.00	80.65	81.82	95.65	31	22	23
2	*	6.45	3.13	36.67	12.90	21.88	*	22.58	18.75	*	58.06	56.25	30	31	32
3		26.67	5.00	*	40.00	10.00	43.59	33.33	30.00	30.77	0.00	55.00	39	30	20
4		10.00	3.57	44.00	47.50	10.71	48.00	30.00	46.43	*	12.50	39.29	25	40	28
5	*	5.26	15.00	*	10.53	5.00	*	84.21	60.00	*	0.00	20.00	16	19	20
6	*	*	3.57	*	*	21.43	*	*	53.57	*	*	21.43	30	*	28
All Grades	11.06	8.56	3.93	24.12	21.93	11.24	32.16	38.50	37.64	32.66	31.02	47.19	199	187	178

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	2.86	18.52	39.29	85.71	66.67	*	11.43	14.81	28	35	27
1	45.16	9.09	26.09	48.39	86.36	65.22	*	4.55	8.70	31	22	23
2	73.33	29.03	28.13	*	61.29	68.75		9.68	3.13	30	31	32
3	28.21	30.00	30.00	66.67	60.00	50.00	*	10.00	20.00	39	30	20
4	*	30.00	35.71	64.00	65.00	53.57	*	5.00	10.71	25	40	28
5	*	26.32	15.00	*	73.68	65.00		0.00	20.00	16	19	20
6	*	*	14.29	63.33	*	75.00	*	*	10.71	30	*	28
All Grades	42.21	20.32	24.16	52.76	71.66	64.04	*	8.02	11.80	199	187	178

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.71	37.04	53.57	74.29	40.74	*	20.00	22.22	28	35	27
1	45.16	0.00	21.74	48.39	90.91	56.52	*	9.09	21.74	31	22	23
2	80.00	16.13	37.50	*	80.65	62.50		3.23	0.00	30	31	32
3	35.90	50.00	45.00	56.41	43.33	45.00	*	6.67	10.00	39	30	20
4	64.00	45.00	46.43	*	47.50	46.43	*	7.50	7.14	25	40	28
5	*	73.68	70.00	*	21.05	10.00	*	5.26	20.00	16	19	20
6	73.33	*	62.96	*	*	33.33		*	3.70	30	*	27
All Grades	54.77	31.55	45.20	40.20	59.36	43.50	*	9.09	11.30	199	187	177

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	78.57	77.14	59.26	*	22.86	40.74	28	35	27
1	*	4.55	4.35	*	4.55	0.00	67.74	90.91	95.65	31	22	23
2	*	3.23	6.25	56.67	29.03	37.50	*	67.74	56.25	30	31	32
3		16.67	5.00	66.67	76.67	35.00	33.33	6.67	60.00	39	30	20
4	*	5.00	7.14	72.00	70.00	53.57	*	25.00	39.29	25	40	28
5	*	10.53	20.00	*	78.95	50.00	*	10.53	30.00	16	19	20
6	*	*	0.00	*	*	39.29	66.67	*	60.71	30	*	28
All Grades	10.55	5.88	5.62	53.27	58.29	39.89	36.18	35.83	54.49	199	187	178

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	*	42.86	25.93	60.71	57.14	74.07	28	35	27
1	*	4.55	0.00	*	18.18	13.64	61.29	77.27	86.36	31	22	22
2	46.67	6.45	3.13	53.33	35.48	34.38		58.06	62.50	30	31	32
3	*	36.67	10.00	74.36	63.33	45.00	*	0.00	45.00	39	30	20
4	*	25.00	0.00	68.00	67.50	75.00	*	7.50	25.00	25	40	28
5	*	5.26	10.00	*	94.74	70.00	*	0.00	20.00	16	19	20
6	*	*	17.86	76.67	*	78.57	*	*	3.57	30	*	28
All Grades	23.62	14.44	5.65	54.27	54.55	49.15	22.11	31.02	45.20	199	187	177

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A; 2020-21 results were not provided.
2. N/A; 2020-21 results were not provided.
3. N/A; 2020-21 results were not provided.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
344	**73.5**	**58.7**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	202	58.7
Foster Youth	3	0.9
Homeless	7	2.0
Socioeconomically Disadvantaged	253	73.5
Students with Disabilities	41	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.7
American Indian or Alaska Native	3	0.9
Asian	2	0.6
Filipino		
Hispanic	314	91.3
Two or More Races	3	0.9
Native Hawaiian or Pacific Islander	1	0.3
White	15	4.4

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
28.4 points below standard	30.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.7 points	Increased ++4.7 points	5
191	140	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	31.7 points below standard	47 points below standard
7	Maintained ++0.7 points	Increased Significantly ++88.2 points
	165	18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	2	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
29 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.6 points	3		9
170			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.2 points below standard	25 points above standard	25 points below standard
Increased ++8.3 points	Declined -7.2 points	Maintained ++0.2 points
95	45	49

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
41.6 points below standard	39.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.8 points	Increased ++10.7 points	5
191	140	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45.2 points below standard	54 points below standard
7	Increased ++6.2 points	Increased Significantly ++108.2 points
	165	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 40.8 points below standard Increased ++8.7 points 170	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.3 points below standard Increased Significantly ++17.2 points 95	2.6 points below standard Declined -6.4 points 45	45.7 points below standard Increased ++7.3 points 49

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 147
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	32.6	7.4	36.0

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
12.8	10.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Maintained +0.3	6
374	201	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
35.7	14.4	3.6
Increased +18.1	Declined -0.7	Declined -16.4
14	306	28

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	2	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4
Maintained -0.1	5	1	Declined -1.8
332			23

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
1	0.9	Less than 11 Students - Data Not [illegible] 7
Increased +1	Increased +0.9	
396	213	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
0	0.9	0
Maintained 0	Increased +0.9	Maintained 0
16	320	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
6	2	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
0.9	Less than 11 Students - Data	Less than 11 Students - Data	4
Increased +0.9	8	1	Increased +4
348			25

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	1

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English and Spanish Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 1

Increase overall achievement in English and Spanish Language Arts

Identified Need

Current results of the STAR Reading English, STAR Reading Spanish, and STAR Early Literacy Spanish assessments indicate that the majority of students at Kawana Springs Elementary are achieving below the district percentile rank proficiency benchmark of 40%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goals will be measured by the district STAR assessment results in both languages.	Percent of each grade that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in English: 3rd grade: 17% 4th grade: 13% 5th grade: 18% 6th grade: 21% Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in Spanish: 2nd grade: 14% 3rd grade: 29% 4th grade: 12% 5th grade: 24% Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading Early Literacy in Spanish:	Increase the percentage of students who meet or exceed standard to 50% in grades 2-5 on the STAR Reading in English and Spanish. Increase the percentage of students who meet or exceed standard to 50% in grade 6 on the STAR Reading in English. Increase the percentage of students who meet or exceed standard to 50% in grade 1 on the STAR Reading Early Literacy in Spanish: Increase average of letter recognition correct on ESGI assessment by 10 letters

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st grade: 19% Average of letter recognition correct on ESGI assessment: Kindergarten: 18	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students K-2, Intervention students grades 3-6

Strategy/Activity

Implement small group literacy instruction K-6 with Estrellitas, guided reading and SIPPS programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43,944.96	Title I 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Kathryn Burt, Ana Faria Dos Santos
19,331.07	Title I 3000-3999: Employee Benefits Literacy Paraprofessionals: Kathryn Burt, Ana Faria Dos Santos
2,863.08	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Claire Raymond
954.54	Extended Learning Opportunity 3000-3999: Employee Benefits Literacy Paraprofessionals: Claire Raymond

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students K-2, Intervention students grades 3-6

Strategy/Activity

Implement a systemic intervention program with ongoing progress monitoring

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,125	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with LCAP Goal 2.2 (PBIS): $60,500 / 4 School Sites = $15,125

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of intervention groups by para professionals and continued participation in the PLC network occurred, however only the 6th grade level met the expected outcome.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A District TOSA offered initial training sessions with the SIPPS program, for both teachers and para professionals. However, ongoing instructional coaching was not implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Estrellitas program and SIPPS program will be added as additional supplemental programs as part of the school wide systemic intervention program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 2

English Learners will improve their acquisition of the English language

Identified Need

Reclassification data indicates that there is a need to increase the percentage of students Reclassified as English Proficient

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	7.7% of English Learners were Reclassified as English Proficient in 2020-21	Increase percentage of English Language students Reclassified by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learner students

Strategy/Activity

Train staff on ELD framework and instructional strategies to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,515	Extended Learning Opportunity

	5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP, Goal 1.4 EL Professional Development. Total District $138,060 / 4 Sites = $34,515

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learner students

Strategy/Activity

Monitor reclassified students bi-annually to determine if continued language support is needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Funding included in Strategy / Activity 3 (Below)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide targeted intervention support for English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP. Goal 1.2 District Wide Assessments. $32,000 for District Wide Assessments / 4 Sites = $8,000 per Site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented as intended. Though we did not meet our goal of increasing reclassification rates by 5%, we did increase rates by 3%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to add English Learner after school tutoring groups with a focus on increasing student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math and Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 3

Increase students' engagement and achievement in academics through an equitable, inclusive education which includes culturally and linguistically responsive practices

Identified Need

As indicated on the Kawana Springs Parent Survey, there is a need for increased engagement and academic support
As indicated on the overall STAR data in both Language Arts and Math, the majority of students at Kawana Springs are underachieving

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	This will be the first administration of the Youth Truth Survey	
School Site Council Parent Survey	Survey results indicated that lack of student engagement was a top concern	Student engagement will increase as indicated by parent responses on the parent survey
STAR Language Arts and Math Assessment Results	The majority of students in 1st through 6th grade are scoring below the district percentile rank proficiency benchmark of 40%	Increase the percentage of 1st to 6th grade students who meet or exceed the district percentile rank proficiency benchmark to 50% of students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Administer a baseline survey for staff to assess instructional needs. Administer the Youth Truth survey for students, staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations for the School.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide a foundational training for all staff that includes strategies for culturally responsive practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations for the School.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase books that represent diverse life experiences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations for the School.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide community circles/assemblies that foster inclusion of all learners and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations for the School.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Increase Connectedness, Involvement and Participation

Goal 4

Increase parent involvement and engagement with a variety of opportunities

Identified Need

As indicated on the Kawana Springs parent survey, there is a need to increase opportunities for community participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
List of community events offered	7 virtual/drive by events were offered	Offer in person events when possible
Participation numbers	This will be the first year tracking participation numbers	
Youth Truth Parent Survey	This will be the first year administering the Youth Truth Parent Survey	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of events that foster community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for participation through Parent Coffee, PTO, School Site Council and ELAC

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Outreach to parents with multi-media strategies (monthly newsletter, emails, texts, all calls, Facebook)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal of increasing opportunities for parent involvement to 7 events was met and exceeded. Virtual events offered included: Title 1 meeting, Back to School Night with the Principal, Back to School classroom presentations, Kindergarten virtual presentations, Parent reopening webinars and Chat with the Principal. Technology support for parents was offered through a virtual

technology training. COVID-safe, in person events included a Fall parade and 6th grade drive-through promotion.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PTO meetings will resume, as the COVID pandemic was a barrier to this being implemented last school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Increase Connectedness, Involvement and Positive School Environments

Goal 5

.Increase enrichment opportunities for students

Identified Need

Results from the Kawana Springs parent survey indicated a need for increased enrichment opportunities for students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
List of offerings	Virtual music classes Virtual participation in the SR Symphony assemblies	Music classes will be offered in person In person participation in the SR Symphony program Additional enrichment opportunities in person
Student Participation Numbers	This will be the first year tracking student participation numbers	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$180,757
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$124,733.65

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$63,276.03

Subtotal of additional federal funds included for this school: $63,276.03

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$61,457.62
None Specified	$0.00

Subtotal of state or local funds included for this school: $61,457.62

Total of federal, state, and/or local funds for this school: $124,733.65

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	23,684.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	61,457.62
None Specified	0.00
Title I	63,276.03

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	46,808.04
3000-3999: Employee Benefits	20,285.61
5000-5999: Services And Other Operating Expenditures	57,640.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	2,863.08
3000-3999: Employee Benefits	Extended Learning Opportunity	954.54
5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	57,640.00

None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	43,944.96
3000-3999: Employee Benefits	Title I	19,331.07

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,218.65
Goal 2	42,515.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Denise McCullough	Principal
Michelle Toth	Classroom Teacher
Erika Corrales	Other School Staff
Rachel Spaeth	Parent or Community Member
Megan Izen	Parent or Community Member
Zeke Baker	Parent or Community Member
Michelle Hart-Tinsley	Parent or Community Member
Holly Cumbie	Parent or Community Member
Juan Carrillo	Classroom Teacher
Rosanna Carrillo	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 9, 2021.

Attested:

	Principal, Denise McCullough on 12/9/21
	SSC Chairperson, Rachel Spaeth on 12/9/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow View Elementary School	49706156115695	November 17th ,2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
ELAC
Staff
Parents

Meadow View Elementary school has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.

Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, 9 times during the school year.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Various surveys were sent to the school community which addressed the following topics:

Community involvement
Tech needs
EL support
Academic support
Enrichment opportunities
School climate

A summary of the results indicated that there is a need for increased opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional after school academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development in technology and integrated and designated ELD.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily, the principal visits classrooms, virtually or in person. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided. Annually, teachers are formally observed by the principal based on the contracted agreement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students attending Bellevue Unified School District typically participate in the California Assessment of Student Performance and Progress (CAASPP). In lieu of the CAASPP, students grades 1-6 participate in district adopted Standardized Test for the Assessment of Reading assessments in Math and English Language Arts. TK and K classes participate in district Educational Software for Guiding Instruction assessments. These trimester assessments are used to guide instruction and determine intervention needs.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet the highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and Instruction provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2020/21 school year focused on Professional Learning Communities, Technology, ELD standards and instructional strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meadow View School provides on-going instructional assistance in a variety of models: Teachers meet three times per month in grade level PLCs to analyze assessment data, discuss student learning needs, and what
instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals push-in to K-6 classrooms to provide additional small group support in language arts. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance
and support. Teachers in grades K-6 can consult with Aracely Romo-Flores (Director of Curriculum and ELD) orTOSA (Teacher on Special Assignment) for additional instructional assistance and support. In addition the principal often facilitates opportunities to engage in collaboration during staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials are on the state matrix and supplementary materials purchased are reseach based curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed on annual basis. All classes meet or exceed the state recommended required minutes for ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing calendar is reviewed annually by the district teachers. This year district teachers priortized priority standards agreed upon in order to meet students needs during distance learning model due to the COVID-19 pandemic.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have all CCSS based Math and English Language Arts materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are on the state matrix and supplementary materials purchased are reseach based curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6th, working with small groups of students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One full time RSP teacher.
One full-time RSP instructional aide.
Literacy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1 :1 Chrome books, and iPads.
Full time school counselor
After school program (Cool school)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Meadow View we have an annual Title 1 meeting and monthly ELAC meeting, where parents are invited and participate to help strategize to make our school better.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Literacy Para professionals are provided for grades Kindergarten-six for varying amounts of time.
We also serve small groups of students with after school tutoring.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC
Staff
Parents

Meadow View Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The

SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC (English Language Advisory Council) is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. DELAC, the District English Language Advisory Committee has representation from all sites meets regularly throughout the year.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, which occurs every month.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.97%	0.49%	0.5%	4	2	2
African American	1.45%	1.48%	1.6%	6	6	6
Asian	5.56%	4.69%	3.7%	23	19	14
Filipino	%	0%	%		0	
Hispanic/Latino	85.75%	87.65%	87.2%	355	355	327
Pacific Islander	0.24%	0.99%	0.8%	1	4	3
White	4.83%	4.2%	4.8%	20	17	18
Multiple/No Response	%	0%	0.5%		0	2
			Total Enrollment	414	405	375

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	52	44	49
Grade 1	69	54	41
Grade 2	59	66	50
Grade3	62	60	60
Grade 4	58	63	54
Grade 5	63	55	63
Grade 6	51	63	58
Total Enrollment	414	405	375

Conclusions based on this data:

1. Meadow View had a dip in enrollment in 2019-2020 (44 students).
2. Latino Hispanics continue to be the majority group, representing the 87.65% of the total enrollment.
3. The "American Indian" student group has decreased in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	275	272	248	66.4%	67.2%	66.1%
Fluent English Proficient (FEP)	48	42	36	11.6%	10.4%	9.6%
Reclassified Fluent English Proficient (RFEP)	1	9	18	0.3%	3.3%	6.6%

Conclusions based on this data:

1. The number of students reclassified has increased in 2020-2021 compared to previous years.
2. The percentage of English learners has decreased slightly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	63	62	59	63	0	59	63	0	95.2	100	0.0
Grade 4	69	54	56	69	53	0	69	53	0	100	98.1	0.0
Grade 5	58	63	62	57	62	0	57	62	0	98.3	98.4	0.0
Grade 6	60	47	63	59	45	0	59	45	0	98.3	95.7	0.0
All Grades	249	227	243	244	223	0	244	223	0	98	98.2	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2365.	2373.		5.08	11.11		15.25	7.94		27.12	31.75		52.54	49.21	
Grade 4	2437.	2380.		13.04	1.89		17.39	9.43		33.33	20.75		36.23	67.92	
Grade 5	2457.	2487.		7.02	12.90		28.07	37.10		24.56	19.35		40.35	30.65	
Grade 6	2502.	2498.		13.56	11.11		30.51	35.56		22.03	15.56		33.90	37.78	
All Grades	N/A	N/A	N/A	9.84	9.42		22.54	21.97		27.05	22.42		40.57	46.19	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.78	12.70		42.37	36.51		50.85	50.79	
Grade 4	11.59	7.55		53.62	28.30		34.78	64.15	
Grade 5	8.77	12.90		52.63	56.45		38.60	30.65	
Grade 6	27.12	15.56		32.20	42.22		40.68	42.22	
All Grades	13.52	12.11		45.49	41.26		40.98	46.64	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.17	12.70		35.59	33.33		54.24	53.97	
Grade 4	13.04	3.77		52.17	37.74		34.78	58.49	
Grade 5	14.04	20.97		49.12	56.45		36.84	22.58	
Grade 6	20.34	26.67		42.37	37.78		37.29	35.56	
All Grades	14.34	15.70		45.08	41.70		40.57	42.60	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	3.39	7.94		57.63	63.49		38.98	28.57	
Grade 4	8.70	3.77		69.57	54.72		21.74	41.51	
Grade 5	12.28	16.13		52.63	64.52		35.09	19.35	
Grade 6	13.56	8.89		61.02	62.22		25.42	28.89	
All Grades	9.43	9.42		60.66	61.43		29.92	29.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.17	7.94		54.24	39.68		35.59	52.38	
Grade 4	14.49	1.89		55.07	35.85		30.43	62.26	
Grade 5	17.54	20.97		45.61	50.00		36.84	29.03	
Grade 6	25.42	13.33		40.68	60.00		33.90	26.67	
All Grades	16.80	11.21		49.18	45.74		34.02	43.05	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	63	62	60	62	0	60	62	0	96.8	98.4	0.0
Grade 4	69	54	56	69	54	0	69	53	0	100	100	0.0
Grade 5	58	63	62	58	62	0	58	62	0	100	98.4	0.0
Grade 6	60	47	63	60	47	0	60	47	0	100	100	0.0
All Grades	249	227	243	247	225	0	247	224	0	99.2	99.1	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2379.	2363.		3.33	3.23		16.67	11.29		30.00	24.19		50.00	61.29	
Grade 4	2435.	2393.		5.80	0.00		5.80	9.43		56.52	32.08		31.88	58.49	
Grade 5	2422.	2462.		3.45	4.84		3.45	9.68		25.86	43.55		67.24	41.94	
Grade 6	2493.	2485.		15.00	8.51		10.00	23.40		31.67	29.79		43.33	38.30	
All Grades	N/A	N/A	N/A	6.88	4.02		8.91	12.95		36.84	32.59		47.37	50.45	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	11.29		38.33	20.97		51.67	67.74	
Grade 4	7.25	1.89		34.78	24.53		57.97	73.58	
Grade 5	5.17	8.06		15.52	37.10		79.31	54.84	
Grade 6	20.00	17.02		25.00	29.79		55.00	53.19	
All Grades	10.53	9.38		28.74	28.13		60.73	62.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	6.45		40.00	33.87		55.00	59.68	
Grade 4	7.25	1.89		49.28	32.08		43.48	66.04	
Grade 5	3.45	3.23		27.59	56.45		68.97	40.32	
Grade 6	15.00	8.51		38.33	44.68		46.67	46.81	
All Grades	7.69	4.91		39.27	41.96		53.04	53.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.00	8.06		46.67	37.10		48.33	54.84	
Grade 4	8.70	1.89		50.72	33.96		40.58	64.15	
Grade 5	1.72	9.68		39.66	50.00		58.62	40.32	
Grade 6	16.67	8.51		36.67	59.57		46.67	31.91	
All Grades	8.10	7.14		43.72	44.64		48.18	48.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1411.1	1409.4	1400.5	1416.8	1411.5	1412.5	1397.5	1404.2	1372.7	57	37	33
1	1460.4	1451.4	1425.5	1463.5	1453.2	1469.0	1456.7	1449.0	1381.6	51	51	30
2	1469.2	1487.6	1464.0	1465.3	1480.7	1484.6	1472.6	1493.9	1443.1	52	43	34
3	1469.2	1485.2	1481.8	1464.2	1480.7	1486.4	1473.9	1489.1	1476.6	39	43	40
4	1509.6	1488.9	1494.1	1508.2	1484.1	1498.4	1510.4	1493.2	1489.3	36	42	36
5	1498.0	1537.3	1519.3	1497.1	1536.6	1524.4	1498.4	1537.6	1513.7	28	33	31
6	1497.5	1514.9	1533.3	1480.9	1513.8	1544.0	1513.8	1515.6	1521.8	28	24	31
All Grades										291	273	235

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	22.81	5.41	12.12	28.07	24.32	27.27	28.07	59.46	33.33	21.05	10.81	27.27	57	37	33
1	39.22	7.84	3.33	41.18	45.10	26.67	*	29.41	40.00	*	17.65	30.00	51	51	30
2	30.77	16.28	8.82	38.46	39.53	44.12	23.08	34.88	26.47	*	9.30	20.59	52	43	34
3	*	9.30	5.00	30.77	41.86	37.50	38.46	32.56	40.00	*	16.28	17.50	39	43	40
4	*	9.52	11.11	47.22	23.81	44.44	*	42.86	22.22	*	23.81	22.22	36	42	36
5	*	36.36	16.13	53.57	33.33	41.94	*	15.15	25.81	*	15.15	16.13	28	33	31
6	*	29.17	29.03	*	29.17	32.26	42.86	16.67	25.81	*	25.00	12.90	28	24	31
All Grades	23.37	14.65	11.91	37.46	34.80	36.60	23.71	34.07	30.64	15.46	16.48	20.85	291	273	235

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	24.56	5.41	12.12	28.07	27.03	39.39	22.81	51.35	24.24	24.56	16.22	24.24	57	37	33
1	54.90	11.76	23.33	*	37.25	36.67	*	41.18	36.67	*	9.80	3.33	51	51	30
2	51.92	16.28	38.24	26.92	53.49	23.53	*	27.91	35.29	*	2.33	2.94	52	43	34
3	*	20.93	22.50	38.46	41.86	50.00	*	25.58	12.50	*	11.63	15.00	39	43	40
4	44.44	16.67	47.22	36.11	33.33	25.00	*	38.10	13.89	*	11.90	13.89	36	42	36
5	42.86	54.55	48.39	39.29	24.24	38.71	*	9.09	9.68	*	12.12	3.23	28	33	31
6	*	41.67	48.39	39.29	29.17	35.48	*	12.50	6.45	*	16.67	9.68	28	24	31
All Grades	37.46	21.61	34.04	30.93	36.26	35.74	17.87	31.14	19.57	13.75	10.99	10.64	291	273	235

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	29.82	5.41	9.09	*	24.32	15.15	33.33	64.86	36.36	21.05	5.41	39.39	57	37	33
1	31.37	11.76	0.00	33.33	33.33	10.00	*	19.61	33.33	21.57	35.29	56.67	51	51	30
2	21.15	9.30	0.00	44.23	48.84	38.24	*	20.93	32.35	*	20.93	29.41	52	43	34
3		9.30	2.50	*	23.26	20.00	35.90	44.19	50.00	48.72	23.26	27.50	39	43	40
4	*	0.00	2.78	33.33	28.57	13.89	44.44	28.57	41.67	*	42.86	41.67	36	42	36
5	*	6.06	6.45	*	39.39	19.35	46.43	39.39	38.71	*	15.15	35.48	28	33	31
6	*	4.17	9.68	*	33.33	12.90	*	25.00	45.16	42.86	37.50	32.26	28	24	31
All Grades	17.18	6.96	4.26	28.18	32.97	18.72	29.21	34.07	40.00	25.43	26.01	37.02	291	273	235

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	54.39	5.41	12.12	35.09	83.78	69.70	*	10.81	18.18	57	37	33
1	70.59	49.02	30.00	27.45	43.14	66.67	*	7.84	3.33	51	51	30
2	51.92	32.56	26.47	44.23	62.79	64.71	*	4.65	8.82	52	43	34
3	*	18.60	25.00	64.10	58.14	55.00	*	23.26	20.00	39	43	40
4	*	26.19	31.43	52.78	57.14	42.86	*	16.67	25.71	36	42	35
5	46.43	24.24	19.35	39.29	66.67	70.97	*	9.09	9.68	28	33	31
6	*	20.83	25.81	57.14	50.00	54.84	*	29.17	19.35	28	24	31
All Grades	43.30	26.74	24.36	43.99	59.71	60.26	12.71	13.55	15.38	291	273	234

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.11	21.21	50.88	56.76	45.45	38.60	35.14	33.33	57	37	33
1	47.06	9.80	23.33	35.29	68.63	66.67	*	21.57	10.00	51	51	30
2	44.23	16.28	41.18	48.08	76.74	55.88	*	6.98	2.94	52	43	34
3	48.72	46.51	43.59	30.77	46.51	43.59	*	6.98	12.82	39	43	39
4	66.67	14.29	63.89	*	59.52	25.00	*	26.19	11.11	36	42	36
5	60.71	63.64	74.19	*	24.24	22.58	*	12.12	3.23	28	33	31
6	*	54.17	70.97	46.43	29.17	22.58	*	16.67	6.45	28	24	31
All Grades	42.27	27.47	48.29	38.83	54.58	40.17	18.90	17.95	11.54	291	273	234

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.05	5.41	6.06	61.40	78.38	66.67	*	16.22	27.27	57	37	33
1	39.22	33.33	10.00	33.33	23.53	26.67	27.45	43.14	63.33	51	51	30
2	32.69	13.95	8.82	44.23	62.79	52.94	23.08	23.26	38.24	52	43	34
3	*	9.30	2.50	46.15	51.16	45.00	51.28	39.53	52.50	39	43	40
4	*	4.76	0.00	72.22	33.33	48.57	*	61.90	51.43	36	42	35
5	*	24.24	9.68	64.29	57.58	51.61	*	18.18	38.71	28	33	31
6	*	4.17	6.45	*	45.83	41.94	78.57	50.00	51.61	28	24	31
All Grades	18.21	14.65	5.98	48.80	49.08	47.86	32.99	36.26	46.15	291	273	234

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.60	45.95	18.18	35.09	48.65	42.42	26.32	5.41	39.39	57	37	33
1	25.49	11.76	0.00	60.78	70.59	53.33	*	17.65	46.67	51	51	30
2	21.15	27.91	8.82	65.38	65.12	61.76	*	6.98	29.41	52	43	34
3	*	18.60	5.00	69.23	69.77	70.00	28.21	11.63	25.00	39	43	40
4	30.56	7.14	11.11	61.11	76.19	63.89	*	16.67	25.00	36	42	36
5	*	12.12	3.23	57.14	78.79	67.74	*	9.09	29.03	28	33	31
6	*	33.33	13.33	71.43	54.17	76.67	*	12.50	10.00	28	24	30
All Grades	24.05	21.25	8.55	58.42	67.03	62.39	17.53	11.72	29.06	291	273	234

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A- 2019-2020 results not provided

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
375	**85.6**	**66.1**	**1.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	248	66.1
Foster Youth	7	1.9
Homeless	1	0.3
Socioeconomically Disadvantaged	321	85.6
Students with Disabilities	66	17.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.6
American Indian or Alaska Native	2	0.5
Asian	14	3.7
Filipino		
Hispanic	327	87.2
Two or More Races	3	0.8
Native Hawaiian or Pacific Islander	3	0.8
White	18	4.8

Conclusions based on this data:

1. We continue to serve a very high number of economically disadvantaged students.
2. More than half of our students need English Language Development.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. Many students appear to be struggling with meeting Math and English Language Arts standards.
2. Chronic absenteeism is an area of struggle for this site and the community.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
48 points below standard	51.3 points below standard	0 Students
Declined -6.2 points	Maintained -2.8 points	
214	169	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	52.2 points below standard	126.6 points below standard
4	Declined -11 points	Declined Significantly -34.3 points
	185	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33.3 points below standard	0 Students
4	1	Maintained -0.3 points	
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
53.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	2		9
186			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.6 points below standard	31 points above standard	34.1 points below standard
Increased ++4.8 points	Increased ++7.5 points	Declined Significantly -18 points
128	41	42

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need more supports.
2. Reclassified English Learner sub group is demonstrating more progress compared to the English Learner group.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
72 points below standard	74.5 points below standard	
Declined -7.8 points	Declined -7.6 points	
213	169	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	76 points below standard	147.5 points below standard
4	Declined -10.2 points	Declined Significantly -50.1 points
	184	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 33.1 points below standard Declined -13.5 points 12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 79.2 points below standard Declined -10.1 points 185	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.6 points below standard Maintained -2.1 points 128	5.7 points below standard Maintained ++2.8 points 41	62 points below standard Declined -6 points 41

Conclusions based on this data:

1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.
2. Students with Disabilities group declined significantly.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
37 making progress towards English language proficiency
Number of EL Students: 227
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4	40.5	6.1	30.8

Conclusions based on this data:

1. Many of our students are currently at the moderately and well developed levels of language acquisition.
2. More. students progressed at least one level compared to those students who decreased a level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
12.2	9.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.2	Declined Significantly -3.4	1
434	289	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
46.2	12.4	14.1
Declined -7.7	Declined Significantly -3.3	Declined -0.6
13	379	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.2	Less than 11 Students - Data Not Displayed for Privacy
8	4	Increased +4.2	0
		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
11.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined Significantly -3.2	5	3	Declined -12.1
368			22

Conclusions based on this data:

1. Chronic absenteeism is improving for most students.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3	2.9	Less than 11 Students - Data Not
Increased +1	Increased +0.9	1
468	312	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0	3.5	6.3
Declined -6.3	Increased +1.3	Increased +3.5
15	401	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 No Performance Color	
Less than 11 Students - Data	Less than 11 Students - Data	0	
8	4	Maintained 0	
		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
3.3	Less than 11 Students - Data	Less than 11 Students - Data	0
Increased +1.1	6	3	Maintained 0
397			26

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2	3

Conclusions based on this data:

1. There was an increase of suspensions for students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 1

Increase overall growth for students in English Language Arts.

Identified Need

Our dashboard indicator for all students in ELA is orange. We decreased by 6.2 points below the standard. We are still 48 points below standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR assessment- 40th percentile rank	Percentage of each grade that met or exceeded standard (40th percentile rank) on the 2021 District Fall STAR/EARLY STAR: 1st Grade: 19% met or exceeded standards 2nd Grade: 9% met or exceeded standards 3rd Grade: 32% met or exceeded standards 4th Grade: 23% met or exceeded standards 5th Grade: 12% met or exceeded standards 6th Grade: 24% met or exceeded standards	50% of all students will meet or exceed the standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide intervention support with literacy paraprofesionals

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,357.60	Unrestricted 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Sandra Chambers
9,912.98	Unrestricted 3000-3999: Employee Benefits Literacy Paraprofessionals: Sandra Chambers
46,055.60	Title I 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Michael Lampear, Suzanne Schubert
21,055.86	Title I 3000-3999: Employee Benefits Literacy Paraprofessionals: Michael Lampear, Suzanne Schubert

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to provide professional development to implement CCSS in ELA through participation in the California Principal Support Network

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,200	Title II Part A: Improving Teacher Quality

	5000-5999: Services And Other Operating Expenditures Aligned with District LCAP for FY 2021/22. Goal 1.1 Professional Learning Communities.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Re-priortize priority standards in ELA and develop common assessments through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with District LCAP for FY 2021/22. Goal 1.2 District Wide Assessments.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
104,000	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries TOSA: Hiring in Progress as of December 2021. Aligned with LCAP Goal 1.1.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 global pandemic CAASSP was not administered therefore CASSPP data was not available to determine effectiveness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with re-prioritizing standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to continued distance learning the intended metric will be our district STAR assessment as indicated above in our baseline data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative

Identified Need

Due do a decrease in the percentage of students being reclassified over the past few years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	The reclassification rate for 2020-2021 was 6.6%.	The 2021-22 goal will be to increase the percentage of student scoring an overall ELPAC score of 4 and reclassification rate to 11.6%. Increasing the baseline percentage by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Train staff on ELD framework to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,515	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with LCAP, Goal 1.4 EL Professional Development, GLAD Consulting, Stipends Etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Monitor reclassified students bi annually to determine if more support is needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Adopt ELD curriculum and provide professional development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 4000-4999: Books And Supplies Budgeted for in Strategy / Activity 1 Noted Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

District leadership participates in the county EL collaborative

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented as intended. Though we did not meet our goal of increasing by 5% we did increase overall reclassification by 3%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to add English Learner to our after school tutoring groups, with a focus on increasing student achievement. Additionally we will work with District Leadership to refine our reclassification criteria. We will readjust our annual outcome by decreasing it slightly so that it is more achievable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School climate/culture

LEA/LCAP Goal

Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.

Goal 3

Increase opportunities for parent involvement, connectedness, and engagement

Identified Need

As identified in the district parent survey there is a need for parent involvement, connectedness, and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent/community events offered	8 parent/community events offered in the 2020-2021 school year	Increase the number of parent community events offered by 2 events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Annual Back to School Night (virtual)
Kindergarten virtual orientation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Title 1 parent meeting (virtual)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Monthly community events (trunk or trea, Dia de los Muertos, Pozole night)
6th grade and Kindergarten promotion
walk a thons
parent coffees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we ended the 2020-20201school year in hybrid model we were able to successful implement our strategies and meet our goal of increasing engagement and parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with any of the noted activities in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to increase parent involvement and engagement when we return to our traditional school setting and it is safe.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$180,757
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$250,097.04

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$67,111.46
Title II Part A: Improving Teacher Quality	$3,200.00

Subtotal of additional federal funds included for this school: $70,311.46

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$146,515.00
None Specified	$0.00
Unrestricted	$33,270.58

Subtotal of state or local funds included for this school: $179,785.58

Total of federal, state, and/or local funds for this school: $250,097.04

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	20,484.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	146,515.00
None Specified	0.00
Title I	67,111.46
Title II Part A: Improving Teacher Quality	3,200.00
Unrestricted	33,270.58

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	173,413.20
3000-3999: Employee Benefits	30,968.84
4000-4999: Books And Supplies	0.00
5000-5999: Services And Other Operating Expenditures	45,715.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	104,000.00
4000-4999: Books And Supplies	Extended Learning Opportunity	0.00
5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	42,515.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	46,055.60
3000-3999: Employee Benefits	Title I	21,055.86
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,200.00
2000-2999: Classified Personnel Salaries	Unrestricted	23,357.60
3000-3999: Employee Benefits	Unrestricted	9,912.98

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	215,582.04
Goal 2	34,515.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jean Walker	Principal
Nikgiovonie Rogers	Parent or Community Member
Suzanne Bethel	Classroom Teacher
Paula Hernandez	Parent or Community Member
Cody Hawkins	Parent or Community Member
Iris Peoples	Parent or Community Member
Norma Velarde	Parent or Community Member
Shirley Jenner	Classroom Teacher
Donna Rinnels	Other School Staff
Hugh Brown	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:

	Principal, Jean Walker on November 17, 2021
	SSC Chairperson, Cody Hawkins on November 17, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Mountain Elementary School	49706150113506	November 29, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
ELAC
Staff
Parents

Taylor Mountain Elementary has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly during the school year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.

Taylor Mountain also has an active Parent Coffee Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Various surveys were sent to the school community which addressed the following topics:

Community involvement
Tech needs
EL support
Academic support
Enrichment opportunities
School climate

A summary of the results indicated that there is a need for increased opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional afterschool academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development in technology and integrated and designated ELD.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily, the principal visits several classrooms in person. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided. Annually, teachers are formally observed by the principal based on the contracted agreement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students attending Bellevue Unified School District typically participate in the California Assessment of Student Performance and Progress (CAASPP). In lieu of the CAASPP, students grades 1-6 participate in district adopted Standardized Test for the Assessment of Reading assessments in Math and English Language Arts. TK and K classes participate in district Educational Software for Guiding Instruction assessments. These trimester assessments are used to guide instruction and determine intervention needs.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.
There is school site participation in Principal Support Network that supports development of professional learning communities. Team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet the highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. Consultants for professional development are brought in on an as needed basis. Professional development for the 2020-21 school year focused on the standards and instructional strategies for English Language Development, Professional Learning Communities, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per trimester, teachers participate in district wide grade level collaboration. Additionally, the principal often facilitates opportunities for collaboration during staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials are on the state matrix and supplementary materials purchased are research based curriculums.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed on annual basis. All classes meet or exceed the state recommendations of required minutes for both ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing calendar is reviewed annually by the district teachers. In 2020-21 teachers prioritized the priority standards for their grade level in order to meet student needs during distance learning model due to the COVID 19 pandemic.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have all CCSS based Math and English Language Arts materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are on the state matrix and supplementary materials purchased are research based curriculums.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students.

Evidence-based educational practices to raise student achievement

Through the MTSS model, the site examines student assessment results and targets instruction to support all students. All teachers participate in the school wide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One full time RSP teacher.
One full-time RSP instructional aide.
Literacy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1:1 Chromebook and iPad access for all students.
CalSERVES provides an all-day program until 3:30 PM to assist with reading supports, and homework.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, classroom teachers, and other school personnel have opportunities for involvement in this process in the following ways: Participation in the Title I Parent Meeting presented by the principal in August, 2021 as well as monthly ELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.
In grades K-3, we participate in class size reduction.
The lowest underperforming students in each class participate in daily literacy instruction in small groups supported by Literacy Paraprofessionals. Dedicated intervention time per class is four days a week. Daily time for each intervention group varies by grade level.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC (English Language Advisory Council
DELAC (District English Language Advisory Council)
Staff
Parents

Taylor Mountain Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. DLAC (District English Advisory Committee), with representation from all sites, meets regularly throughout the year.

Taylor Mountain Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, monthly during the school year.

Taylor Mountain staff works diligently reviewing data and creating trimester goals for our students and reflecting upon what is working and areas where additional support or change is needed. This year we continued Taylor Mountain School Site Council (SSC) with parity. The School Site Council met monthly on the third Thursday of each month discussing future needs of the school, both academic and social-emotional. Our SSC also participated in the update and clarification of the Local School Accountability Plan where meetings were held brainstorming ways to improve both the district and Taylor Mountain. The SSC offered suggestions in the following areas: how to improve student achievement, how to improve family and community connectedness and how to improve our facilities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.05%	2.28%	2.4%	9	10	10
African American	0.68%	0.68%	1.0%	3	3	4
Asian	2.05%	2.28%	1.7%	9	10	7
Filipino	%	0%	0.2%		0	1
Hispanic/Latino	81.32%	80.59%	80.2%	357	353	336
Pacific Islander	0.46%	0.46%	1.0%	2	2	4
White	11.39%	12.1%	11.9%	50	53	50
Multiple/No Response	1.59%	1.37%	1.0%	7	6	4
			Total Enrollment	439	438	419

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	51	69	53
Grade 1	67	47	53
Grade 2	58	64	47
Grade3	71	59	67
Grade 4	71	63	66
Grade 5	59	70	61
Grade 6	62	66	72
Total Enrollment	439	438	419

Conclusions based on this data:

1. Latino-Hispanic continues to be the largest representative group, representing 80% of the total population.
2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	274	251	241	62.4%	57.3%	57.5%
Fluent English Proficient (FEP)	50	66	56	11.4%	15.1%	13.4%
Reclassified Fluent English Proficient (RFEP)	0	17	24	0.0%	6.2%	9.6%

Conclusions based on this data:

1. The percentage of English Learners has decreased by 10%.
2. The number of RFEP percentages have increased by 7%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	70	68	80	68	0	80	68	0	98.8	97.1	0.0
Grade 4	64	70	68	64	69	0	64	69	0	100	98.6	0.0
Grade 5	56	64	60	54	61	0	54	61	0	96.4	95.3	0.0
Grade 6	60	62	72	59	60	0	59	60	0	98.3	96.8	0.0
All Grades	261	266	268	257	258	0	257	258	0	98.5	97	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2396.	2395.		15.00	16.18		17.50	16.18		30.00	27.94		37.50	39.71	
Grade 4	2426.	2416.		12.50	8.70		25.00	15.94		15.63	31.88		46.88	43.48	
Grade 5	2477.	2492.		12.96	14.75		29.63	31.15		18.52	18.03		38.89	36.07	
Grade 6	2502.	2509.		10.17	10.00		30.51	25.00		30.51	36.67		28.81	28.33	
All Grades	N/A	N/A	N/A	12.84	12.40		24.90	21.71		24.12	28.68		38.13	37.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.25	14.71		43.75	48.53		40.00	36.76	
Grade 4	17.19	8.70		48.44	49.28		34.38	42.03	
Grade 5	12.96	22.95		42.59	44.26		44.44	32.79	
Grade 6	13.56	13.33		54.24	58.33		32.20	28.33	
All Grades	15.18	14.73		47.08	50.00		37.74	35.27	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.25	5.88		48.75	55.88		40.00	38.24	
Grade 4	12.50	8.70		45.31	55.07		42.19	36.23	
Grade 5	22.22	21.31		50.00	52.46		27.78	26.23	
Grade 6	11.86	11.67		49.15	55.00		38.98	33.33	
All Grades	14.01	11.63		48.25	54.65		37.74	33.72	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.50	11.76		65.00	67.65		22.50	20.59	
Grade 4	7.81	8.70		62.50	65.22		29.69	26.09	
Grade 5	5.56	13.11		70.37	60.66		24.07	26.23	
Grade 6	11.86	8.33		64.41	68.33		23.73	23.33	
All Grades	9.73	10.47		65.37	65.50		24.90	24.03	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.75	14.71		53.75	50.00		27.50	35.29	
Grade 4	17.19	5.80		45.31	52.17		37.50	42.03	
Grade 5	18.52	22.95		48.15	52.46		33.33	24.59	
Grade 6	11.86	28.33		62.71	46.67		25.42	25.00	
All Grades	16.73	17.44		52.53	50.39		30.74	32.17	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	70	68	81	68	0	81	68	0	100	97.1	0.0
Grade 4	64	70	68	64	69	0	64	69	0	100	98.6	0.0
Grade 5	56	64	60	56	62	0	56	62	0	100	96.9	0.0
Grade 6	60	62	72	60	61	0	60	61	0	100	98.4	0.0
All Grades	261	266	268	261	260	0	261	260	0	100	97.7	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2386.	2411.		6.17	14.71		19.75	22.06		22.22	26.47		51.85	36.76	
Grade 4	2427.	2419.		6.25	1.45		17.19	17.39		35.94	34.78		40.63	46.38	
Grade 5	2476.	2473.		12.50	6.45		8.93	20.97		39.29	38.71		39.29	33.87	
Grade 6	2524.	2516.		18.33	14.75		25.00	21.31		30.00	32.79		26.67	31.15	
All Grades	N/A	N/A	N/A	10.34	9.23		18.01	20.38		31.03	33.08		40.61	37.31	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	26.47		29.63	35.29		59.26	38.24	
Grade 4	12.50	5.80		29.69	34.78		57.81	59.42	
Grade 5	14.29	17.74		28.57	33.87		57.14	48.39	
Grade 6	30.00	26.23		41.67	37.70		28.33	36.07	
All Grades	16.48	18.85		32.18	35.38		51.34	45.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.58	17.65		37.04	47.06		49.38	35.29	
Grade 4	10.94	4.35		31.25	42.03		57.81	53.62	
Grade 5	14.29	6.45		39.29	51.61		46.43	41.94	
Grade 6	13.33	16.39		51.67	47.54		35.00	36.07	
All Grades	13.03	11.15		39.46	46.92		47.51	41.92	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.35	17.65		41.98	57.35		45.68	25.00	
Grade 4	10.94	1.45		43.75	39.13		45.31	59.42	
Grade 5	12.50	8.06		37.50	50.00		50.00	41.94	
Grade 6	15.00	13.11		48.33	50.82		36.67	36.07	
All Grades	12.64	10.00		42.91	49.23		44.44	40.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1434.8	1455.9	1433.9	1445.9	1453.5	1451.9	1408.5	1461.6	1391.7	60	29	43
1	1477.3	1454.2	1441.2	1479.4	1462.5	1475.8	1474.8	1445.4	1406.4	37	46	29
2	1489.1	1480.4	1470.8	1492.3	1479.0	1484.9	1485.3	1481.3	1456.2	47	42	18
3	1486.7	1495.9	1475.2	1486.8	1497.2	1479.9	1486.1	1494.1	1469.9	49	46	36
4	1519.9	1510.0	1489.5	1517.5	1498.4	1500.6	1521.9	1521.0	1478.1	33	40	33
5	1518.4	1544.6	1522.0	1528.5	1541.5	1525.0	1507.7	1547.2	1518.4	31	27	31
6	1547.6	1523.8	1519.8	1543.2	1523.0	1516.2	1551.6	1524.0	1522.8	25	31	25
All Grades										282	261	215

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.67	24.14	23.26	33.33	48.28	37.21	23.33	27.59	30.23	*	0.00	9.30	60	29	43
1	51.35	10.87	10.34	32.43	39.13	31.03	*	32.61	34.48	*	17.39	24.14	37	46	29
2	48.94	14.29	11.11	38.30	40.48	50.00	*	40.48	27.78	*	4.76	11.11	47	42	18
3	*	21.74	5.56	51.02	28.26	41.67	*	30.43	22.22	24.49	19.57	30.56	49	46	36
4	33.33	15.00	12.50	39.39	55.00	25.00	*	12.50	50.00	*	17.50	12.50	33	40	32
5	*	37.04	19.35	54.84	29.63	41.94	*	29.63	35.48	*	3.70	3.23	31	27	31
6	*	12.90	16.00	44.00	45.16	36.00	*	32.26	36.00	*	9.68	12.00	25	31	25
All Grades	34.40	18.39	14.49	41.13	40.61	36.92	15.60	29.50	33.64	8.87	11.49	14.95	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	20.69	23.26	28.33	62.07	55.81	*	17.24	11.63	*	0.00	9.30	60	29	43
1	67.57	19.57	34.48	*	43.48	31.03	*	23.91	31.03		13.04	3.45	37	46	29
2	61.70	19.05	27.78	27.66	52.38	44.44	*	23.81	22.22	*	4.76	5.56	47	42	18
3	28.57	39.13	25.00	42.86	21.74	41.67	*	28.26	11.11	*	10.87	22.22	49	46	36
4	48.48	42.50	31.25	36.36	35.00	50.00	*	10.00	15.63	*	12.50	3.13	33	40	32
5	70.97	44.44	48.39	*	37.04	45.16	*	18.52	6.45	*	0.00	0.00	31	27	31
6	60.00	41.94	32.00	*	41.94	32.00	*	9.68	28.00		6.45	8.00	25	31	25
All Grades	53.55	31.80	31.31	31.21	41.00	43.93	9.57	19.54	16.82	5.67	7.66	7.94	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.00	17.24	13.95	23.33	51.72	25.58	38.33	31.03	46.51	*	0.00	13.95	60	29	43
1	43.24	8.70	3.45	29.73	30.43	20.69	*	28.26	31.03	*	32.61	44.83	37	46	29
2	31.91	11.90	0.00	40.43	30.95	38.89	*	35.71	33.33	*	21.43	27.78	47	42	18
3		10.87	0.00	24.49	19.57	13.89	32.65	43.48	50.00	42.86	26.09	36.11	49	46	36
4	*	10.00	0.00	*	42.50	12.50	*	32.50	46.88	*	15.00	40.63	33	40	32
5	*	18.52	3.23	58.06	25.93	25.81	*	51.85	45.16	*	3.70	25.81	31	27	31
6	*	6.45	0.00	*	22.58	28.00	*	38.71	44.00	*	32.26	28.00	25	31	25
All Grades	21.28	11.49	3.74	33.33	31.42	22.43	26.95	36.78	43.46	18.44	20.31	30.37	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	31.03	20.93	28.33	68.97	74.42	*	0.00	4.65	60	29	43
1	78.38	47.83	34.48	*	41.30	65.52		10.87	0.00	37	46	29
2	61.70	38.10	22.22	34.04	57.14	61.11	*	4.76	16.67	47	42	18
3	*	26.09	16.67	57.14	47.83	55.56	24.49	26.09	27.78	49	46	36
4	45.45	37.50	34.38	45.45	47.50	50.00	*	15.00	15.63	33	40	32
5	41.94	22.22	19.35	48.39	74.07	74.19	*	3.70	6.45	31	27	31
6	44.00	19.35	28.00	52.00	58.06	40.00	*	22.58	32.00	25	31	25
All Grades	51.77	32.95	24.77	39.72	54.41	61.21	8.51	12.64	14.02	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.00	20.69	32.56	55.00	72.41	58.14	*	6.90	9.30	60	29	43
1	56.76	17.39	27.59	40.54	65.22	65.52	*	17.39	6.90	37	46	29
2	70.21	7.14	50.00	23.40	88.10	44.44	*	4.76	5.56	47	42	18
3	71.43	58.70	42.86	24.49	30.43	40.00	*	10.87	17.14	49	46	35
4	66.67	37.50	56.25	*	55.00	40.63	*	7.50	3.13	33	40	32
5	90.32	62.96	93.33	*	29.63	6.67	*	7.41	0.00	31	27	30
6	76.00	64.52	60.00	*	29.03	32.00		6.45	8.00	25	31	25
All Grades	63.48	36.78	50.47	31.21	54.02	41.98	5.32	9.20	7.55	282	261	212

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.67	13.79	0.00	58.33	86.21	83.72	*	0.00	16.28	60	29	43
1	51.35	26.09	13.79	*	32.61	34.48	*	41.30	51.72	37	46	29
2	36.17	11.90	5.56	48.94	61.90	61.11	*	26.19	33.33	47	42	18
3		8.70	2.78	46.94	47.83	50.00	53.06	43.48	47.22	49	46	36
4	*	5.00	0.00	60.61	65.00	50.00	*	30.00	50.00	33	40	32
5	*	14.81	12.90	70.97	77.78	58.06	*	7.41	29.03	31	27	31
6	*	6.45	0.00	*	38.71	36.00	*	54.84	64.00	25	31	25
All Grades	23.76	12.64	4.67	49.65	56.32	55.14	26.60	31.03	40.19	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.00	62.07	32.56	50.00	34.48	41.86	*	3.45	25.58	60	29	43
1	43.24	8.70	3.45	51.35	76.09	62.07	*	15.22	34.48	37	46	29
2	31.91	14.29	0.00	59.57	73.81	66.67	*	11.90	33.33	47	42	18
3	*	23.91	11.11	73.47	60.87	52.78	*	15.22	36.11	49	46	36
4	39.39	17.50	0.00	51.52	75.00	75.00	*	7.50	25.00	33	40	32
5	*	22.22	9.68	64.52	70.37	74.19	*	7.41	16.13	31	27	31
6	*	25.81	20.00	76.00	67.74	72.00	*	6.45	8.00	25	31	25
All Grades	29.08	22.99	12.62	59.93	66.67	61.68	10.99	10.34	25.70	282	261	214

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A; 2019-20 results were not provided

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
419	**84.2**	**57.5**	**1.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	241	57.5
Foster Youth	7	1.7
Homeless	18	4.3
Socioeconomically Disadvantaged	353	84.2
Students with Disabilities	90	21.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.0
American Indian or Alaska Native	10	2.4
Asian	7	1.7
Filipino	1	0.2
Hispanic	336	80.2
Two or More Races	3	0.7
Native Hawaiian or Pacific Islander	4	1.0
White	50	11.9

Conclusions based on this data:

1. A large percentage of our families are socioeconomically disadvantaged.
2. Majority population by race/ethnicity is Hispanic.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. Chronic absenteeism is an area of struggle for this site and the community.
2. All performance areas are in the Yellow performance band.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
30.6 points below standard	36.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points	Increased ++3 points	3
245	186	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
37.3 points below standard	29.2 points below standard	109.3 points below standard
Increased Significantly ++25.2 points	Increased ++8.3 points	Increased ++7 points
17	233	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2	4	4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
31 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	10.1 points below standard
Increased ++8.8 points		1	Declined Significantly -23.3 points
208			24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.7 points below standard	48.5 points above standard	12.3 points below standard
Increased ++4.1 points	Increased ++9.8 points	Increased ++4 points
131	55	54

Conclusions based on this data:

1. Reclassified English learner sub group is demonstrating more progress compared to the English Learner group.
2. Student with disabilities showed progress and increased their scores.
3. All subgroups demonstrated progress, with the Homeless group showing the greatest increase.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
42.6 points below standard	46.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.9 points	Increased ++4.3 points	3
245	186	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
23.5 points below standard	40.9 points below standard	148.7 points below standard
Increased Significantly ++38.9 points	Increased ++8.6 points	Declined Significantly -20.5 points
17	233	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 43.8 points below standard Increased ++7.8 points 208		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 25.2 points below standard Declined Significantly -15.9 points 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.2 points below standard Increased ++9 points 131	18 points above standard Maintained ++1.3 points 55	24.8 points below standard Maintained ++2.5 points 54

Conclusions based on this data:

1. All sub groups increased their performance, except Students with Disabilities.
2. Students with Disabilities' points below standard are greatly discrepant compared to all other sub groups.
3. Reclassified English Learners is the only subgroup that scored above standard. All comparisons for English Learners show steady increasing progress.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
39.9 making progress towards English language proficiency
Number of EL Students: 223
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.3	28.6	5.8	34.0

Conclusions based on this data:

1. The majority of our students remain at Level 3.
2. More students progressed at least one level compared to those students who decreased a level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
14.6	10	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5	Declined Significantly -5.3	8
467	281	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Green
22.2	15	8.1
Declined -5.6	Declined Significantly -5.3	Declined -6.8
36	439	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	10	9	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
11.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.6
Declined Significantly -5.7	9	2	Declined -5.2
379			53

Conclusions based on this data:

1. Though there are significantly more Hispanic students than white students, white students are twice as likely to be chronically absent.
2. Chronic absenteeism continues to decline for all groups of students.
3. The groups which have made the most progress in improving chronic absenteeism are English Learners and Students with Disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	4	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
3.3	3.1	Less than 11 Students - Data Not [illegible] 8
Declined -0.7	Declined -0.7	
489	289	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Yellow
2.6	3.3	4.8
Declined -5.1	Declined -0.9	Declined -2.1
39	458	63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	
5	10	9	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
3.3	9.1	Less than 11 Students - Data	3.6
Maintained -0.2	11	2	Declined -6.1
396			56

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	3.3

Conclusions based on this data:

1. Suspension rates continue to decrease overall and for all student groups.
2. Though the Hispanic subgroup enrollment is much greater than the White subgroup enrollment, the suspensions for the White subgroup are higher than for the Hispanic subgroup.
3. The group that experienced the greatest decrease in suspension rate was homeless.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential

Goal 1

Increase overall student growth in English Language Arts

Identified Need

Our dashboard indicator for all students in ELA is yellow. Although we increased by 4.2 points, we are still 30.6 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment	% of each grade that met or exceeded standard (40 percentile Rank) on the 2021 District Fall STAR/Early STAR Reading Assessment : 1st grade: 41% 2nd grade: 11% 3rd grade: 49% 4th grade: 25% 5th grade: 27% 6th grade: 30%	50% of students at all grade levels will meet or exceed the standard (40 percentile rank) on the end-of-year STAR/Early STAR Reading Assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
65,509.93	Title I 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Jeanise Eisenman, Kailani Gomez, Dominic Messimore
27,533	Title I 3000-3999: Employee Benefits Literacy Paraprofessionals: Jeanise Eisenman, Kailani Gomez, Dominic Messimore

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Continue to provide professional development to implement CCSS in ELA through participation in the California Principal's Support Network.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,200	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP for FY 2021/22. Goal 1.1.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Reprioritize the standards in ELA and develop common assessments through grade level collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP for FY 2021/22. Goal 1.2 District Wide Assessments Etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
104,000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries TOSA: Hiring in Progress as of December 2021. LCAP Goal 1.1.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 global pandemic, the CAASPP was not administered; therefore, CAASPP was not available to determine effectiveness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with re-prioritizing standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to continued global pandemic circumstances, the intended metric will be our district STAR assessment, as indicated above in our baseline data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative.

Identified Need

Due to a decrease in the percentage of students being reclassified over the past few years

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	9.6% of students reclassified in 2020-21	2021-22 Goal will be to increase the percentage of students scoring an Overall ELPAC Score of 4 and reclassification rate to 14.6%, which is a 5% increase from the baseline.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Train staff on ELD framework to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,515	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with LCAP , Goal 1.4 EL Professional Development, GLAD Consulting, Stipends etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Monitor reclassified students bi annually to determine if more support is needed

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Adopt ELD curriculum; provide teacher professional development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

District Leadership Participation in the English Learner Collaborative at SCOE

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented as intended. Though we did not meet our goal as described (an increase of 10%) we did make progress towards our goal by increasing 6.2%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to add English Learner after school tutor groups, providing additional support for those students in their area of need as indicated by their summative ELPAC results. We will work with district leadership to refine our reclassification criteria. We will re-adjust our annual outcome by decreasing it slightly, so it is more-achievable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture and Climate

LEA/LCAP Goal

Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.

Goal 3

Increase opportunities for parent involvement, connectedness, and engagement.

Identified Need

As identified by the district parent survey, there is. a need for increase parent involvement, connectedness and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/community events offered	8 parent/community events offered in 2020-21 school year	Increase the number of events offered by 2 events

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Annual Back to School Night, Kindergarten Orientation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

	There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Title 1 parent meeting and virtual classroom presentations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monthly Holiday Community Events (Dia de los Muertos, Pozole Drive-Thru, etc)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal and Parent Coffees

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6th gr. and Kindergarten Promotion

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Even though we ended the 2020-21 school year in hybrid learning, we successfully implemented our strategies and met our goal of increasing opportunities for parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with any of the noted activities in this section.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to increase opportunities for parent involvement and engagement when we return to our traditional school setting and it is safe.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$180,757
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$242,757.93

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$93,042.93
Title II Part A: Improving Teacher Quality	$3,200.00

Subtotal of additional federal funds included for this school: $96,242.93

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$146,515.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $146,515.00

Total of federal, state, and/or local funds for this school: $242,757.93

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	20,484.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	146,515.00
None Specified	0.00
Title I	93,042.93
Title II Part A: Improving Teacher Quality	3,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,000.00
2000-2999: Classified Personnel Salaries	65,509.93
3000-3999: Employee Benefits	27,533.00
5000-5999: Services And Other Operating Expenditures	45,715.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	104,000.00

5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	42,515.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	65,509.93
3000-3999: Employee Benefits	Title I	27,533.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,242.93
Goal 2	34,515.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Margaret Jacobson	Principal
Julie McMurtrie	Classroom Teacher
Amber Solbakken	Classroom Teacher
Lilia Hueramo	Other School Staff
Yenifer Menjivar	Parent or Community Member
Karina Valencia Herrera	Parent or Community Member
Maria Gonzalez	Parent or Community Member
Alicia Gurrola	Parent or Community Member
Shana Mendoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 29,2021.

Attested:



Principal, Margaret Jacobson on 11-29-21



SSC Chairperson, Shana Mendoza on 11-29-21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category:	Action
Agenda Item Title:	Consider Approval of the SARCs for Bellevue, Kawana, Meadow View, Taylor Mountain
Prepared By:	Aracely Romo-Flores, Director of Educational Services

Background: Bellevue Union School District must publish the SARC annually for every school in the district. This document captures information about the school such as a school description, parent outreach, test scores, building reports, and discipline data. This information is then posted publicly to the CDE website and to the BUSD website for that school.

Recommended Action:
Approval of the SARCS for immediate publication.

Supporting Documents:
Bellevue Elementary SARC
Kawana Springs Elementary SARC
Meadow View Elementary SARC
Taylor Mountain Elementary SARC

Bellevue Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
Email Address	ncraig@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706156051585

2021-22 District Contact Information

District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	www.busd.org

2021-22 School Overview

Bellevue Elementary School is one of four TK-6 elementary schools in the Bellevue Union School District, nestled in scenic rural southwest Santa Rosa, California. We hold high standards for all our 385 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. Our school community is dedicated to offering dance, music, and ukulele during the school day. School-wide, we have created a positive school community, that provides our students and staff with a safe, supportive, and responsive environment. Bellevue has a large extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: AmeriCorp/CalSERVES volunteers serving as tutors and after school mentors, a Transitional Kindergarten Program, Move over Mozart, Violin, and basketball.

Our credentialed staff includes 15 regular education classroom teachers, a Principal, 1 Speech Pathologist, Language and Hearing Specialist, 1 RSP Teacher, 2 Special Day Class Teachers, 1 Psychologist, and 1 Physical Education Teacher. Our support personnel include an Office Manager, an Office Assistant, a Bilingual Parent Liaison, a part-time Nurse, 5 Special Education Instructional Assistants, 1 Part-time Counselor, 4 Literacy Paraprofessionals, 2 Custodians, 2 Kitchen staff, and 5 Student Supervisors. Bellevue Elementary offers before and after school daycare through AmeriCorps/CalSERVES, an after school Intervention Program. We provide Class Size Reduction (CSR) with class sizes at 24 or lower in grades TK-3 as much as possible. We offer after school chorus and basketball. We have an active parent community dedicated to ensuring our Bellevue students have a high quality and well rounded elementary experience.

Bellevue Elementary School is committed to creating a challenging learning environment where students seek knowledge through inquiry, are motivated to learn, and achieve behavioral and academic goals. Staff make connections with all students and parents and use these relationships to accomplish individual and school-wide goals.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	54
Grade 2	58
Grade 3	58
Grade 4	54
Grade 5	54
Grade 6	44
Total Enrollment	401

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	2
Black or African American	0.2
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.5
White	7
English Learners	63.1
Foster Youth	0.5
Homeless	9
Socioeconomically Disadvantaged	84.3
Students with Disabilities	16.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders Reading and language arts program, adopted 2013-2014 McGraw-Hill Wonders K-6 Wonder for English Learners, adopted 2020-2021 Edmark for students in our K-4 SH SDC classes.	Yes	0
Mathematics	McGraw-Hill My Math for students in grades Transitional Kindergarten to fifth, adopted 2014-2015 McGraw-Hill Glencoe California Math for students in sixth grade, adopted 2014-2015 McGraw-Hill Number Worlds mathematics program for fifth and sixth grade SDC students, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006-07	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	2021 July

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	NT	NT	NT	NT
Female	100	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	184	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	107	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	44	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	NT	NT	NT	NT
Female	100	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	184	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	107	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	44	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	172	150	87.20%	12.80%	31%
Female	76	72	94.74%	5.26%	29.17%
Male	96	78	81.25%	18.75%	33.33%
American Indian or Alaska Native	0	0			
Asian	7	5	71.43%	28.57%	60.00%

Black or African American	3	1	33.33%	66.67%	100.00%
Filipino	0	0			NA
Hispanic or Latino	156	136	87.18%	12.82%	27.21%
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	4	2	50.00%	50.00%	100.00%
White	162	144	88.89%	11.11%	29.86%
English Learners	99	89	89.90%	10.10%	12.36%
Foster Youth	0	0	NA	NA	NA
Homeless	20	20	100.00%	0.00%	20.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	80	77	96.25%	3.75%	24.68%
Students Receiving Migrant Education Services	6	6	100.00%	0.00%	33.33%
Students with Disabilities	55	41	74.55%	25.45%	9.76%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	172	152	88.40%	11.60%	32%
Female	76	71	93.42%	6.58%	29.58%
Male	96	81	84.38%	15.63%	34.57%
American Indian or Alaska Native	0	0			
Asian	7	7	100.00%	0.00%	85.71%
Black or African American	3	1	33.33%	66.67%	0.00%
Filipino	0	0			NA
Hispanic or Latino	156	137	87.82%	12.18%	28.47%
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	4	2	50.00%	50.00%	50.00%
White	162	144	88.89%	11.11%	29.86%
English Learners	99	90	90.91%	9.09%	16.67%
Foster Youth	0	0	NA	NA	NA
Homeless	20	20	100.00%	0.00%	20.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	80	77	96.25%	3.75%	28.57%
Students Receiving Migrant Education Services	6	6	100.00%	0.00%	33.33%

Students with Disabilities	55	42	76.36%	23.64%	11.90%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	20	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved through a myriad of exciting opportunities. We celebrate student successes and we typically invite parents to attend monthly Awards Assemblies, Winter Concert, Talent Show, Science Fair, and Kindergarten and 6th Grade Promotion. Parents are also invited to attend monthly Principal Coffee, Read Across America Day, Back to School Night, Open House and various other special assemblies/events and field trips. Due to Covid 19 our typical offerings have been affected. We offer parenting workshops and evening educational events such as Literacy Night and Science Night. Parents participate in the governance and support of Bellevue Elementary through service on our School Site Council, our Parent Teacher Organization, the English Language Advisory Committee, and Local Control and Accountability Planning. Parents are also encouraged to volunteer at our school. At Bellevue Elementary School we value our parent community and enjoy working together to benefit our students. Due to COVID-19 we have adapted our typical community school events to adhere to social distancing guidelines and health/safety measures.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	412	78	18.9
Female	196	195	34	17.4
Male	219	217	44	20.3
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	1	12.5
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	368	366	71	19.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	2	33.3
White	31	30	4	13.3
English Learners	262	262	54	20.6
Foster Youth	3	2	0	0.0
Homeless	41	41	9	22.0
Socioeconomically Disadvantaged	355	354	66	18.6
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	70	68	18	26.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.33	0.00	2.26	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.11	1.29	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually with input provided by our School Site Council on December 13. 2021 and approved by the BUSD School Board. School Safety is discussed at the School Site Council meetings, PTO meetings, and during Certificated and Classified staff meetings. At Bellevue School we believe that student safety is our highest priority. Due to COVID-19 we have provided additional safety protocols as required by our county and state health officials to ensure the safety of our staff and students.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		2	
2	26		2	
3	18	1	2	
4	24		2	
5	30		2	
6	27		2	
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	34		1	1
2	24		2	
3	39		1	1
4	26		2	
5	29		1	
6	43		1	1
Other	16	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21		2	
2	23		2	
3	26		2	
4	30		1	
5	30		1	
6	33			
Other	20	2	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,853	5,465.79	8,387.21	72,304
District	N/A	N/A	8,387.21	$78,018
Percent Difference - School Site and District	N/A	N/A	0.0	-7.6
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-0.7	-13.1

2020-21 Types of Services Funded

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Literacy Paraprofessionals; Speech, Language and Hearing Specialist, Psychologist, Counselor, Nurse, TK Instructional Assistant, Special Education Instructional Assistants, and PE Teachers. Additionally, CalSERVES and Americorps tutors serve in our classrooms as instructional tutors and after school support staff.

CBO's Statement on Financials in Section D: The "Percent of Budget for Teacher Salaries" only reflects salaries and not the cost of benefits. The "Percent of Budget for Administrative Salaries" only reflects salaries and not the cost of benefits, and subsequently only includes Principals and the District Superintendent. All Other Certificated and Classified Management are not included in the reported percentages.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,479	$51,450
Mid-Range Teacher Salary	$71,609	$80,263
Highest Teacher Salary	$98,059	$101,012
Average Principal Salary (Elementary)	$120,250	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$195,012	$197,968
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development is an important part of improving our school program. The school district and Bellevue School provide professional development targeted to raise student performance. The major improvement efforts this year have focused on English Language Development and Systematic Intervention in Phonics and Phonemes (SIPPS) training. We have had 3 training days with Jenn Guerrero to focus on improved instruction to help support our English Learners. We have also recieved 2 training sessions on our SIPPS program. Site leadership team, consisting of teachers and principal, have participated in 6 training days with the California Principals Support Network to focus on developing and sustaining strong professional learning communities with a collaborative culture. Teachers meet weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology training has been provided this year to support principals and teachers in the new data platform, Illuminate. Literacy Paraprofessionals have participated in 2 training days for the SIPPS intervention, and partiicpate in montly coaching sessions.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	15

Bellevue Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	www.busd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	1	0.11	99.89	--
Female	417	0	0.00	100.00	--
Male	497	1	0.20	99.80	--
American Indian or Alaska Native	12	0	--	100.00	--
Asian	22	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	791	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	0	0.00	100.00	--
White	58	1	1.72	98.28	--
English Learners	472	0	0.00	100.00	--
Foster Youth	12	0	0.00	100.00	--
Homeless	96	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	0	0.00	100.00	--
Students Receiving Migrant Education Services	25	0	0.00	100.00	--
Students with Disabilities	161	1	0.62	99.38	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	NT	NT	NT	NT
Female	417	NT	NT	NT	NT
Male	497	NT	NT	NT	NT
American Indian or Alaska Native	12	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	791	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	58	NT	NT		NT
English Learners	472	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	161	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

Kawana Springs Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Denise McCullough
Email Address	dmccullough@busd.org
School Website	www.busd.org/kawana
County-District-School (CDS) Code	49706156051593

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	http://www.busd.org

2021-22 School Overview

Kawana Springs Elementary's mission is to motivate our students to achieve their maximum potential and inspire a love of learning.
We support the Whole Child by ensuring academic and social-emotional success for all students, promoting fluency and literacy in Spanish and English through our growing Dual Language Immersion program, honoring and celebrating multiculturalism, promoting inclusion and belonging for every child and
providing enrichment programs that enhance the overall educational experience of our students.

We value respect and caring for each other and our environment, teamwork and positive communication, and model our expectations of our students.

We welcome our community to work together with us to achieve our vision.

Kawana Springs Elementary is a TK-6 elementary school, located near the Santa Rosa Fairgrounds. We have a Spanish Dual Immersion program in grades K-5, and will add 6th grade the following school year. We currently have a Mainstream English program for 6th grade, as well as two Special Education classes. We have approximately 290 students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	54
Grade 3	38
Grade 4	44
Grade 5	49
Grade 6	64
Total Enrollment	344

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.9
Asian	0.6
Black or African American	1.7
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.9
White	4.4
English Learners	58.7
Foster Youth	0.9
Homeless	2
Socioeconomically Disadvantaged	73.5
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders, adopted 2013/2014 Maravillas/ Spanish Version of Wonders K-4 Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners, K-6, adopted 2020-21	Yes	0
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015 Matematicas/Spanish Version Version of My Math K-3 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014/2015 McGraw-Hill SRA Number Worlds SDC Grades 5-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	2020 June

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		The interior of these spaces are in need of remodeling. There are areas on the walls and cove base that needs to be repaired and repainted. Repairs are being performed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	NT	NT	NT	NT
Female	94	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	182	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	27	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	NT	NT	NT	NT
Female	94	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	182	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	27	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	115	103	89.60%	10.40%	20%
Female	57	53	92.98%	7.02%	16.98%
Male	58	50	86.21%	13.79%	24.00%
American Indian or Alaska Native	0	0			
Asian	1	1	100.00%	0.00%	0.00%

Black or African American	4	2	50.00%	50.00%	50.00%
Filipino	0	0			NA
Hispanic or Latino	111	100	90.09%	9.91%	19.00%
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	5	5	100.00%	0.00%	20.00%
White	110	100	90.91%	9.09%	20.00%
English Learners	62	56	90.32%	9.68%	5.36%
Foster Youth	0	0	NA	NA	NA
Homeless	0	0			
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	36	36	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services	2	2	100.00%	0.00%	0.00%
Students with Disabilities	19	12	63.16%	36.84%	16.67%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	115	105	91.30%	8.70%	19%
Female	57	53	92.98%	7.02%	13.21%
Male	58	52	89.66%	10.34%	25.00%
American Indian or Alaska Native	0	0			
Asian	1	1	100.00%	0.00%	0.00%
Black or African American	4	2	50.00%	50.00%	50.00%
Filipino	0	0			NA
Hispanic or Latino	111	101	90.99%	9.01%	17.82%
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	5	5	100.00%	0.00%	20.00%
White	110	102	92.73%	7.27%	18.63%
English Learners	62	58	93.55%	6.45%	10.34%
Foster Youth	0	0	NA	NA	NA
Homeless	0	0			
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	36	35	97.22%	2.78%	20.00%
Students Receiving Migrant Education Services	2	2	100.00%	0.00%	50.00%

Students with Disabilities	19	11	57.89%	42.11%	18.18%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	NT	NT	NT	NT
Female	23	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents play an important role in our school community and are involved in Kawana Springs Elementary through the PTO, the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Coffee and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer socially-distanced educational events such as the Fall Costume Parade, Winter Sing-along and virtual Back to School Night, Title 1 meeting and Open House. Our after school program is offered by CalSERVES. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ the use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information. Monthly newsletters and updates are sent out regularly.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	347	72	20.7
Female	173	170	31	18.2
Male	181	177	41	23.2
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	0	0.0
Black or African American	6	6	2	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	319	315	65	20.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	4	4	0	0.0
White	19	16	3	18.8
English Learners	201	200	42	21.0
Foster Youth	6	4	2	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	264	259	61	23.6
Students Receiving Migrant Education Services	19	19	3	15.8
Students with Disabilities	46	44	14	31.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.01	0.00	2.26	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.71	1.29	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted regularly. The School Plan is updated annually and approved by the School Board and School Site Council. School Safety is discussed at the School Site Council meetings, Parent coffee meetings, and during Certificated and Classified staff meetings.

Due to the pandemic, we have provided additional safety protocols as required by our county and state in order to ensure the safety of our staff and students.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21	1	1	
2	22		2	
3	21		2	
4	31		2	
5	29		1	
6	20	1	2	
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	24		2	
2	22		1	
3	20	1	1	
4	30		1	
5	31		1	
6	31		1	
Other	21	1	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	18	3		
3	23		1	
4	27		1	
5	25		1	
6	27		2	
Other	17	2	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,853	5,465.79	8,387.21	72,304
District	N/A	N/A	8,387.21	$78,018
Percent Difference - School Site and District	N/A	N/A	0.0	-7.6
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-0.7	-13.1

2020-21 Types of Services Funded

Kawana Springs is fortunate to have the following support personnel; Instructional assistants in our Special Day Classes, a bilingual instructional assistant serving students grades 4-6, and two literacy paraprofessionals working in grades 1-3 supporting Spanish and English literacy instruction and intervention. We offer after school English Language Development tutoring for small groups.

We also have several grants which fund homework support and “Cool School,” our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

CBO's Statement on Financials in Section D: The "Percent of Budget for Teacher Salaries" only reflects salaries and not the cost of benefits. The "Percent of Budget for Administrative Salaries" only reflects salaries and not the cost of benefits, and subsequently only includes Principals and the District Superintendent. All Other Certificated and Classified Management are not included in the reported percentages.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,479	$51,450
Mid-Range Teacher Salary	$71,609	$80,263
Highest Teacher Salary	$98,059	$101,012
Average Principal Salary (Elementary)	$120,250	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$195,012	$197,968
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development is an important part of improving our school program. The major efforts this year have focused on providing support to teachers with English Language Development instruction for English Learners. We have also provided training fpr teachers and para professionals using the SIPPS foundational reading program. A site leadership team including the principal and teachers, has been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative and results oriented culture. Teachers meet weekly in PLC teams with a focus on student learning and instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement		14	

Bellevue Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	http://www.busd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	1	0.11	99.89	--
Female	417	0	0.00	100.00	--
Male	497	1	0.20	99.80	--
American Indian or Alaska Native	12	0	--	100.00	--
Asian	22	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	791	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	0	0.00	100.00	--
White	58	1	1.72	98.28	--
English Learners	472	0	0.00	100.00	--
Foster Youth	12	0	0.00	100.00	--
Homeless	96	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	0	0.00	100.00	--
Students Receiving Migrant Education Services	25	0	0.00	100.00	--
Students with Disabilities	161	1	0.62	99.38	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	NT	NT	NT	NT
Female	417	NT	NT	NT	NT
Male	497	NT	NT	NT	NT
American Indian or Alaska Native	12	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	791	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	58	NT	NT		NT
English Learners	472	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	161	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

Meadow View Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Meadow View Elementary School
Street	2665 Dutton Meadow
City, State, Zip	Santa Rosa, California 95407
Phone Number	(707) 541-3715
Principal	Jean Walker
Email Address	jwalker@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706156115695

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	http://www.busd.org/

2021-22 School Overview

Meadow View Elementary's vision states in partnership with our families and communities we will develop innovative and productive leaders tomorrow through a safe school environment supported by our school's safety plan. There is a firm belief that all students can learn and once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. This year we are focusing on innovative Early Literacy and technology programs. We are also participating in the development of area wide content and performance standards in Language Arts and Mathematics.

Meadow View's mission is to provide a positive academic learning environment where all students will be empowered to think creatively and critically.

All classroom teachers are fully credentialed. All staff members are dedicated to nurturing the whole child through a high quality core curriculum. Students with special needs have full access to the core curriculum. This curriculum aligns with the California Common Core Standards.

Meadow View is a K-6 elementary school, located in the rural southwest of Santa Rosa. We have approximately 382 students. We have 15 general education teachers, 1 RSP teacher, 2 intern SDC teachers, 3 literacy paraprofessional and 6 student supervisors. Many of our students live one or more miles away, and are transported to and from school by bus. Spanish is the primary language of most of our students. Meadow View has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including AmeriCorp/CalSERVES volunteers serving as tutors and after-school teachers. Students in first through sixth grade have 1 to 1 chrome book access; K have 1 to 1 iPad access. All students have access to headphones and a mouse.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	41
Grade 2	50
Grade 3	60
Grade 4	54
Grade 5	63
Grade 6	58
Total Enrollment	375

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.5
Asian	3.7
Black or African American	1.6
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.8
White	4.8
English Learners	66.1
Foster Youth	1.9
Homeless	0.3
Socioeconomically Disadvantaged	85.6
Students with Disabilities	17.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-2 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners English Language Development Component K-6, adopted 2020-2021 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) K-6, adopted 2021-2022	Yes	0
Mathematics	McGraw-Hill My Math TK-5, adopted 2015-2016 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-2, adopted 2014 - 2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	2021 June

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	NT	NT	NT	NT
Female	105	NT	NT	NT	NT
Male	138	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	211	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	138	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	NT	NT	NT	NT
Female	105	NT	NT	NT	NT
Male	138	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	211	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	138	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	166	149	89.80%	10.20%	28%
Female	69	61	88.41%	11.59%	31.15%
Male	97	88	90.72%	9.28%	25.00%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	3	3	100.00%	0.00%	100.00%

Black or African American	8	5	62.50%	37.50%	80.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	147	130	88.44%	11.56%	24.62%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	0.00%
Two or More Races	5	4	80.00%	20.00%	75.00%
White	149	135	90.60%	9.40%	24.44%
English Learners	104	92	88.46%	11.54%	15.22%
Foster Youth	0	0	NA	NA	NA
Homeless	2	2	100.00%	0.00%	0.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	51	48	94.12%	5.88%	31.25%
Students Receiving Migrant Education Services	0	0			
Students with Disabilities	32	26	81.25%	18.75%	11.54%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	166	147	88.60%	11.40%	20%
Female	69	62	89.86%	10.14%	16.13%
Male	97	85	87.63%	12.37%	23.53%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	3	2	66.67%	33.33%	0.00%
Black or African American	8	5	62.50%	37.50%	80.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	147	129	87.76%	12.24%	18.60%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	33.33%
Two or More Races	5	4	80.00%	20.00%	50.00%
White	149	134	89.93%	10.07%	17.91%
English Learners	104	93	89.42%	10.58%	13.98%
Foster Youth	0	0	NA	NA	NA
Homeless	2	2	100.00%	0.00%	0.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	51	48	94.12%	5.88%	22.92%
Students Receiving Migrant Education Services	0	0			

Students with Disabilities	32	25	78.13%	21.88%	12.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	55	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved in Meadow View Elementary School through our PTA, ELAC, School Site Council, and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer socially-distanced educational events such as Halloween Trunk or Treat, Winter Wonderland, virtual Back to School Night, Title I meeting, and Open House. Fully vaccinated parents are encouraged to serve as volunteers in classrooms for special school programs and events as well as provide general assistance when needed. Our after-school program is offered by CalSERVES; supports our virtual family programming. . All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ the use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	396	92	23.2
Female	185	180	43	23.9
Male	222	216	49	22.7
American Indian or Alaska Native	3	3	3	100.0
Asian	15	14	1	7.1
Black or African American	6	6	1	16.7
Filipino	0	0	0	0.0
Hispanic or Latino	355	346	83	24.0
Native Hawaiian or Pacific Islander	4	3	0	0.0
Two or More Races	4	4	0	0.0
White	18	18	2	11.1
English Learners	269	266	63	23.7
Foster Youth	7	7	2	28.6
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	352	347	86	24.8
Students Receiving Migrant Education Services	19	19	3	15.8
Students with Disabilities	75	73	23	31.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.99	0.00	2.26	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.14	1.29	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Board and School site Council. School Safety is discussed at the School Site Council meetings, Parent coffee meetings, and during Certificated and Classified staff meetings. At Meadow View School we believe that student safety is our highest priority. The School Safety plan was reviewed and approved on October 27, 2021 at the School Site Council meeting. Our ELAC committee reviewed and approved the plan on November 30th, 2021. As a staff we reviewed and approved the safety plan on December 1, 2021.

Due to COVID-19 we have provided additional safety protocols as required by our county and state in order to ensure the safety of our staff and students.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	23		3	
2	24		2	
3	23		3	
4	28		2	
5	25		2	
6	22	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	24		2	
2	23		2	
3	24		2	
4	29		2	
5	25		2	
6	29		2	
Other	18	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	20	2		
2	23		2	
3	19	3		
4	26		2	
5	29		2	
6	26		2	
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,853	5,465.79	8,387.21	72,304
District	N/A	N/A	8,387.21	$78,018
Percent Difference - School Site and District	N/A	N/A	0.0	-7.6
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-0.7	-13.1

2020-21 Types of Services Funded

Meadow View School provides students with the following services to support and enhance classroom instruction; Resource Specialist Teacher; Special Day Class Teacher; Academic Support Coach; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse,Special Education Aides; PE teachers for K-6. Literacy Paraprofessionals in each class support instruction in English/Language Arts, and Kindergarten aides.

CBO's Statement on Financials in Section D: The "Percent of Budget for Teacher Salaries" only reflects salaries and not the cost of benefits. The "Percent of Budget for Administrative Salaries" only reflects salaries and not the cost of benefits, and subsequently only includes Principals and the District Superintendent. All Other Certificated and Classified Management are not included in the reported percentages.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,479	$51,450
Mid-Range Teacher Salary	$71,609	$80,263
Highest Teacher Salary	$98,059	$101,012
Average Principal Salary (Elementary)	$120,250	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$195,012	$197,968
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result, our students receive excellent instruction. The school district and Meadow View Elementary provide professional development targeted to raise student performance on the STAR Reading Assessment and the ELPAC. The major improvement efforts this year have focused on English language development and ELPAC training. The site leadership team including principal and teachers have been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction. Additionally, our school district has a full time TOSA (teacher on special assignment) to support teacher professional development in the identified areas of literacy skills, English language development, small group intervention, as well as student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Bellevue Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	http://www.busd.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	1	0.11	99.89	--
Female	417	0	0.00	100.00	--
Male	497	1	0.20	99.80	--
American Indian or Alaska Native	12	0	--	100.00	--
Asian	22	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	791	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	0	0.00	100.00	--
White	58	1	1.72	98.28	--
English Learners	472	0	0.00	100.00	--
Foster Youth	12	0	0.00	100.00	--
Homeless	96	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	0	0.00	100.00	--
Students Receiving Migrant Education Services	25	0	0.00	100.00	--
Students with Disabilities	161	1	0.62	99.38	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	NT	NT	NT	NT
Female	417	NT	NT	NT	NT
Male	497	NT	NT	NT	NT
American Indian or Alaska Native	12	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	791	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	58	NT	NT		NT
English Learners	472	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	161	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

Taylor Mountain Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Margaret Jacobson
Email Address	mjacobson@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706150113506

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	www.busd.org

2021-22 School Overview

Taylor Mountain Elementary School, established in 2007, is the newest transitional Kindergarten through Sixth grade elementary school in the Bellevue Union School District. Taylor Mountain Elementary School sits next to an open field, a creek and Taylor Mountain. It is a beautiful school setting in beautiful Sonoma County. The mission statement or 'why' for Taylor Mountain Elementary School and our school community is to give students what they need. The entire staff works diligently to provide support for students both academically and socio-emotionally. Taylor Mountain's goal has been to continue the high academic standards set by the district and establish a sense of community. Taylor Mountain is committed to supporting the students it serves academically, emotionally, and physically in a positive and safe school environment. There is firm belief that all students can learn through identifying individual strengths. We are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. Collaboration within the community is an essential part of our school. The students at Taylor Mountain are supported academically and behaviorally as well through our after school program, CalSERVES, serving TK Kindergarten-6th grade students. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, weekly piano lessons with Move Over Mozart, and special offerings in collaboration with Sonoma Academy.

Expectations are high for students, staff, and the Taylor Mountain community. The staff collaborates on a weekly basis to plan lessons, analyze student assessments and regroup for instruction. The staff is professional, nurturing, and committed to providing to our students the best education possible. A clearly articulated standards-based curriculum is delivered to all students, thus enabling them to reach their potential. Well-defined goals foster creativity and initiate high academic achievement for all. The extensive use of technology is employed to assist with the dis-aggregation and analysis of student test data to guide instruction. In addition, all instructional staff participate in staff development activities focused on instructional strategies and the analysis of student test data. Taylor Mountain continues to make strides in terms of providing technological access for our students. Students in 1st-6th grade have 1-1 Chromebook access with grades TK-K students having 1:1 iPad access. All students have access to personal headphones and a mouse.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	53
Grade 2	47
Grade 3	67
Grade 4	66
Grade 5	61
Grade 6	72
Total Enrollment	419

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	2.4
Asian	1.7
Black or African American	1
Filipino	0.2
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1
Two or More Races	0.7
White	11.9
English Learners	57.5
Foster Youth	1.7
Homeless	4.3
Socioeconomically Disadvantaged	84.2
Students with Disabilities	21.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners K-6, English Language Development, adopted 2020-2o21 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) TK-6 , adopted 2021-22	Yes	0
Mathematics	McGraw-Hill My Math K-5 adopted 2014-2015 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill VIstas, adopted 2007/2008	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Cleanliness and maintenance of facilities are extremely high priorities at our school. In the summer of 2018, the HVAC system was completely replaced allowing for heat and air conditioning in all rooms on campus. There are a few buildings (4) that require shingles where the roof ridgeline exists. These are being replaced.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	2021 July

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	NT	NT	NT	NT
Female	118	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	212	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	126	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	54	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	NT	NT	NT	NT
Female	118	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	212	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	126	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	54	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	163	115	70.60%	29.40%	24%
Female	71	47	66.20%	33.80%	29.79%
Male	92	68	73.91%	26.09%	20.59%
American Indian or Alaska Native	8	7	87.50%	12.50%	14.29%
Asian	5	4	80.00%	20.00%	50.00%

Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	1	0	0.00%	100.00%	NA
Hispanic or Latino	131	93	70.99%	29.01%	23.66%
Native Hawaiian or Pacific Islander	3	1	33.33%	66.67%	0.00%
Two or More Races	2	1	50.00%	50.00%	100.00%
White	142	99	69.72%	30.28%	25.25%
English Learners	91	69	75.82%	24.18%	8.70%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	2	2	100.00%	0.00%	0.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	36	25	69.44%	30.56%	8.00%
Students Receiving Migrant Education Services	0	0			
Students with Disabilities	34	23	67.65%	32.35%	17.39%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	163	116	71.20%	28.80%	25%
Female	71	48	67.61%	32.39%	27.08%
Male	92	68	73.91%	26.09%	23.53%
American Indian or Alaska Native	8	3	37.50%	62.50%	0.00%
Asian	5	3	60.00%	40.00%	0.00%
Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	1	0	0.00%	100.00%	NA
Hispanic or Latino	131	96	73.28%	26.72%	22.92%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	66.67%
Two or More Races	2	1	50.00%	50.00%	100.00%
White	142	104	73.24%	26.76%	25.96%
English Learners	91	64	70.33%	29.67%	10.94%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	2	2	100.00%	0.00%	0.00%
Military	0	0	NA	NA	NA
Socioeconomically Disadvantaged	36	31	86.11%	13.89%	29.03%
Students Receiving Migrant Education Services	0	0			

Students with Disabilities	34	21	61.76%	38.24%	28.57%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	25	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our PTA, ELAC, School Site Council and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer socially-distanced educational events such as Outdoor Fall Festival, Drive-Thru Holiday Lights, and virtual Back to School Night , Title I meeting and Open House. Fully vaccinated parents are encouraged to serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program is offered by CalSERVES; supports our virtual family programming. . All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	431	78	18.1
Female	201	199	39	19.6
Male	234	232	39	16.8
American Indian or Alaska Native	10	10	6	60.0
Asian	9	9	2	22.2
Black or African American	4	4	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	344	341	55	16.1
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	3	3	0	0.0
White	53	52	12	23.1
English Learners	248	245	46	18.8
Foster Youth	8	8	6	75.0
Homeless	19	19	4	21.1
Socioeconomically Disadvantaged	373	370	70	18.9
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	93	92	25	27.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.27	0.00	2.26	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.27	1.29	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Site Council (October 18, 2021). School Safety is discussed at the School Site Council meetings (Sept. 20 and Oct. 18, 2021, Parent coffee meetings (Aug, 12 Sep[t. 17, Oct. 8, Nov. 5, Dec 3, Jan 14, Feb. 4, March 11, April 22 and May 20, 2022) , and during Certificated and Classified staff meetings (weekly) . At Taylor Mountain School we believe that student safety is our highest priority.

Due to COVID-19 we have provided additional safety protocols as required by our county and state in order to ensure the safety of our staff and students.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	16	1	2	
2	23		3	
3	23		3	
4	31		2	
5	29		2	
6	24	1	2	
Other	14	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	22		2	
2	23		2	
3	24		2	
4	31		2	
5	31		2	
6	31		2	
Other	13	3	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	21	1	1	
3	21		3	
4	29		2	
5	28		2	
6	30		2	
Other	11	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,853	5,465.79	8,387.21	72,304
District	N/A	N/A	8,387.21	$78,018
Percent Difference - School Site and District	N/A	N/A	0.0	-7.6
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-0.7	-13.1

2020-21 Types of Services Funded

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Literacy paraprofessionals (TK-6th); Special Education Aides, Transitional Kindergarten and kindergarten aides.

CBO's Statement on Financials in Section D: The "Percent of Budget for Teacher Salaries" only reflects salaries and not the cost of benefits. The "Percent of Budget for Administrative Salaries" only reflects salaries and not the cost of benefits, and subsequently only includes Principals and the District Superintendent. All Other Certificated and Classified Management are not included in the reported percentages.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,479	$51,450
Mid-Range Teacher Salary	$71,609	$80,263
Highest Teacher Salary	$98,059	$101,012
Average Principal Salary (Elementary)	$120,250	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$195,012	$197,968
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Taylor Mountain Elementary provide professional development targeted to raise student performance on the STAR Reading Assessment and the ELPAC. The major improvement efforts this year have focused on English language development, and ELPAC training. Site leadership team including principal and teachers have been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction. Additionally, our school site has a full time TOSA (teacher on special assignment) to support teacher professional development in the identified areas of literacy skills, English language development, small group intervention, as well as student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	15

Bellevue Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
District Website Address	www.busd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	1	0.11	99.89	--
Female	417	0	0.00	100.00	--
Male	497	1	0.20	99.80	--
American Indian or Alaska Native	12	0	--	100.00	--
Asian	22	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	791	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	0	0.00	100.00	--
White	58	1	1.72	98.28	--
English Learners	472	0	0.00	100.00	--
Foster Youth	12	0	0.00	100.00	--
Homeless	96	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	0	0.00	100.00	--
Students Receiving Migrant Education Services	25	0	0.00	100.00	--
Students with Disabilities	161	1	0.62	99.38	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	914	NT	NT	NT	NT
Female	417	NT	NT	NT	NT
Male	497	NT	NT	NT	NT
American Indian or Alaska Native	12	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	791	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	58	NT	NT		NT
English Learners	472	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	808	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	161	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
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Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Action

Agenda Item Title: Consider Approval of BUSD 2021-22 Comprehensive Safety Plan

Prepared By: Roger Farrell, Director of M&O

Background:

Each year through a collective effort from our School Site Councils and District Leadership Team Members our BUSD Comprehensive Safety Plan has been reviewed, updated and exercised. This updated BUSD Comprehensive Safety Plan is now being submitted for the BUSD Board Review and Approval.

Action:

Approve as presented

Supporting Documents:

BUSD 2021-2022 Comprehensive Safety Plan



Bellevue Union School District

Comprehensive Safety Plan 2021 - 2022

District CDS Code: 49 70615 0000000

3150 Education Drive

Santa Rosa, CA 95407

Bellevue Union School District
Comprehensive Safety Plan 2021-2022
Table Of Contents

1) **Superintendents Section (EXCLUDED FROM GENERAL PUBLIC VIEW)**
    a) Sonoma County Office of Ed. Leadership Phone Tree and Instructions
    b) BUSD Leadership Phone Tree
2) Evacuation Maps & Shut Off Valve Locations **(EXCLUDED FROM GENERAL PUBLIC VIEW)**
3) Emergency Contact Information
4) Room Extensions **(EXCLUDED FROM GENERAL PUBLIC VIEW)**
5) Teacher Rooms **(EXCLUDED FROM GENERAL PUBLIC VIEW)**
6) 2-Way Radios - Channels and Protocols
7) **Disaster Plans & Procedures (EXCLUDED FROM GENERAL PUBLIC VIEW)**
   (BUSD Disaster Plans based upon 5 Mission Areas of the Plan - PRESIDENTIAL POLICY DIRECTIVE (PPD) 8)
    a) Incident Command System
    b) Earthquake Plan
    c) Fire Plan
    d) Attack & Disturbance Plan
    e) Bomb Threat Plan
    f) Medical Plan
    g) Poisoning Plan
    h) HAZ MAT / BIO-Terror Threat Plan
    i) Student & Staff Release Plan
    j) Tactical Plan
8) Child Abuse Reporting Procedures
9) Suspension/Expulsion Policies & Procedures
10) Staff notification of dangerous pupils procedures
11) Bullying
12) Sexual Harassment Policy
13) School Discipline Rules and Procedures
14) School Wide dress code
15) Safety Planning Committee - CA EC Section 32281
    a) Planning Steps
    b) Site Council Meeting Minutes
    c) Safety Planning SRPD Information
16) Search & Rescue and Patient Triage instructions and materials
17) Assessment of Current Status of School Crime - SARC Report - CA EC Section 32282
    a) BV SARC Reports (English & Spanish)
    b) MV SARC Reports (English & Spanish)
    c) KS SARC Reports (English & Spanish)

d) TM SARC Reports (English & Spanish)

18) Plan for release of pesticide or other toxic substance within 1/4 mile of school - Reference HAZ MAT / BIO-Terror Threat Plan in DISASTER PLANS.

19) BUSD COVID-19 Prevention Program and Injury Illness Prevention Program

Bellevue Union School District
Plan Comprensivo de Seguridad de 2021-2022
Tabla De Contenidos

1) **Sección de Superintendentes (EXCLUIDO DE VISTA DEL PÚBLICO GENERAL)**
    a) Lista Telefónica e Instrucciones de la Oficina de Educación del Condado de Sonoma
    b) Lista Telefónica del Liderazgo de BUSD
2) Mapas de Evacuación y Lugares de las Válvulas de Cierre **(EXCLUIDO DE VISTA DEL PÚBLICO GENERAL)**
3) Información de Contacto en caso de Emergencia
4) Extensiones del Salón **(EXCLUIDO DE VISTA DEL PÚBLICO GENERAL)**
5) Salones de los Maestros **(EXCLUIDO DE VISTA DEL PÚBLICO GENERAL)**
6) Radios bidireccionales- Canales y Protocolos
7) **Planes Contra Desastres y Procedimientos (EXCLUIDO DE VISTA DEL PÚBLICO GENERAL)**
   (Plan Contra Desastres de BUSD en base de 5 Áreas de Misión del Plan - POLÍTICA DIRECTIVA PRESIDENCIAL (PPD) 8)
    a) Sistema de Comando de Incidente
    b) Plan Contra Terremotos
    c) Plan Contra Incendios
    d) Plan Contra Ataque y Disturbio
    e) Plan Contra el Amenaza de Bomba
    f) Plan Medical
    g) Plan de Envenenamiento
    h) Plan de Material Peligrosa (HAZ MAT) / BIO-Terrorismo
    i) Plan de Liberación de Estudiantes y Personal
    j) Plan Táctico
8) Procedimientos de Hacer Informe del Abuso Infantil
9) Políticas y Procedimientos de Suspensión/Expulsión
10) Procedimientos de notificación de estudiantes peligrosos
11) Intimidación
12) Política de Acoso Sexual
13) Reglas y Procedimientos de Disciplina Escolar
14) Código de vestimenta por toda la escuela
15) Comité de Planificación de Seguridad - CA EC Sección 32281
    a) Pasos de Planificación
    b) Actos de la Reunión de Concilio Escolar
    c) Información de Planificación de Seguridad de SRPD
16) Búsqueda y Captura e Instrucciones y materiales de Triaje del Paciente
17) Evaluación del Estado Actual de Crimen Escolar - Informe SARC Report - CA EC Sección 32282

a) Informes SARC de BV (inglés y español)
b) Informes SARC de MV (inglés y español)
c) Informes KS SARC de KS (inglés y español)
d) Informes SARC de TM (inglés y español)

18) Plan para la liberación de pesticida u otra sustancia tóxica entre un 1/4 milla de la escuela. -Referirse a los Planes de MATERIALES PELIGROSAS (HAZMAT/ Bio Terrorismo en los PLANES CONTRA DESASTRES
19) Programa de Prevención contra COVID -19 y el Programa de Prevención de Enfermedad y Lesión de BUSD

Bellevue Union School District
Comprehensive Safety Plan
2021-2022
Table Of Contents

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   b) BUSD Leadership Phone Tree

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3) Contact Information

Emergency Responder Contact Information

In the event of an EMERGENCY dial **9-1-1**

Non-Emergency Contact Information

707-543-3600	Santa Rosa Police Department
707-528-5222	SRPD non-emergency dispatch line Treated like 911 if calling from a cell phone
707-565-2121	Sonoma Co. Sheriff
707-641-8300	Sonoma Co. CHP
707-565-7100	Animal Control
707-543-3500	Santa Rosa Fire Department/Ambulance
707-528-5151	SRFD non-emergency dispatch line
707-565-1152	Sonoma Co. Dept. of Emergency Mgmt
707-565-4304	Child Protective Services

Bellevue and Taylor Mountain Elementary are under the County of Sonoma Jurisdiction and would call Sonoma Co. Sheriff or Sonoma Co. Dept. of Emergency Mgmt.

Meadow View and Kawana Springs Elementary is under the City of Santa Rosa Jurisdiction and would call Santa Rosa Police Department or Santa Rosa Fire Department/Ambulance.

***Note**: The surrounding neighborhoods to Taylor Mountain Elementary are under the City of Santa Rosa jurisdiction.*
Some surrounding neighborhoods to Kawana Springs Elementary are under the County of Sonoma jurisdiction.

Información de Contacto de Respondedor de Emergencia

En el caso de una EMERGENCIA marque **9-1-1**

Información de Contacto Cuando No Sea Emergencia

707-543-3600	Departamento de Policía de Santa Rosa (SRPD)
707-528-5222	Línea de despacho del SRPD cuando no sea emergencia Se trata como 911 si llama de un celular
707-565-2121	Sheriff del Condado de Sonoma
707-641-8300	Patrulla de Tráfico de California (CHP) del Condado de Sonoma
707-565-7100	Control de Animales
707-543-3500	Departamento de Bomberos/Ambulancia de Santa Rosa (SRFD)
707-528-5151	Línea de despacho del SRFD cuando no sea emergencia
707-565-1152	Dept. de Administración de Emergencia del Condado de Sonoma
707-565-4304	Servicios Protectivos de Niños

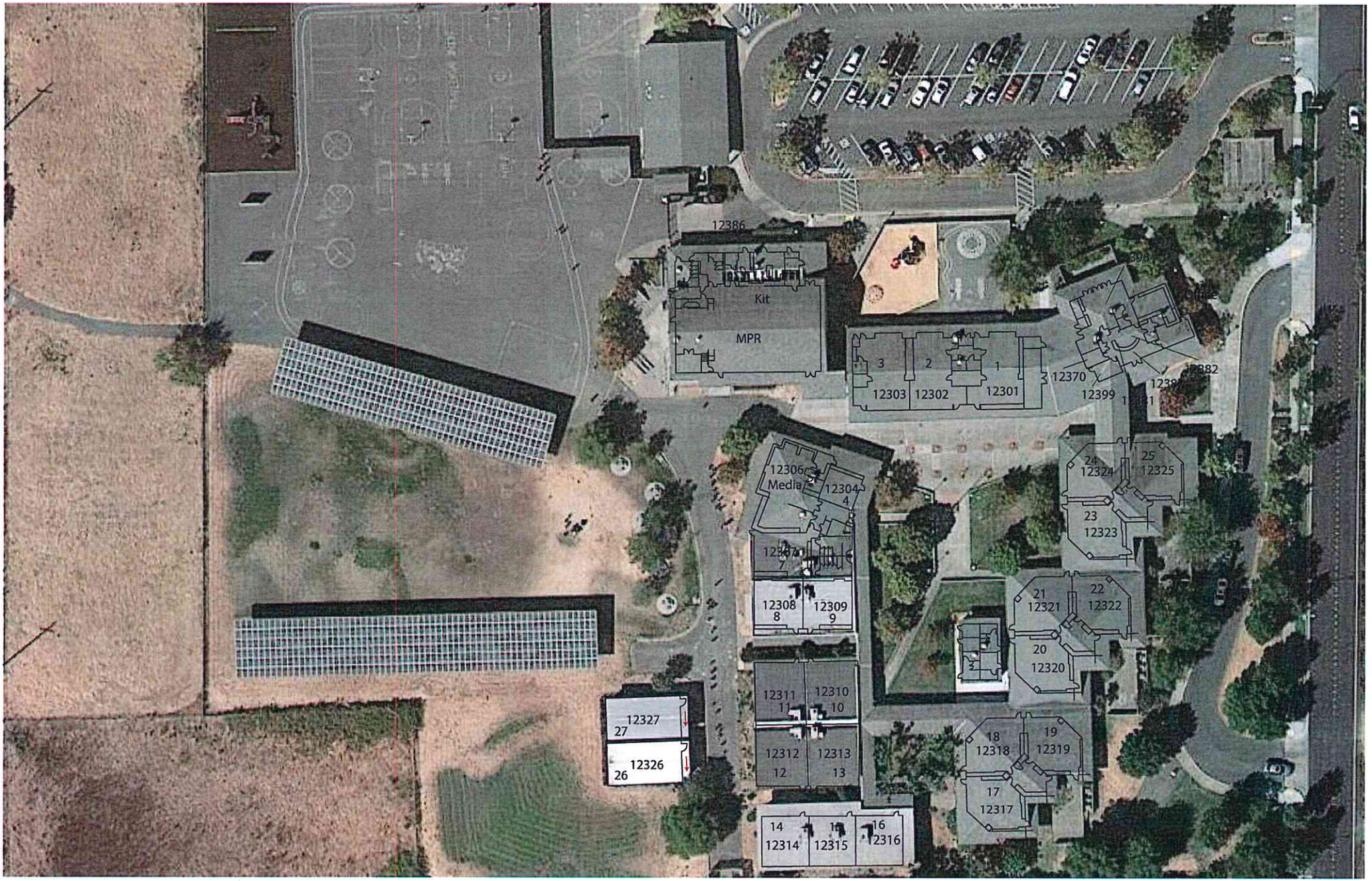
Bellevue y Taylor Mountain Elementary están bajo la Jurisdicción del Condado de Sonoma y llamarían el Sheriff del Condado de Sonoma o el Departamento de Administración de Emergencia del Condado de Sonoma.

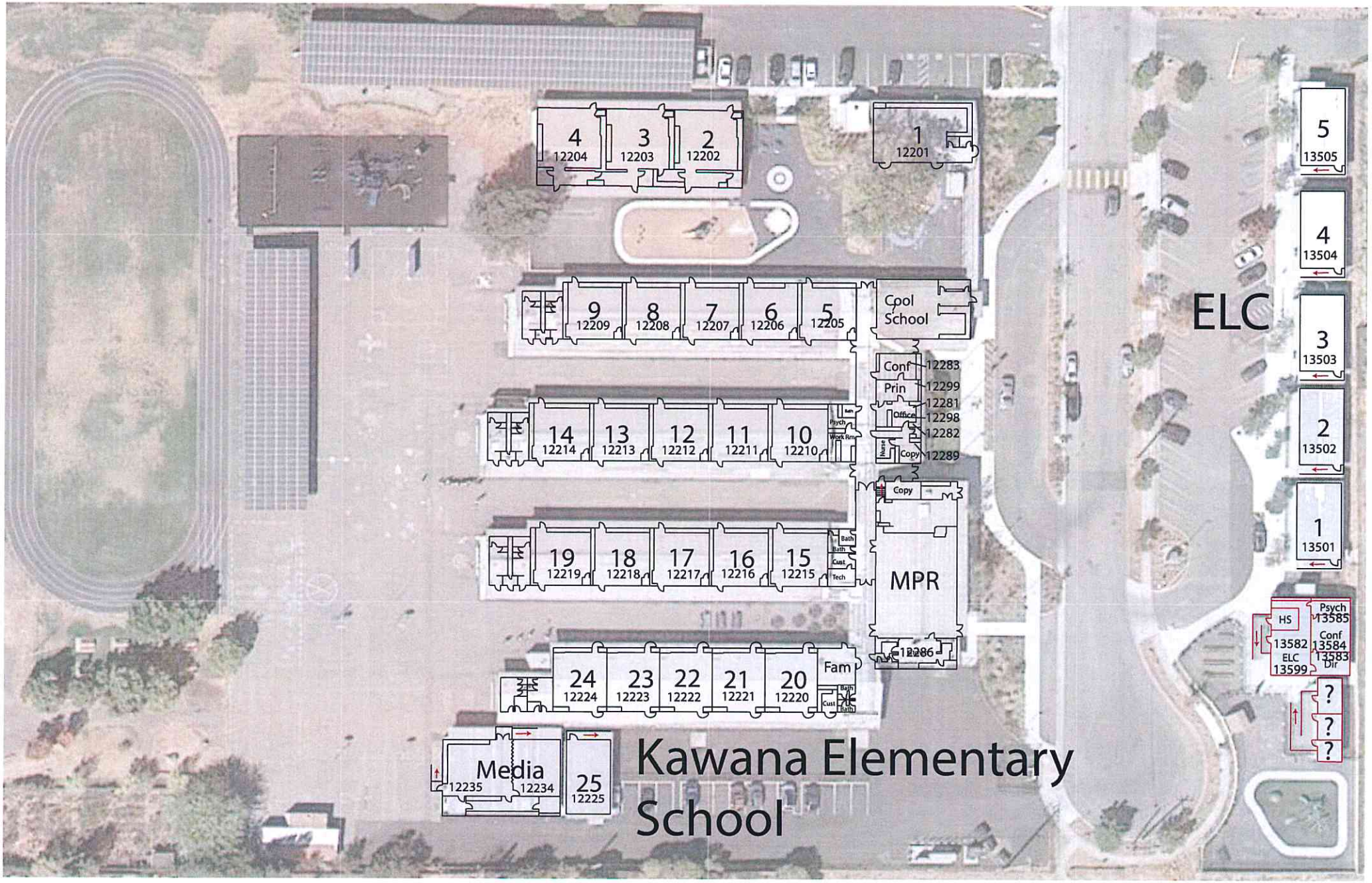
Meadow View y Kawana Springs Elementary están bajo la Jurisdicción de la Ciudad de Santa Rosa y llamarían el Departamento de Policía de Santa Rosa o el Departamento de Bomberos/Ambulancia de Santa Rosa.

***Noten**: los vecindarios circundantes de la Taylor Mountain Elementary están bajo la jurisdicción de la Ciudad de Santa Rosa.*
Algunos de los vecindarios circundantes de la Kawana Springs Elementary están bajo la jurisdicción del Condado de Sonoma.

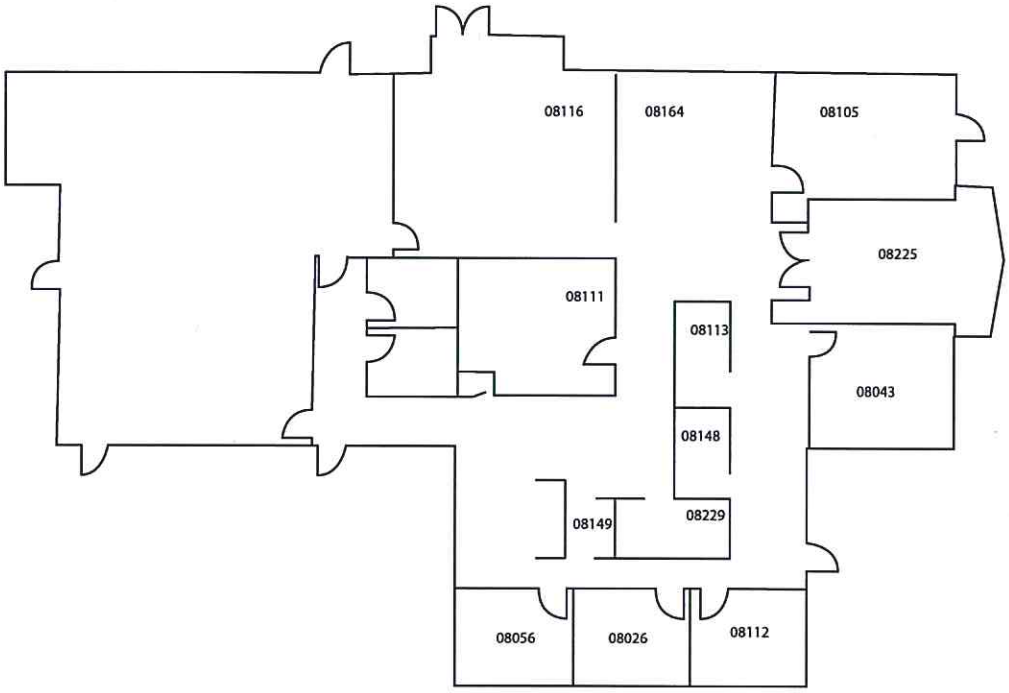
4) Room Extensions


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A1
12111
MPR
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12125
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C1
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Bellevue Ave
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Taylor Mountain
Elementary School
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08105
08225
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08043
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08056
08026
08112

5) Teacher Rooms **(EXCLUDED FROM GENERAL PUBLIC VIEW)**

6) 2-Way Radios - Channels and Protocols

BUSD 2-Way Radio Channels

General Site Use Radio - Baofeng - 2-Way Radio

RADIO TRAFFIC CHANNELS

Channel 16 - All Traffic

Channel 10 - Incident Command/Section Chiefs

BUSD District Wide ICS Radio - FCC Motorola CP200D

RADIO TRAFFIC CHANNELS

Channel 1 - All Traffic - Logistics, Operations, Planning

Channel 2 - Incident Command/Section Chiefs

Baofeng 2-Way Radio Etiquette

Get familiar with the etiquette of two-way radio communication. Learn walkie talkie lingo. To make radio communication go more smoothly, over the years certain rules, or etiquette, have been established. Below we have outlined the basic etiquette a radio user should understand. It will help improve your overall experience when using your radio!

Basic Radio Etiquette Rules

- **The international radio language is English,** except in cases where you are licensed to speak in some other language.
- When using a two-way radio **you cannot speak and listen at the same time,** as you can with a phone.
- **Don't interrupt** if you hear other people talking. Wait until their conversation is finished unless it is an emergency. If it is an emergency, inform the other parties that you have a urgent emergency message (see "Emergency Calls" below).
- **Do not respond if you aren't sure the call is for you.** Wait until you hear your call sign to respond.
- **Never transmit sensitive, confidential, financial or emergency responder information.** Assume your conversations can be heard by others. Child names. Specific ailments.
- **Perform radio checks to ensure your radio is in good working condition.**
    - Ensure the battery is charged and the power is on.
    - Keep the volume high enough to be able to hear calls.
    - Regularly make radio checks to make sure everything is working and that you are still in range to receive signals.
- **Think before you speak**.
    - Decide what you are going say and to whom it is meant for.
    - Make your conversations as concise, precise, and clear as possible.
    - Avoid long and complicated sentences. If your message is long, divide it into separate shorter messages.
    - Do not use abbreviations unless they are well understood by your group.

4 Golden Rules of Radio Communication

1. **Clarity**: Your voice should be clear. Speak a little slower than normal. Speak in a normal tone, do not shout.

2. **Simplicity**: Keep your message simple enough for intended listeners to understand.

3. **Brevity**: Be precise and to the point.

4. **Security**: Do not transmit confidential information on a radio unless you know the proper security technology is in place. Remember, frequencies are shared, you do not have exclusive use of the frequency.

Speaking The Language

General Terms	Meaning
Radio Check	What is my signal strength? Can you hear me?
Go Ahead	You are ready to receive transmission.
Stand-by	You acknowledge the other party, but I am unable to respond immediately.
Roger or **Ten Four**	Message received and understood.
Negative	Same as "No".
Affirmative	Same as "Yes". Avoid "yup" or "nope" as they are difficult to hear.
Repeat Traffic	Re-transmit your message
Over	Your message is finished.
Out	All conversation is finished, the channel is clear for others to use.
Emergency, Emergency, Emergency	You are interrupting in the middle of communication because you have an emergency.
Read you loud & clear	Response to "Radio Check". Means your transmission signal is good. Also use "**Read you 5-by-5**".
Come in	You are asking the other party to acknowledge they hear you.
Copy	You understand what was said.
Wilco	Means "I will comply".
Repeat	Used before you repeat something. ex: *"I require 9-5, **repeat** 9-5, gallons of diesel fuel. Over"*

These terms can be combined such as "Roger Wilco" means "I understand and will comply", or "Over and Out" means "I've finished talking and I'm signing off".

Making a Call

Follow these easy steps to make a call.

1. First listen to **ensure the channel is clear** for you.
2. **Press the PTT** (Push-To-Talk) button.
3. After 2 seconds:
    - **Say *"recipient's call sign"* twice**
    - followed by **"THIS IS" and *"your call sign"*.**
    - **In other words "HEY YOU" . . . . . "IT'S ME" . . . . . "GO AHEAD"**
4. Once the person replies (acknowledges you are calling them), **say your message.**

Here's a typical radio conversation:

***You*:**	"Principal Tawney, Principal Tawney, This is Student Supervisor Jim, Come in, Over" *(Title then Name is their call sign, Title then Name is your call sign)*
***Recipient*:**	"Student Supervisor Jim, This is Principal Tawney, Go Ahead, Over"
You:	*Say your message and then say:* "Over"
***Recipient*:**	"Roger Wilco, Over"
***You*:**	"This is Principal Tawney, Over and Out"

Did you notice how at the beginning and end of the transmission you pronounce your **Title & Name**? Because there can sometimes be many people listening on the frequency, pronouncing your **Title & Name**, and the **Title & Name** of the party you are calling, lets everyone know who the transmission is for. Communicating this way might feel a little odd at first, but you'll soon get used to it. With practice it will start to feel natural.

Emergency Calls

If you have an emergency message and need to interrupt others' conversations:

- Wait and listen until you hear "Over".
- Press PTT and say ***"EMERGENCY, EMERGENCY, EMERGENCY your call sign, I have emergency message for (recipient's call sign), Do you copy, Over"***.
- Common Emergency Traffic: "LOCKDOWN" Repeat 3X / "ACTIVE SHOOTER" Repeat 3X
- ***"ALL CLEAR"*** Repeated 3X is communicated ***ONLY*** by the Incident Commander

RADIO TRAFFIC CHANNELS

Channel 16 - All Traffic
Channel 10 - Incident Command/Section Chiefs

Who has radios?

Principal (Site Incident Commander)
Office Manager
Student Supervisors
Custodian and Grounds person
Kitchen
Student Supervisors

FCC Motorola CP200d - 2-Way Radio Etiquette

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- **Do not respond if you aren't sure the call is for you.** Wait until you hear your call sign to respond.
- **Never transmit sensitive, confidential, financial or emergency responder information.** Assume your conversations can be heard by others. Child names. Specific ailments.
- **Perform radio checks to ensure your radio is in good working condition.**
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These terms can be combined such as "Roger Wilco" means "I understand and will comply", or "Over and Out" means "I've finished talking and I'm signing off".

Making a Call

Follow these easy steps to make a call.

1. First listen to **ensure the channel is clear** for you.
2. **Press the PTT** (Push-To-Talk) button.
3. After 2 seconds:
    - **Say *"recipient's call sign"* twice**
    - followed by **"THIS IS" and *"your call sign"*.**
    - **In other words "HEY YOU" . . . . . "IT'S ME" . . . . . "GO AHEAD"**
4. Once the person replies (acknowledges you are calling them), **say your message.**

Here's a typical radio conversation:

***You*:** "Principal Tawney, Principal Tawney, This is Student Supervisor Jim, Come in, Over" *(Title then Name is their call sign, Title then Name is your call sign)*

***Recipient*:** "Student Supervisor Jim, This is Principal Tawney, Go Ahead, Over"

You: *Say your message and then say:* "Over"

***Recipient*:** "Roger Wilco, Over"

***You*:** "This is Principal Tawney, Over and Out"

Did you notice how at the beginning and end of the transmission you pronounce your **Title & Name**? Because there can sometimes be many people listening on the frequency, pronouncing your **Title & Name**, and the **Title & Name** of the party you are calling, lets everyone know who the transmission is for. Communicating this way might feel a little odd at first, but you'll soon get used to it. With practice it will start to feel natural.

Emergency Calls

If you have an emergency message and need to interrupt others' conversations:

- Wait and listen until you hear "Over".
- Press PTT and say ***"EMERGENCY, EMERGENCY, EMERGENCY your call sign, I have an emergency message for (recipient's call sign), Do you copy, Over"***.
- Common Emergency Traffic: "LOCKDOWN" Repeat 3X / "ACTIVE SHOOTER" Repeat 3X
- ***"ALL CLEAR"*** Repeated 3X is communicated ***ONLY*** by the Incident Commander

RADIO TRAFFIC CHANNELS

Channel 1 - All Traffic - Logistics, Operations, Planning
Channel 2 - Incident Command/Section Chiefs

Who has radios?

Principal &/or Site Incident Commander

7) **Disaster Plans & Procedures (EXCLUDED FROM GENERAL PUBLIC VIEW)**

(BUSD Disaster Plans based upon 5 Mission Areas of the Plan - PRESIDENTIAL POLICY DIRECTIVE (PPD) 8)

a) Incident Command System
b) Earthquake Plan
c) Fire Plan
d) Attack & Disturbance Plan
e) Bomb Threat Plan
f) Medical Plan
g) Poisoning Plan
h) HAZ MAT / BIO-Terror Threat Plan
i) Student & Staff Release Plan
j) **Tactical Plan being developed with Police & Fire (Site visits are being coordinated) (EXCLUDED FROM GENERAL PUBLIC VIEW)**

8) Child Abuse Reporting Procedures

Child Abuse Reporting Procedures

Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

1. Child Abuse

    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of a child's physical, health, and emotional needs.
    d. Unusual and willful cruelty; unjustifiable punishment.
    e. Unlawful corporal punishment.

2. Not Considered Child Abuse

    a. Mutual affray between minors.
    b. Injury caused by reasonable and necessary force used by a peace officer:

        i. To quell a disturbance threatening physical injury to a person or damage property.
        ii. To prevent physical injury to another person or damage to property.
        iii. For the purposes of self defense.
        iv. To obtain possession of weapons or other dangerous objects within the control of a child.
        v. To apprehend an escapee.

Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

3. **The telephone call must be made immediately or as soon as practicably possible by telephone.**

   AND

   A written report must be sent within 36 hours of the telephone call to the child protective agency.

4. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
5. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
6. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
7. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal

Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age, partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship and there is unlawful sexual intercourse with a partner older than 21 years.
2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
3. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age.
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
3. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

1. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
2. Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
3. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Number: **(707) 565-4300 - M-F 8:00-5:00 p.m.**
(707) 565-4304 – 24 hour hotline
(800) 870-7064 – toll free

Staff Training – will occur August of each Calendar Year

Child Abuse Prevention And Reporting - BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss/ap

California Department of Social Services, Children and Family Services Division: http://www.childsworld.ca.gov

U.S. Department of Health and Human Services, Child Welfare Information Gateway: https://www.childwelfare.gov/can

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: May 19, 2015 Santa Rosa, California

Child Abuse Prevention And Reporting - AR 5141.4

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who

has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Sonoma County Child Welfare

1747 Copperhill Parkway, Santa Rosa, CA 94503

(707) 565-2246

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident

of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians

whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: August 23, 2016 Santa Rosa, California

Child Abuse Prevention And Reporting - AR 5141.4

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

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2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

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A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

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Sonoma County Child Welfare

1747 Copperhill Parkway, Santa Rosa, CA 94503

(707) 565-2246

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident

of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians

whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: August 23, 2016 Santa Rosa, California

Procedimientos de Hacer Informe de Abuso de Niño

Definición de Abuso de Niño

Abuso de Nino quiere decir una lesión física que es infligida en un niño por otro que no sea accidental por otra persona. El abuso de niño también quiere decir el abuso sexual de un niono o cualquier acto u omision la cual pertenece a las leyes de hacer informe de abuso de nino (crueldad deliberada, castigo no justificado de un niño, castigo corporal ilegal o lesión). El abuso de niño también quiere decir la negligencia física o emocional de un niño o abuso en el cuidado fuera de casa.

1. Abuso de Niño
    a. Lesión infligida por otra persona.
    b. Abuso Sexual.
    c. Negligencia de las necesidades físicas, de salud, y emocionales de un niño.
    d. Crueldad inusual y deliberada; castigo no justificado.
    e. Castigo corporal ilegal.
2. Lo Que No Se Considera Abuso de Niño
    a. Pelea mutua entre menores.
    b. Lesión causada por fuerza razonable y necesaria usada por un oficial de la paz:
        i. Impedir un disturbio amenazando la lesión física a una persona o daño a propiedad.
        ii. Prevenir lesión física a otra persona o daño a propiedad.
        iii. Para los propósitos de autodefensa.
        iv. Obtener posesión de armas u otros objetos peligrosos entre el control de un niño.
        v. Apresar a un fugitivo.

Hacer Informe Obligado del Abuso de NIño

1. Hacer informe obligado del abuso de niño se rige por el Acto de Hacer Informe de Abuso y Negligencia de Nino, P.C. 11164.
2. Cualquier custodio de cuidado de niño, facultativo de salud, o empleado de agencia protectora de niños que tenga conocimiento u observe a un niño en su capacidad profesional o entre su alcance de su empleo quien él o ella conoce o

sospecha razonablemente ha sido la víctima de abuso de neón hará informe del conocido o sospechada instancia de abuso de niño a la agencia protectora por teléfono y por informe por escrito:

3. **La llamada tiene que hacerse inmediatamente o tan pronto sea factible por teléfono.**

   Y

   Un informe por escrito se tiene que mandar entre 36 horas de la llamada telefónica a la agencia protectora.

4. Cualquier custodio de cuidado de niño, facultativo de salud, o empleado de agencia protectora de niños que tenga conocimiento de o sospecha razonablemente que el sufrimiento mental ha sido infligido en un niño o su bienestar emocional esté en peligro de cualquier modo, puede hacer informe dicho conocido o sospechada instancia de abuso de niño a una agencia protectora de niños.
5. Cuando dos o más personas las cuales son requeridas de hacer informe están presentes y conjuntamente reconocen de una instancia conocida o sospechada de abuso de niño, y cuando hay acuerdo entre ellos, el informe telefónico se puede hacer por un miembro del equipo seleccionado por acuerdo mutuo y un informe singular se puede hacer y firmar por el miembro seleccionado del equipo de hacer informes. Cualquier miembro que tenga conocimiento que el miembro designado de hacer el informe no lo ha hecho, a partir de entonces, hará dicho informe.
6. El intento y propósito de la ley es proteger a los niños del abuso. La definición de un niño es cualquier persona menor de 18 años de edad.
7. Esta sección entera de Abuso de Niños se tomó del manual el cual se llama en inglés *California Laws Relating To Minors (Leyes en Relación a los Menores de California)*.

Actividad Sexual

Las leyes del abuso de niños cambian de vez en cuando. Si se sospecha que un estudiante participa en actividad sexual ilegal, favor de consultar con el trabajador social escolar y el oficial del recinto para determinar si provisiones particulares bajo esta sección son actuales y en vigor.

1. Siempre se tiene que hacer un informe de la Actividad Sexual Involuntaria.

2. Siempre se tiene que hacer un informe de Incesto, aunque sea voluntario. Incesto es un matrimonio o acto de relaciones sexuales entre padres y niños; antepasados y descendentes de cada grado; hermanos y hermanas consanguíneos de medio o entero y tios y sobrinas o tias y sobrinos.(Código Familiar § 2200).
3. La Actividad Sexual Voluntaria puede o no puede ser reportable. Aunque el comportamiento sea voluntario, hay circunstancias donde el comportamiento es abusivo, sea por la definición del Código Penal o debido a una relación explotadora, entonces se tiene que hacer un informe de este comportamiento. Si hay sospecha razonable de abuso sexual antes de la actividad consensual, se tiene que hacer un informe del abuso.

Actividad Sexual Reportable si un Niño es Menor de 14 Años de Edad y:

1. El compañero es menor de 14 años de edad, pero hay una disparidad en la edad cronológica o de madurez o indicaciones de intimidación, coacción o soborno u otras indicaciones de una relación explotadora.
2. El compañero tiene 14 años de edad o mayor, actos lascivos cometidos por un compañero de cualquier edad, el compañero es el presunto esposo y tiene más de 14 años de edad.

Actividad Sexual Reportable si el Niño tiene 14 o 15 años y:

1. Hay relaciones sexuales ilegales con un compañero mayor de los 14 años pero menor de los 21 año de edad y hay ninguna indiciación de abuso o evidencia de una relación explotadora y hay relaciones sexuales ilegales con un compañero mayor de 21 ano de edad.
2. Hay actos lascivos cometidos por un compañero más de 10 años mayor del niño. El compañero es el presunto esposo y tiene más de 21 años de edad.

Actividad Sexual Reportable si el Niño tiene 16 o 17 años de edad y:

1. El compañero es menor de 14 años de edad.
2. Hay relaciones sexuales ilegales con un companero mayor de 14 anos de edad y hay evidencia de una relacion explotadora.
3. El compañero es el presunto esposo y hay evidencia de una relación explotadora.

Actividad Sexual Reportable si el Niño es menor de los 18 años de edad:

1. Sodomía, cópula oral, penetración de un genital o abertura anal por un objeto extraño, aunque sea consensual, con un compañero no importa la edad.

Actividad Sexual No Reportable:

1. El niño tiene 14 años de edad o menor y el compañero es menor de 14 años y de edad similar o de edad de madurez. El comportamiento sexual es voluntario y consensual. No hay ningunas indicaciones de intimidación, coacción, soborno, u otras indicaciones de una relación explotadora.
2. Relaciones sexuales ilegales de un nino 14 a 15 años de edad con un compañero mayor de 14 y menor de 21 año de edad y no hay ninguna indicación de abuso o evidencia de una relacion explotadora.
3. Relaciones sexuales ilegales con un niño de 16 o 17 años con un compañero mayor de 14 y no hay ninguna indicación de una relación explotadora.

Informes obligados de actividad sexual tienen que ser informados al Departamento de Servicios de Familia y Niños (DFCS) o a la jurisdicción de policía apropiada. Entonces se hará un informe cruzado de esta información a otra agencia legal.

Falta de Hacer Informe de Abuso de Niño Conocido o Sospechado

Falta de hacer informe de abuso de niño conocido o razonablemente sospechado, incluyendo el abuso sexual, es un delito de menor cuantía. A los reporteros obligados se les proporciona inmunidad de responsabilidad civil o criminal como resultado de hacer un informe obligado de abuso de niños.

Número de Hacer Informe de Abuso de Niños:

(707) 565-4300 - Lunes - Viernes de las 8:00-5:00 p.m.
(707) 565-4304 – línea directa telefónica de 24 horas
(800) 870-7064 – llamada gratuita

Formación de Personal– va a ocurrir el agosto de cada Año Calendario

Prevención de Abuso de Niño y el Hacer Informe - (Reglamento Administrativo) AR 5141.4

Definiciones

Abuso de niño o negligencia incluye lo siguiente: (Código Penal 11165.5, 11165.6)

1. Una lesión física o muerte infligido por otro que por medios accidentales de un niño por otra persona

2. Abuso sexual de un niño, incluyendo asalto sexual o explotación sexual, como definido por el Codigo Penal 11165.1

3. Negligencia de un niño como definido por el Código Penal 11165.2

4. Daño o lesión deliberado de un niño o poner en peligro a la persona o salud de un niño como definido por Codigo Penal 11165.3

5. Castigo corporal ilegal o lesión como definido por el Código Penal 11165.4

(cf. 4119.21/4219.21/4319.21 - Estándares Profesionales)

(cf. 5145.7 - Acoso Sexual)

Abuso de niño o negligencia no incluye:

1. Una pelea mutua entre menores (Código Penal 11165.6)

2. Una lesión causada por fuerza razonable y necesaria por un oficial de la paz actuando entre el curso y alcance de su empleo (Código Penal 11165.6)

(cf. 3515.3 - Policía del Distrito/ Departamento de Seguridad)

3. Una lesión resultando del ejercicio por un maestro, vice director, director, u otro empleo acreditado del mismo grado de control físico de un estudiante que un padre/tutor tuviera el privilegio ejercer, no excediendo la cantidad de control física razonablemente necesaria para mantener paz, proteger propiedad, proteger la salud y seguridad de estudiantes, o mantener condiciones propias y apropiadas para aprender (Código de Educación 44807)

4. Una lesión causada por el uso de fuerza por empleado escolar que es razonable y necesaria para impedir un disturbio amenazando lesión física a personas o daño a propiedad, para protegerse, o para obtener armas u otros objetos peligrosos entre el control de un estudiante (Código de Educación 49001)

(cf. 5131.7 - Armas e Instrumentos Peligrosos)

(cf. 5144 - Disciplina)

(cf. 6159.4 - Intervenciones de Comportamiento para los Estudiantes de Educación Especial)

5. Dolor físico o incomodidad causado por competición atlética u otra dicha actividad de recreación la cual es participación voluntaria por un estudiante (Codigo de Educación 49001)

(cf. 6142.7 - Educación Física y Actividad)

(cf. 6145.2 - Competición Atlética)

6. Desamparo o clasificación como un menor no acompañado (Código Penal 11165.15)

Los reporteros obligados incluyen, pero no son limitados a, maestros; ayudantes de instrucción; ayudantes de maestros o ayudantes; empleados clasificados; empleados acreditados de personal estudiantil; oficiales administrativos o supervisores de asistencia de niño; entrenadores atléticos, administrativos, y directores; administradores y empleados de una instalación licenciado de cuida ninos; maestros del programa Head Start; policía de distrito u oficiales de seguridad; enfermeros licenciados o proveedores de salud; y administradores, presentadores, y asesores de un programa de prevención de abuso de niño. (Código Penal 11165.7)

Sospecha razonable quiere decir que es objetivamente razonable para una persona de considerar una sospecha, en base de los hechos que pudieran causar a una persona razonable en una posición semejante, sacar cuando apropiado de su formación y experiencia, sospechar el abuso o negligencia de niño. Sin embargo, sospecha razonable no requiere certeza que abuso o negligencia de niño ha ocurrido ni requiere indicación médica específica de abuso o negligencia de niño. (Código Penal 11166)

Infracciones Notificables

Un reportero obligado hará un informe usando los procedimientos proporcionados abajo cuando sea, en su capacidad profesional o entre el alcance de su empleo, él/ella tiene conocimiento de o observa a un niño quien el reportero obligado sabe o razonablemente sospecha que ha sido la víctima de abuso o negligencia de niño. (Código Penal 11166)

Cualquier reportero obligado que tiene conocimiento de lo que sospecha razonablemente que un niño sufre daño emocional o está a riesgo sustancial de sufrir daño emocional grave, en base de evidencia de ansiedad grave, depresión, o retraimiento, o comportamiento agresivo hacia sí mismo o a los demás, puede hacer que se haga un informe a la agencia apropiada. (Código Penal 11166.05, 11167)

Cualquier empleado del distrito que razonablemente cree que él/ella ha observado la comisión de un asesinato, violación, o acto lascivo con el uso de fuerza, violencia, coacción, amenaza, o temor de lesión corporal inmediato e ilegal contra una víctima que es un niño menos de la edad de 14 años notificará a un oficial de la paz. (Código Penal 152.3, 288)

Responsabilidad de Hacer Informe

Los deberes de hacer informes de reporteros obligados son individuales y no se pueden delegar a otra persona. (Código Penal 11166)

Cuando dos o más reporteros obligados conjuntamente tienen reconocimiento de una conocida o sospechada instancia de abuso o negligencia de niño, ese informe por un miembro del equipo

seleccionado por acuerdo mutuo y un informe singular se puede hacer y firmado por el miembro seleccionado del equipo de hacer informe. Cualquier miembro que tiene conocimiento que el miembro designado de hacer el informe no lo ha hecho a partir de entonces puede hacer el informe. (Código Penal 11166)

Ningún supervisor o administrador impedirán o inhibirán a un reportero obligado de hacer un informe. (Código Penal 11166)

Cualquier persona no identificada como reportero obligado que tiene conocimiento de u observa a un niño quien él/ella sabe o razonablemente sospecha ha sido una víctima de abuso o negligencia de niño puede hacer informe de la instancia conocida o sospechada del abuso o negligencia de niño a la agencia apropiada. (Código Penal 11166)

(cf. 1240 - Ayuda Voluntaria)

Procedimientos de Hacer Informe

1. Informe Telefónica Inicial

Inmediatamente o tan pronto como sea practicable después de saber u observar abuso o negligencia de niño sospechado, un reportero obligado hará un informe inicial por teléfono a cualquier departamento de policía (excluyendo una policía/departamento de seguridad de distrito escolar), departamento de sheriff, departamento de libertad condicional del condado sí designado por el condado recibir dichos informes, o el departamento de bienestar del condado. (Código Penal 11165.9, 11166)

Bienestar del Niño del Condado de Sonoma

1747 Copperhill Parkway, Santa Rosa, CA 94503

(707) 565-2246

Cuando se hace el informe telefónico inicial, el reportero obligado notará el nombre del oficial con quien se ha puesto en contacto, la fecha y hora que se hizo el contacto, y cualquier instrucción o aviso recibido.

2. Informe por Escrito

Entre 36 horas de conocer u observar la información en cuanto el incidente, el reportero obligado entonces preparará y mandará, fax, o entregará electrónicamente a la agencia apropiada en seguimiento un informe por escrito, el cual incluye una forma completada del Departamento de Justicia. (SS 8572). (Código Penal 11166, 11168)

La forma del Departamento de Justicia se puede obtener de la oficina del distrito u otras agencias apropiadas, tal como el departamento de liberación condicional o el departamento de bienestar del condado o el departamento de policía o del sheriff'.

Informes de abuso o negligencia sospechada de niño incluirá, si conocido: (Código Penal 11167)

a. El nombre, la dirección del negocio, y número de teléfono de la persona haciendo el informe y la capacidad que hace a la persona un reportero obligado

b. El nombre y dirección de nino, la ubicación actual, y, donde aplicable, la escuela, nivel académico, y clase

c. Los nombres, direcciones, y números de teléfono de los padres/tutores del niño

d. El nombre, dirección, número de teléfono, y otra información personal relevante sobre la persona que pueda haber abusado o haber descuidado al niño

e. La información de sospecha razonable la cual resultó en la sospecha razonable del abuso o negligencia del niño y la fuente/las fuentes de esa información.

El reportero obligado hará un informe aunque si alguna de esta información no se sabe o está incierto a él/ella. (Código Penal 11167)

El reportero obligado puede dar a un investigador de una agencia haciendo la investigación del caso, incluyendo una agencia licenciada, cualquier información relevante a un incidente de abuso o negligencia de niño o un informe hecho por el daño emocional grave conforme al Código Penal 11166.05. (Código Penal 11167)

3. Haciendo Informe Interno

No se requerirá al reportero obligado descubrir su identidad a su supervisor, al director, o al Superintendente o su designado. (Código Penal 11166)

Sin embargo, se anima a los empleados a hacer el informe de abuso o negligencia de niño a una agencia apropiada, pero no se requiere avisar al director tan pronto posible, después del informe telefónico inicial a la agencia apropiada. Cuando sea avisado, el director hará informe al Superintendente o a su designado.

El director el cual se ha avisado proporcionará al reportero obligado con cualquier ayuda necesaria para asegurar que los procedimientos de hacer informe se llevan a cabo en conforme con la ley, la política de la Mesa Directiva, y el reglamento administrativo. A solicitud del reportero obligado, el director puede ayudar en completar y archivar las formas necesarias.

Hacer informe de la información a una empresa, supervisor, director, asesor escolar, compañero de trabajo, u otra persona no será un sustituto por hacer un informe obligado a la agencia apropiada. (Código Penal 11166)

Formación

Entre las primeras seis semanas de cada año escolar, el Superintendente o su nombrado proporcionará formación sobre los requisitos de obligación de hacer informe a los empleados del distrito y a las personas trabajando por su parte los cuales son reporteros obligados. Cualquier personal escolar contratado durante el año escolar recibirá dicha formación entre las primeras seis semanas de empleo. (Código de Educación 44691; Código Penal 11165.7)

(cf. 4131 - Desarrollo Profesional)

(cf. 4231 - Desarrollo Profesional)

(cf. 4331 - Desarrollo Profesional)

El Superintendente o su designado usará el módulo de formación en línea proporcionado por el Departamento de Servicios Sociales de California. (Código de Educación 44691)

La formación incluirá, pero no necesariamente limitado a, formación en identificar y hacer informe de abuso y negligencia de niños. Además, la formación incluirá información que si no se hace informe de un incidente de conocido o razonablemente sospechado abuso o negligencia de niño como requerido por ley es un delito castigable por prisión y/o multa como especificado. (Codigo de Educación 44691; Código Penal 11165.7)

El Superintendente o su designado obtendrá y retendrá prueba de cada compleción de formación del reportero obligado. (Código de Educación 44691)

Además, por lo menos una vez cada tres años, el personal escolar puede recibir formación en la prevención de abuso de niño, incluyendo abuso sexual, en los recintos escolares, por personal escolar, o en programas patrocinados por la escuela.(Código de Educación 44691)

Entrevistas de Víctima por Servicios Sociales

Cuando quiera que el Departamento de Servicios Sociales u otra agencia de gobierno haga investigación de sospecha abuso o negligencia de niño que ocurrió entre el hogar del niño o en la instalación de cuidado fuera del hogar, el estudiante puede tener entrevista por un representante de agencia durante las horas escolares, en las locales de la escuela. El Superintendente o su designado dará al estudiante la elección de que se le haga entrevista en privado o en la presencia de cualquier empleado escolar adulto o ayudante voluntario elegido por el estudiante. (Código Penal 11174.3)

Un miembro del personal o ayudante voluntario seleccionado por un niño puede negar estar presente en la entrevista. Si la persona seleccionada acepta, el director o su nombrado le hará informe a él/ella de los siguientes requisitos: (Código Penal 11174.3)

1. El propósito de la presencia de la persona seleccionada en la entrevista es para dar apoyo al niño y permitirle a él/ella ser lo más cómodo posible.

2. La persona seleccionada no participará en la entrevista.

3. La persona seleccionada no hablará sobre los hechos ni de las circunstancia del caso con el niño.

4. La persona seleccionada está sujeta a los requisitos de confidencialidad del Acto de Hacer Informe de Abuso y Negligencia de Niño, una violacion la cual es castigable como especificado en Código Penal 11167.5.

Si un miembro del personal está de acuerdo de estar presente, la entrevista se tomará a una hora durante las hora escolares cuando no involucra un gasto a la escuela.(Código Penal 11174.3)

Liberación de Niño a un Oficial de la Paz

Cuando un niño se libera a un oficial de la paz y tomado en custodia como una víctima de sospechado abuso o negligencia de niño, el Superintendente o su nombrado y/o director no avisará al padre/tutor, pero más bien proporcionar al oficial de la paz con la dirección y número de teléfono del padre/tutor. (Código de Educación 48906)

(cf. 5145.11 - Cuestionamiento y Aprensión por la Policía)

Quejas de Padre/Tutor

A solicitud, el Superintendente o su nombrado proporcionará a los padres/tutores con los procedimientos de hacer informe de sospechado abuso de niño ocurriendo en el sitio escolar a las agencias apropiadas. Para padres/tutores cuyo idioma principal no es el inglés, dichos procedimientos serán en su idioma principal y, cuando comunicando oralmente sobre estos procedimientos, un intérprete se proporcionará.

Para archivar una queja contra un empleado del distrito u otra persona sospechada de abuso o negligencia de niño en el sitio escolar, los padres/tutores pueden archivar un informe por teléfono, en persona, o por escrito con cualquier agencia apropiada identificada arriba como "Procedimiento de Hacer Informe". Si un padre/tutor hace una queja sobre un empleado a cualquier otro empleado, el empleado recibiendo la información avisará al padre/tutor de los procedimientos para archivar una queja con la agencia apropiada. El empleado también es obligado conforme al Código Penal 11166 de archivar un informe el mismo/ella misma usando los procedimientos descritos arriba para reporteros obligados.

(cf. 1312.1 - Quejas En Relación a Empleados del Distrito)

Además, si el niño está inscrito en educación especial, una queja separada se puede archivar con el Departamento de Educación de California conforme a 5 CCR 4650.

(cf. 1312.3 - Procedimientos de Hacer Quejas Uniformes)

Notificaciones

El Superintendente o su designado proporcionará a todos los empleados nuevos que son reporteros obligados una declaración que les informe a ellos su estado como reporteros obligados, sus obligaciones de hacer informes bajo Código Penal 11166, y sus derechos de confidencialidad bajo Código Penal 11167. El distrito también proporcionará a estos empleados nuevos con una copia del Código Penal 11165.7, 11166, y 11167. (Código Penal 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Notificaciones a Empleados)

Antes de empezar el empleo, cualquier persona que será un reportero obligado por virtud de su posición firmará un declaración indicando que él/ella tiene conocimiento de las obligaciones de hacer informe bajo Código Penal 11166 y que cumplirá con esas provisiones. La declaración firmada se retendrá por el Superintendente o su nombrado. (Código Penal 11166.5)

Empleados que trabajan con adultos dependientes se les avisará de las responsabilidades legales y de los procedimiento de hacer informe conforme al Código de Bienestar y Instituciones 15630-15637.

El Superintendente o su nombrado también avisaran a todos los empleados que:

1. Un reportero obligado que hace informe de una conocida o sospechada instancia de abuso o negligencia de niño no será responsable civilmente o criminalmente por hacer un informe y este inmunidad se aplica hasta que el reportero obligado adquirió el conocimiento o sospecha razonable de abuso o negligencia de niño fuera de su capacidad profesional o fuera del alcance de su empleo. Cualquier otra persona haciendo un informe no incurrirá en responsabilidad civil o criminal a menos que se pueda probar que él/ella a sabiendas hizo un informe falso o hizo un informe con desprecio temerario de la verdad o falsedad del informe. (Código Penal 11172)

2. Si un reportero obligado falta de hacer informe en tiempo oportuno de un incidente conocido o razonablemente sospechado de abuso o negligencia de niño, él/ella puede ser culpable de un crimen castigable por una multa y/o prisión. (Código Penal 11166)

3. Ningún empleado será sujeto a ninguna sanción por el distrito por hacer un informe a menos que se pueda mostrar que él/ella a sabiendas hizo un informe falso o hizo un informe con desprecio temerario de la verdad o falsedad del informe.. (Código Penal 11166)

Reglamento BELLEVUE UNION SCHOOL DISTRICT

Aprobado: 23 de agosto de 2016 Santa Rosa, California

9) Suspension/Expulsion Policies & Procedures

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit sexual assault.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

16. A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
    a. While on school grounds.
    b. While going to or coming from school.
    c. During the lunch period, whether on or off the campus.
    d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

1. The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:
2. Causing serious physical injury to another person, except in self defense.
3. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
4. Unlawful possession of any controlled substance, as defined under Ed. Code.
5. Robbery or extortion.
6. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance as defined by Education Code.
4. Committing or attempting to commit a sexual assault as defined in the Education Code.

Staff Training

All teachers participate in training and are given notice of any students with prior suspensions at the start of the academic year as well as when new students enroll at the school.

Políticas de Suspensión y Expulsión

Motivos para la suspensión los cuales caen bajo el Código de Educación 48900

1. Causó, trató de causar o amenazó de causar daño físico a otra persona.
2. Poseyó, vendió, o de otros modos proporcionó un arma, navaja, explosivo, u otro objeto dañoso, a menos que, en el caso de la posesión de un objeto de este tipo, el estudiante ha obtenido permiso por escrito de poseer el artículo de un empleado escolar acreditado, el cual está de acuerdo con el director o el nombrado del director.
3. Ilegalmente poseyó, usó, vendió, o de otros modos proporcionó, o ha estado bajo la influencia de, una sustancia controlada.
4. Ilegalmente ofreció, hizo arreglos, o negocio de vender cualquier sustancia controlada.
5. Cometió o trató de cometer robo o extorsión.
6. Causó o trató de causar daño a propiedad escolar o propiedad privada.
7. Robó o trató de robar propiedad escolar o propiedad privada.
8. Poseyó o usó tabaco, o productos conteniendo tabaco o productos de nicotina, incluyendo, pero no limitado a, cigarrillos, puros, puros de miniatura, cigarrillos de clavo, tabaco sin humo, tabaco en polvo, paquetes de tabaco masticable, y betel. Sin embargo, esta sección no prohíbe el uso o posesión por un estudiante de sus propios productos recetados.
9. Cometió un acto obsceno o participó en la profanidad o vulgaridad habitual.
10. Ilegalmente poseyó o ilegalmente ofreció, hizo arreglos, o negoció de vender cualquier parafernalia de droga.
11. Interrumpió las actividades escolares o de otro modo voluntariamente desobedeció la autoridad válida de supervisores, maestros, administradores, oficiales escolares, u otro personal escolar participando en el desempeño de sus deberes.
12. De sabiendas recibió propiedad escolar o propiedad privada robadas.
13. Poseyó un arma de imitación. Como usado en esta sección, "arma imitación" quiere decir una réplica de un arma que es tan sustancialmente similar en propiedades físicas a un arma existente de llevar a cabo a una persona
14. Cometió o trató de cometer un asalto sexual
15. Acosó, amenazó, o intimidó a un estudiante que es un testigo quejándose o un testigo en un procedimiento de disciplina escolar para el propósito de sea

prevenir que el estudiante de ser un testigo o hacer represalias contra aquel estudiante por ser un testigo, o ambos.

16. Un estudiante no será suspendido o expulsado por cualquiera de los actos enumerados arriba a menos que el acto esté relacionado a una actividad escolar o asistencia escolar ocurriendo entre una escuela bajo la jurisdicción del superintendente o director u ocurriendo entre cualquier otro distrito escolar. escuela del distrito. Un estudiante puede ser suspendido o expulsado por actos que son enumerados en esta sección y relacionado a una actividad escolar o asistencia que ocurre en cualquier hora, incluyendo, pero no limitado a, cualquier de los siguientes:
    a. Mientras en los recintos escolares.
    b. Mientras yendo o regresando de la escuela.
    c. Durante el periodo del almuerzo, sea en o fuera del recinto.
    d. Durante, o en camino a y de, una actividad patrocinada por la escuela.

Políticas de Expulsión bajo el Código de Educación 48915:

1. El director recomendará la expulsión de un estudiante por cualquier de los siguientes cometidos en la escuela o actividad escolar fuera de los recintos de la escuela, a menos que el director o superintendente encuentre que una expulsión no es apropiada, debido a la circunstancia particular.
2. Causar lesión física grave a otra persona, excepto en autodefensa.
3. Posesión de cualquier navaja, explosivo, u otro objeto peligroso de ningún uso razonable al estudiante.
4. Posesión ilegal de cualquier sustancia controlada, como definido bajo el Código de Educación.
5. Robo o extorsión.
6. Asalto o agresión de cualquier empleado escolar, como definido en las Secciones 240 y 242 del Código Penal.

Recomendación Obligatorio para la Expulsión

El director, o superintendente de escuelas inmediatamente suspenderá, conforme a la Sección 48911, y recomendará expulsión de un estudiante que él o ella determine haber cometido cualquier de los siguientes actos en la escuela o en una actividad escolar fuera de los recintos escolares:

1. Poseer, vender, o de otro modo proporcionar un arma de fuego. Esta subdivisión no se aplica a un acto de poseer un arma de fuego si el estudiante ha obtenido permiso por escrito de poseer el arma de fuego de un empleado escolar acreditado, el cual es concurrido por el director o el nombrado del director. Esta subdivisión se aplica a un acto de poseer un arma de fuego solamente si un empleado de un distrito escolar verifica la posesión.
2. Blandir una navaja a otra persona.
3. Ilegalmente vender una sustancia controlada como está definido por el Código de Educación.
4. Cometiendo o tratando de cometer un asalto sexual como está definido en el Código de Educación.

Formación del Personal

Todos los maestros participan en la formación y se les dan aviso de cualquier estudiante con suspensiones anteriores al principio del año académico tanto como cuando estudiantes nuevos se inscriban en la escuela.

10) Staff notification of dangerous pupils procedures

Staff Notification of Dangerous Students

Staff Training

All teachers participate in training and are given notice of any students with prior suspensions at the start of the academic year as well as when new students enroll at the school.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
   Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.

9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
13. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
15. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
16. While on school grounds.
17. While going to or coming from school.
18. During the lunch period whether on or off the campus.
19. During, or while going to or coming from, a school sponsored activity.
20. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for

the protection of school district property, or the personal property of the person threatened or his or her immediate family.

11) Bullying

Bullying and Hate-Motivated Behavior Prevention

Provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. When someone says or does something intentionally hurtful and they keep doing it - even when a student tells them to stop or show them that they're upset - that's bullying. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting harmful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought.

Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying.

Assembly Bill No. 9 was approved by the Governor on October 9, 2011.

CHAPTER 723

An act to amend Sections 234, 234.1, 234.2, and 234.3 of, and to add Section 234.5 to, the Education Code, relating to pupil rights.

[Approved by Governor October 9, 2011. Filed with
Secretary of State October 9, 2011.]

Legislative counsel's digest

AB 9, Ammiano. Pupil rights: bullying.

Existing law provides that it is the policy of the state to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes, equal rights and opportunities in the educational institutions of the state, and that it is the purpose of existing law to prohibit acts that are contrary to that policy and to provide remedies therefore. Existing law requires the State Department of Education to develop a model handout, posted on appropriate department Internet Web sites, describing the rights and obligations set forth in these provisions and the policies addressing bias-related discrimination and harassment in schools. Existing law also requires the department to monitor adherence to these provisions and, as part of its regular monitoring and review of local educational agencies, to assess whether local educational agencies have adopted a policy that prohibits discrimination and harassment and a process for receiving and investigating complaints of discrimination and harassment, as specified. This bill would require the policy adopted by the local educational agencies to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified. The bill also would require the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate

steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified. The bill would make other conforming changes. Because this bill would require local educational agencies to perform additional duties, this bill would impose a state-mandated local program.

The bill would require the Superintendent of Public Instruction to post, and annually update, on his or her Internet Web site, and to provide to each school district, a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The bill would make its provisions operative on July 1, 2012. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. Section 234 of the Education Code is amended to read: 234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities. SEC. 2. Section 234.1 of the Education Code is amended to read: 234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200) as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.
(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.
(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.

(c) Publicized anti discrimination, anti harassment, anti-intimidation, and anti bullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
(d) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
(e) Maintained documentation of complaints and their resolution for a minimum of one review cycle.

(f) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
(g) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200).
SEC. 3. Section 234.2 of the Education Code is amended to read: 234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Websites where information about discrimination, harassment, intimidation, and bullying is posted. SEC. 4. Section 234.3 of the Education Code is amended to read: 234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites. SEC. 5. Section 234.5 is added to the Education Code, to read: 234.5. The Superintendent shall post, and annually update, on his or her Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. SEC. 6. This act shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Sections 48907 and 48950 of the Education Code, and other applicable law. SEC. 7. This act shall not be construed to require an exhaustion of any administrative complaint process before civil law remedies may be pursued. SEC. 8. This act shall become operative on July 1, 2012. SEC. 9. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

(cf. 5131.8 - Mobile Communication Devices)

(cf. 6163.4 - Student Use of Technology)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. 5132 - Dress and Grooming)

(cf. 5136 - Gangs)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

20 USC 1681-1688 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: http://www.csba.org

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

Center for Safe and Responsible Internet Use:
https://www.ewa.org/organization/center-safe-and-responsible-internet-use

National School Safety Center: http://www.schoolsafety.us

U.S. Department of Education: http://www.ed.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: http://www.csba.org

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

California Office of the Attorney General: http://oag.ca.gov

Center on Great Teachers and Leaders: https://gtlcenter.org

Collaborative for Academic Social and Emotional Learning: https://casel.org

Common Sense Media: http://www.commonsensemedia.org

National School Safety Center: http://www.schoolsafety.us

Partnership for Children and Youth: https://www.partnerforchildren.org

U.S. Department of Education: http://www.ed.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

GAMUT Online Bellevue Union SD Student Use Of Technology E 6163.4 BP

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)

(cf. 1113 - District and School Web Sites)

(cf. 4040 - Employee Use of Technology)

(cf. 5131 - Conduct)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.12 - Search and Seizure)

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites outside those allowed by their instructor is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Legal Reference:

EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

CSBA: http://www.csba.org

American Library Association: http://www.ala.org

California Coalition for Children's Internet Safety: http://www.cybersafety.ca.gov

California Department of Education: http://www.cde.ca.gov

Center for Safe and Responsible Internet Use: http://csriu.org

Federal Communications Commission: http://www.fcc.gov

Federal Trade Commission, Children's Online Privacy Protection: http://www.ftc.gov/privacy/privacyinitiatives/childrens.html

U.S. Department of Education: http://www.ed.gov

Web Wise Kids: http://www.webwisekids.org

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

(cf. 0440 - District Technology Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 4131- Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

(cf. 6163.1 - Library Media Centers)

Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.

2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 - Conduct)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

(cf. 5131.9 - Academic Honesty)

(cf. 6162.6 - Use of Copyrighted Materials)

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism and Graffiti)

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications,

including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

(cf. 5145.12 - Search and Seizure)

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: June 7, 2013 Santa Rosa, California

Prevencion de Intimidación y Comportamiento Motivado por el Odio

Proporcionar recursos para los padres, administradores, y estudiantes en cómo la intimidación se puede prevenir y dirigir. Los recursos incluyen publicaciones, muestras de política, y preguntas que se hacen con frecuencia.

La intimidación es una forma de violencia. Cuando alguien dice o hace algo dañoso intencionalmente y lo siguen haciendo - aunque cuando un estudiante les dice que se detengan o muestran que ellos están molestos - eso es intimidación. Puede ser físico, verbal, psicológico, o sexual. En seguida hay algunos ejemplos de intimidación:

- Físico: pegar, dar patadas, escupir, empujar
- Verbal: teasing, tomar el pelo, amenazar, llamarle nombres
- Psicológico: excluyendo a alguien, propagando rumores, intimidando
- Sexual: tocar, asaltar, exhibicionismo, y muchas acciones enumeradas arriba

La intimidación también puede ocurrir por Internet u otras formas de tecnología. Esto se conoce como ciber intimidación (cyberbullying). Es mandar o publicar material dañoso.

La intimidación es común, pero no se debe ver como normal o parte del crecimiento. Es más dañino para los niños que antes se pensaba.

La intimidación tiene un efecto negativo en la habilidad de un estudiante de aprender.

Las escuelas tienen la responsabilidad de crear ambientes seguros para todos los estudiantes. Ellos tienen que trabajar para prevenir la intimidación, y ellos tienen que responder a ella cuando ocurre.

El Departamento de Educación de California ofrece información y recursos para los padres, administradores, y estudiantes sobre la intimidación.

El Proyecto de Ley (AB) No. 9 fue aprobado por el Gobernador el 9 de octubre de 2011

CAPÍTULO 723

Un acto de enmendar Secciones 234, 234.1, 234.2, y 234.3 de, y de añadir la Sección 234.5 al Código de Educación, relacionado a los derechos de estudiantes.

[Aprobado por el Gobernador el 9 de octubre de 2011.
Archivado con el Secretario del Estado el 9 de octubre de 2011.]

Digesto de abogado legislativo

AB 9, Ammiano. Derechos de estudiantes: intimidación.

La ley existente proporcionar que es la política del estado de proporcionar a todas personas en las escuelas públicas, independiente de su discapacidad, género, nacionalidad, raza o etnicidad, religión, orientación sexual, o cualquier otra característica que se contiene en la definición de crímenes de odio, derechos y oportunidades equitativas en la institución educativa del estado, y eso es el propósito de ley existente prohibir actos que son contrarios a esa política y de proporcionar remedios por lo consiguiente. La ley existente requiere al Departamento de Educación del Estado de desarrollar un folleto modelo, publicado en los sitios de la Red Internet de departamento apropiado, describiendo los derechos y obligaciones expuestas en esas provisiones y las políticas dirigiéndose a discriminacion y acoso relacionado al perjuicio en las escuelas. La ley existente también requiere que el departamento supervise adherencia a estas provisiones y, como parte de su supervisión y repaso regular de agencias educativas locales, para evaluar si las agencias educativas locales han adoptado una política que prohibe la discriminacion y acoso y un proceso de recibir y hacer investigacion de quejas de discriminacion y acoso, como especificado. Este proyecto requeriría la política adoptada por las agencias educativas locales prohibir discriminacion, acoso, intimidación, e intimidación con amenazas en base a las características actuales o percibidas, como especificadas. El proyecto también requeriría el proceso de recibir y hacer investigación de quejas que incluyen quejas de discriminacion, acoso, intimidación, e intimidación con amenazas en base a características actuales o percibidas, como especificado, y el incluir de un requisito que el personal escolar que es testigo a dichos actos tome pasos inmediatos para intervenir cuando es seguro hacerlo, u horario de hacer la investigación y de resolver las quejas, y de un proceso de apelación, como especificado. El proyecto haría otros cambios conformes, Debido a que este proyecto requeriría agencias educativas locales para desempeñar deberes adicionales, este proyecto impondría un programa local obligado por el estado.

El proyecto requeriría al Superintendente de Insgruccion Publica de publicar, y anualmente actualizar, en su sitio de la red Internet, y de proporcionar a cada distrito escolar, una listas de los recursos por todo el estado, incluyendo organizaciones en base de la comunidad, que proporcionan apoyo a los jóvenes que han estado sujeto a to discriminación, acoso, intimidación, o intimidación con amenazas en la escuela, y a sus familias. El proyecto haría sus provisiones operativas el 1 de julio de 2012. La Constitución de California requiere que el estado reembolse a las agencias locales y a los distritos escolares por ciertos costos obligados por el estado.

Las disposiciones legales establecen procedimientos para hacer aquel reembolso. Este proyecto proporcionará que, si la Comisión de los Mandatos Estatales determina que el proyecto contiene costos obligados por el estado, reembolso para aquellos costos se deben hacer conforme a esas disposiciones legales.

La gente del Estado de California promulgan por lo siguiente:
SECCIÓN 1. Sección 234 del Código de Educación se enmienda para leer: 234. (a) Este artículo será conocido, y se puede citar, como el Acto de Lugar Seguro para Aprender. (b) Es la política del Estado de California asegurar que todas las agencias educativas continúen trabajando para reducir la discriminacion, el acoso, violencia, intimidación, y la intimidación con amenazas. Es además la política del estado de mejorar la seguridad de estudiantes en las escuelas y las conexiones entre los estudiantes y los adultos de apoyo, las escuela, y las comunidades. SECCIÓN. 2. Sección 234.1 del Código de Educación se enmienda para leer: 234.1. El departamento, en conforma a subdivisión (b) de Sección 64001, supervisará adherencia a los requisitos de Capítulo 5.3 (comenzando con Sección 4900) de División 1 de Título 5 del Código de California de Reglamentos y Capítulo 2 (comenzando con Sección 200) como parte de su supervisión y repaso regular de las agencias educativas locales, comúnmente conocido como el proceso de Supervisar de Programa Categórico. El departamento evaluará si las agencias educativas locales han hecho todo de lo siguiente:

(a) Adoptado una política que prohíbe discriminacion, acoso, intimidación, e intimidación con amenazas en base de las características actuales o percibidas expuesta en Sección 422.55 del Código Penal y Sección 220, y discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o grupo con uno o más de estas características actuales o percibidas. Esta política incluirá una declaración que la política se aplica a todos los actos relacionados a la actividad escolar o asistencia escolar ocurriendo entre una escuela bajo la jurisdicción del superintendente del distrito escolar.

(b) Adoptado un proceso para recibir y hacer investigación de quejas de discriminaion, acoso, intimidación, e intimidación con amenazas en base de cualquier de las características actuales o percibidas expuestas en Sección 422.55 del Código Penal y Sección 220, y discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o grupo con uno o más de estas características actuales o percibidas. El proceso de hacer quejas incluirá, pero no limitado a, todo de lo siguiente:

(1) Un requisito que, si el personal escolar es testigo de un acto de discriminación, acoso, intimidación, o intimidación con amenazas, él o ella tomará los A pasos inmediatos de intervenir cuando es seguro hacerlo.
(2) Un horario para hacer la investigacion y resolver quejas de discriminación, acoso, intimidación, o intimidación con amenazas que se seguirán por todas las escuelas bajo la jurisdiccion del distrito escolar.
(3) Un proceso de apelación proporcionado al querellante si él o ella no está de acuerdo con la resolución de una queja archivada en esta sección.
(4) Todas formas desarrolladas conforme a este proceso se traducirán conforme a la Sección 48985.

(c) Publicación de políticas adoptadas contra la discriminacion, contra el acoso, contra la intimidación, y contra la intimidación con amenazas conforme a subdivisión (a), incluyendo información sobre la maner en

cómo archivar una queja, a los estudiantes, los padres, empleados, agentes de la mesa directiva, y al público general. La información se traducirá conforme a la Sección 48985.
(d) Publicación de la política establecida conforme a la subdivisión (a) en todas las escuelas y oficinas, incluyendo los salones del personal y los salones de las reuniones del gobierno estudiantil.
(e) Documentación mantenida de las quejas y sus resoluciones por un mínimo de un ciclo de repaso.
(f) Asegurar que los querellantes son protegidos de represalias y que la identidad de un querellante alegando discriminación, acoso, intimidación, o intimidación con amenazas permanezca confidencial, como sea apropiado.
(g) Identificación de un oficial de la agencia educativa local responsable de asegurar que el distrito escolar u oficina del condado de educación cumplen con los requisitos de Capítulo 5.3 (comenzando con la Sección 4900) de División 1 de Título 5 del Código de Reglamentos de California y Capítulo 2 (comenzando con la Sección 200).
SECCIÓN. 3. Sección 234.2 del Código de Educación se enmienda para leer: 234.2. El departamento mostrará información actual, y periódicamente actualizar la información, en el currícula y otros recursos que específicamente se dirige a discriminacion relacionado al perjuicio, el acoso, intimidación, e intimidación con amenazas en base de cualquier de las características actuales o percibidas expuesta en Sección 422.55 del Código Penal Code y Sección 220 en el sitio de la red Internet del Centro de Recursos de Ninos Saludables de California (California Healthy Kids Resource Center) y otros sitios de la red de departamentos apropiados donde la información sobre la discirminacion, acoso, intimidación, e intimidación con amenazas se publica. SECCIÓN.4. La Sección 234.3 del Código de Educación se enmienda para leer: 234.3. El departamento desarrollará un folleto describiendo los derechos y obligaciones expuestas en las Secciones 200, 201, y 220 y las políticas que se dirigen a la discriminacion relacionado al perjuicio, el acoso, intimidación, e intimidación con amenazas en las escuelas. Este folleto modelo se publicará en los sitios de la red Internet de los departamentos apropiados. SECCIÓN 5. La Sección 234.5 se añade al Código de Educación, para leer: 234.5. El Superintendente publicará, y anualmente actualizar, en su sitio de la red y proporcionar a cada distrito escolar un lista de recursos por todo el estado, incluyendo organizaciones en base de la comunidad, que proporcionan apoyo a los jóvenes que han sido sujetos a discrimiancion, el acoso, intimidación, o intimidación con amenazas en la escuela y a sus padres. SECCIÓN 6. Este acto no se debe interpretar de limitar los derechos del estudiante a la libertad de expresión como protegido por la Constitución de los Estados Unidos, Secciones 48907 y 48950 del Código de Educación, y otra ley aplicable. SECCIÓN. 7. Este acto no se debe interpretar de requerir una extenuación de cualquier proceso administrativo de hacer quejas antes los remedios civiles de la ley civil se pueden buscar. law remedies may be pursued. SEC. 8. Este acto se hará operativo el 1 de julio de 2012. SECCIÓN 9. Si la Comisión de los Mandatos Estatales determina que este acto contiene costos obligados por el estado, reembolso a las agencias locales y a los distritos escolares para aquellos costos se harán conforme a Parte 7 (comenzando con la Sección 17500) de División 4 de Título 2 del Código de Gobierno.

GAMUT En línea Bellevue Union SD Intimidación Política de la Mesa (BP) 5131

La Mesa Directiva cree que todos los estudiantes tienen el derecho de ser educados en un ambiente seguro y positivo libre de interrupciones. Se espera que los estudiantes muestren conducta apropiada que no infringe los derechos de los demás o interfiere con el programa escolar mientras que estén en los recintos escolares, vayan o regresen de la escuela, en las actividades escolares, o del uso de transporte del distrito.

(cf. 0450 - Plan Comprensivo de Seguridad)

(cf. 5131.1 - Conducta en el Autobús)

(cf. 5137 - Ambiente Escolar Positivo)

(cf. 6145.2 - Competición Atlético)

El Superintendente o su nombrado asegurará que cada escuela desarrolle estándares de conducta y disciplina consistente con las políticas de la Mesa Directiva y con los reglamentos administrativos. Se avisará a los estudiantes y a los padres/tutores de las reglas de la escuela en relación a la conducta.

La conducta prohibida por estudiantes incluye, pero no es limitado a:

1. Conducta que pone en peligro a los estudiantes, el personal, o los demás, incluyendo, pero no limitado a, violencia física, posesión de arma de fuego u otras armas, y amenazas de terrorista.

(cf. 5131.7 - Armas y Instrumentos Peligrosos)

(cf. 5142 - Seguridad)

2. Discriminación, acoso, intimidación, o intimidación con amenazas de estudiantes o del personal, incluyendo acoso sexual, comportamiento motivado por el odio, intimidación por cíber (cyberbullying), novatada o actividad de iniciación, extorsión, o cualquier otra conducta verbal, por escrito, o físico que causa o amenaza con causar violencia, daño corporal, o interrupción sustancial al programa escolar.

(cf. 5131.2 - Intimidación)

(cf. 5145.3 - Contra la Discriminación/Acoso)

(cf. 5145.7 - Acoso Sexual)

(cf. 5145.9 - Comportamiento Motivado por Odio)

3. Conducta que interrumpe el salón ordenado o ambiente escolar

(cf. 5131.4 - Disturbios por Estudiantes)

4. Desafío voluntarioso de la autoridad del personal

5. Daño o robo de propiedad la cual que pertenece a estudiantes, personal, o al distrito

(cf. 3515.4 - Recuperacion para la Pérdida o Daño de Propiedad)

(cf. 5131.5 - Vandalismo y Grafiti)

6. Actos obscenos o el uso de lenguaje profano, vulgar, o abusivo

(cf. 5145.2 - Libertad de Expresión/Expresión)

7. Posesión, uso, o estar bajo la influencia de tabaco, alcohol, u otras sustancias prohibidas

(cf. 5131.6 - Alcohol y Otras Drogas)

(cf. 5131.62 - Tabaco)

(cf. 5131.63 - Esteroides)

8. Posesión de apuntador láser, a menos que sea para la instrucción válida u otro propósito relacionado a la escuela con permiso con anticipación del director o su nombrado (Código Penal 417.27)

9. Uso de teléfono celular, reloj inteligente (smart watch), localizador, u otro dispositivo móvil de comunicación durante las horas de instrucción o en una manera no autorizada en violación de la política del distrito

(cf. 5131.8 - Dispositivos Móviles de Comunicación)

(cf. 6163.4 - Uso de Tecnología por Estudiantes)

10. Plagio o deshonestidad en el trabajo escolar o en las pruebas

(cf. 5131.9 - Honestidad Académica)

(cf. 6162.54 - Integridad de Prueba/Preparación de Prueba)

(cf. 6162.6 - Uso de Materiales con Derechos de Autor)

11. Llevar cualquier vestimenta que viola los códigos de vestimenta del distrito o de la escuela, incluyendo ropa relacionada a las pandillas

(cf. 5132 - Vestimenta y Aseso)

(cf. 5136 - Pandillas)

12. Tardanza o ausencia sin justificación de la escuela

(cf. 5113 - Ausencias y Excusas)

((cf. 5113.1 - Ausencia Crónica y el Hacer Novillos (absentismo escolar))

(cf. 5113.11 - Supervisión de Asistencia)

(cf. 5113.12 - Mesa del Repaso de Asistencia del Distrito Escolar)

13. Falta de permanecer en los locales de la escuela conforme a las reglas de la escuela

(cf. 5112.5 - Recinto Abierto/Cerrado)

Se espera que los empleados cumplan con los estándares de conducta y, cuando observan o reciban un informe de una violacion de estos estándares, intervenir apropiadamente o buscar ayuda. Como sea necesario, el empleado referirá el asunto a un supervisor o al director o a su nombrado.

Cuando un empleado de la escuela sospecha que una búsqueda de un estudiante o de las pertenencias de un estudiantes va a presentar evidencia de la violacion de la ley o reglas de la escuela por el estudiante, tal búsqueda se hará en conforme con BP/AR 5145.12 - Búsqueda y Captura.

(cf. 5145.12 - Búsqueda y Captura)

Cuando un estudiante usa cualquier dispositivo prohibido, o usa un dispositivo permitido en una manera no autorizada, un empleado del distrito puede confiscar el dispositivo. El empleado guardará el dispositivo con seguridad hasta que se devuelva al estudiante o se entregue al director o a su nombrado, como sea apropiado.

Los estudiantes que violan las reglas y reglamentos del distrito o de la escuela pueden ser sujetos a disciplina incluyendo, pero no limitado a, suspensión, expulsión, transferencia a programas alternativos, recomendado al equipo de éxito estudiantil o a servicios de asesoramiento, o negarle de participación en actividades extracurriculares o cocurriculares y otros privilegios en conforme con la política de la Mesa Directiva y el reglamento administrativo. El Superintendente o su nombrado avisará a la policía como sea apropiado.

(cf. 1400 - Relaciones Entre Otras Agencias de Gobierno y las Escuelas)

(cf. 5020 - Derechos y Responsabilidades de los Padres)

(cf. 5127 - Ceremonias y Actividades de Graduación)

(cf. 5138 - Resolución de Conflictos/Mediación por Pares)

(cf. 5144 - Disciplina)

(cf. 5144.1 - Suspensión y Expulsión/Proceso Debido)

(cf. 5144.2 - Suspensión y Expulsión/Proceso Debido) (Estudiantes con Discapacidades))

(cf. 6020 - Involucración por Padres)

(cf. 6145 - Actividades Extracurriculares y Cocurriculares)

(cf. 6159.4 - Intervenciones de Comportamiento para los Estudiantes de la Educación Especial)

(cf. 6164.2 - Dirección/Servicios de Asesoramiento)

(cf. 6164.5 - Equipos de Éxito Estudiantil)

(cf. 6184 - Educación de Continuación)

(cf. 6185 - Escuela de la Comunidad durante el Día)

Los estudiantes también pueden ser sujetos a disciplina, en conforme con la ley, la política de la Mesa Directiva, o reglamento administrativo, por cualquier conducta fuera del recinto durante las horas no escolares el cual presenta una amenaza o daño a la seguridad de estudiantes, personal o propiedad del distrito, o sustancialmente interrumpe las actividades escolares.

Referencia Legal:

CÓDIGO DE EDUCACIÓN

200-262.4 Prohibición de discriminación

32280-32289 Plan comprensivo de seguridad

35181 Autoridad de la Mesa Directiva de establecer política sobre las responsabilidades de estudiantes

35291-35291.5 Reglas

44807 Deber en relación a la conducta de estudiantes

48900-48925 Suspensión y expulsión

51512 Prohibición contra el dispositivo de escuchar o grabar electrónico en el salón sin permiso

CODIGO CIVIL

1714.1 Responsabilidad de padres y tutores para la mala conducta intencional de un menor

CODOGO PENAL

288.2 Material dañoso con el intento de seducir

313 Material dañoso

417.25-417.27 Extensión de láser o apuntador de láser

647 Uso de cámara u otro instrumento para invadir la privacidad de persona; delito de menor cuantía

653.2 Dispositivos de comunicación electrónicos, amenazas a la seguridad

CÓDIGO VEHICULAR

23123-23124 Prohibiciones contra el uso de dispositivos electrónicos mientras que conduzca

CÓDIGO DE REGLAMENTOS, TÍTULO 5

300-307 Deberes de estudiantes

CÓDIGO DE LOS ESTADOS UNIDOS, T TULO 42

20 USC 1681-1688 Título IX, 1972 Enmiendas del Acto de Educación

DECISIONES DE LA CORTE

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

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Safe Schools: Strategies for Boards to Insure Student Success, 2011 - Escuelas Seguras: Estrategias para Mesas Directivas para Asegurar el Éxito Estudiantil, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 - Proporcionar un Ambiente Escolar Seguro, No discriminatorio para Todos los Estudiantes, Resumen de Política, abril 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 -Intimidación por Cíber: Consideraciones para las Mesas, Resumen de Política, julio 2007

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Intimidación en la Escuela, 2003

SITIOS DE LA RED

CSBA - (Asociación de Mesas Directivas de California): http://www.csba.org

California Department of Education, Safe Schools Office - (Departamento de Educación de California, Oficina de Escuelas Seguras): http://www.cde.ca.gov/ls/ss

Center for Safe and Responsible Internet Use - (Centro para el Uso de Internet Seguro y Responsable): https://www.ewa.org/organization/center-safe-and-responsible-internet-use

National School Safety Center - (Centro Nacional de Seguridad Escolar): http://www.schoolsafety.us

U.S. Department of Education - (Departamento de Educación de los E.E.U.U.): http://www.ed.gov

Politica BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

La Mesa Directiva reconoce los efectos dañinos de la intimidación en el bienestar estudiantil, el aprendizaje estudiantil, y la asistencia y deceso de proporcionar un ambiente escolar seguro que protege a los estudiantes de daño físico y emocional. Ningún individuo o grupo, acosará, acosará, amenazará, intimidará, intimidará por ciber (cyberbullying), causará lesión corporal a, o comentará violencia físicamente, por escrito, verbal, visual, o por otros medios contra ningún estudiante o personal escolar, o tomará represalias contra ellos por archivar una queja o participar en el proceso de resolución de queja.

(cf. 5131 - Conducta)

(cf. 5136 - Pandillas)

(cf. 5145.3 - Contra la Discriminacion/Acoso)

(cf. 5145.7 - Acoso Sexual)

(cf. 5145.9 - Comportamiento Motivado por el Odio)

El Superintendente o su nombrado desarrollará estrategias para dirigirse a la intimidación en las escuelas del distrito con involucración de estudiantes, padres/tutores, y el personal. Como apropiado, el Superintendente o su nombrado también puede colaborar con servicios sociales, servicios de salud mental, la policía, cortes, y otras agencias y organizaciones de la comunidad en el desarrollo e implementación de estrategias efectivas para promover la seguridad en las escuelas y en la comunidad.

(cf. 1220 - Comités Consultivas de Ciudadanos)

(cf. 1400 - Relaciones Entre Otras Agencia de Gobierno y las Escuelas)

(cf. 6020 - Involucración de Padres)

Dichas estrategias se incorporarán en un plan comprensivo de seguridad y, al alcance posible, en el plan de responsabilidad y control local y otros planes aplicables del distrito y de la escuela.

(cf. 0420 - Planes de la Escuela/Concilios Consultivos)

(cf. 0450 - Plan Comprensivo de Seguridad)

(cf. 0460 - Plan de Responsabilidad y Control Local)

Cualquier queja de la intimidación se hará investigación y, si determinado de ser discriminatorio, resuelto conforme con la ley y los procedimientos de quejas uniformes del distrito especificado en AR 1312.3. Si, durante la investigación, se determina que una queja es sobre intimidación que no es discriminatoria, el director o su nombrado hará informe al querellante y tomará todas las acciones necesarias para resolver la queja.

(cf. 1312.3 - Procedimientos de Hacer Queja Uniformes)

Si el Superintendente o su nombrado cree que es en el mejor interés de un estudiante que ha sido víctima de acto de intimidación, como definido en el Código de Educación 48900, el Superintendente o su nombrado avisar a los padres/tutores del estudiante que el estudiante puede transferirse a otra escuela. Si los padres/tutores de un estudiante que ha sido la víctima de un acto de intimidación solicita una transferencia para el estudiante conforme al Código de Educación 46600, el Superintendente o su nombrado permitirá la transferencia conforme con la ley y la política del distrito sobre transferencias entre el mismo distritos o entre distritos, si aplicable.

(cf. 5116.1 - Inscripción Abierta Entre el Mismo Distrito)

(cf. 5117 - Inscripción Abierta Entre Distritos)

Cualquier empleado que permite o participa en intimidación o represalias relacionadas a la intimidación será sujeto a acción disciplinaria, hasta e incluyendo el despido.

(cf. 4118 - Despido/Suspensión/Acción Disciplinaria)

(cf. 4119.21/4219.21/4319.21 - Estándares Profesionales)

(cf. 4218 - Despido/Suspensión/Acción Disciplinaria)

Referencia Legal:

CÓDIGO DE EDUCACIÓN

200-262.4 Prohibición contra la discriminación

32282 Plan comprensiva de seguridad

32283.5 Intimidación; formación en línea

35181 Política de la mesa directiva sobre las responsabilidades de estudiantes

35291-35291.5 Reglas

46600 Transferencias de Estudiantes

48900-48925 Suspensión o expulsión

48985 Traducción de avisos

52060-52077 Plan de responsabilidad y de control local

CÓDIGO PENAL

422.55 Definición de crimen de odio

647 Uso de cámara u otro instrumento para invadir la privacidad de persona; delito de menor cuantía

647.7 Uso de cámara u otro instrumento para invadir la privacidad de persona; castigo

653.2 Dispositivos de comunicación electrónicos, amenazas a la seguridad

CÓDIGO DE REGLAMENTOS, TÍTULO 5

4600-4670 Procedimientos de hacer queja uniformes

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 47

254 Descuentos de servicio universales (e-rate) (tasa-e)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Contra la discriminación en base de discapacidad; quejas

CODIGO DE REGLAMENTOS FEDERALES, TÍTULO 34

104.7 Designación de empleado responsable para Sección 504

106.8 Designación de empleado responsable para Título IX

110.25 Notificación contra la discriminacion en la base de edad

DECISIONES DE LA CORTE

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

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Lavine v. Blaine School District, (2002) 279 F.3d 719

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Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 -Proporcionar un Ambiente Escolar Seguro, Contra la Discriminacio de los Estudiantes Transgéneros y los que No Conforman al Género, Resumen de Política, febrero 2014

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Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009 -Establecer Comunidades Saludables: Una Guía para Líderes Escolares para la Colaboración y Participación de la Comunidad

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Bullying Module - Módulo de Intimidación

California's Social and Emotional Learning: Guiding Principles, 2018 -Aprendizaje Social y Emocional de California: Guias de Dirección, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018 -Aprendizaje Social y Emocional de California: Una Guia a Recursos, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008 - Contenido de Estándares de la Educación de Salud para las Escuelas Públicas de California: Kindergarten Hasta el Nivel Académico Doce, 2008

Bullying at School, 2003 -Intimidación en la Escuela, 2003

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Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018 - Promover un Ambiente de Aprendizaje Seguro para Todos: Dirección y Políticas Modelos para Ayudar las Escuelas K-12 de California en Responder a los Asuntos de Inmigración, abril 2018

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California Office of the Attorney General - Oficina de Fiscal General de California: http://oag.ca.gov

Center on Great Teachers and Leaders - Centro de Maestros y Líderes Grandes: https://gtlcenter.org

Collaborative for Academic Social and Emotional Learning - Colaborativo para Aprendizaje Social y Emocional Academico: https://casel.org

Common Sense Media - El Sentido de Común de los Medios: http://www.commonsensemedia.org

National School Safety Center - Centro Nacional de Seguridad Escolar : http://www.schoolsafety.us

Partnership for Children and Youth -Asociación para Niños y Jóvenes : https://www.partnerforchildren.org

U.S. Department of Education -Departamento de Educación de los E.E.U.U.: http://www.ed.gov

Política BELLEVUE UNION SCHOOL DISTRICT

Adoptado 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Uso de Tecnología por el Estudiante E 6163.4 AR (Reglamento Administrativo)

El director o su nombrado supervisará el mantenimiento de los recursos de tecnología de cada escuela y puede establecer directivas y límites de su uso. Todo el personal de instrucción recibirán una copia de este reglamento administrativo, la politica acompañante de la Mesa Directiva, y el Acuerdo de Uso Aceptable del distrito describiendo las expectativas para el uso apropiado del sistema y también se proporcionará con información sobre el papel del personal en supervisar el uso de estudiante de los recursos tecnológicos. Todos los estudiantes usando estos recursos recibirán instrucción en su uso apropiado.

(cf. 0440 - Plan de Tecnología del Distrito)

(cf. 4040 - Uso de Tecnología por el Empleado)

(cf. 4131- Desarrollo Profesional)

(cf. 4231 - Desarrollo Profesional)

(cf. 4331 - Desarrollo Profesional)

Maestros, administradores, y/o especialistas de los medios de la biblioteca pre estrenarán los recursos tecnológicos y los sitios en línea que se van a usar para los propósitos de la instrucción para asegurar que son apropiados para el propósito previsto y la edad de los estudiantes.

(cf. 6163.1 - Centros de los Medios de la Biblioteca)

Servicios En línea/Internet: Obligaciones y Responsabilidades de Usuario

Los estudiantes son autorizados de usar el equipo del distrito para tomar acceso al Internet u otros servicios en línea en conforme con la política de la Mesa Directiva, las obligaciones y responsabilidades del usuario especificada abajo, y el Acuerdo de Uso Aceptable del distrito.

1. Al estudiante de cuyo nombre en la cuenta de servicios en línea se emite tiene la responsabilidad para su uso apropiado a todas horas. Los estudiantes mantendrán sus números de cuenta y contraseña personales privadas y sólo usarán la cuenta la cual a ellos se les ha asignado.

2. Los estudiantes usarán el sistema del distrito con seguridad, responsablemente, y principalmente para los propósitos educativos.

3. Los estudiantes no tomarán acceso, publicarán, entregarán, o mostrarán asuntos/materiales dañosos o inapropiados que son amenazadores, obscenos, disruptivos, o explicitamente sexuales, o que se pudieran interpretar como acoso o menosprecio de los demás en base de su raza/etnicidad, origen nacional, sexo, género, orientación sexual, edad, discapacidad, religión, o creencias políticas.

(cf. 5131 - Conducta)

(cf. 5145.3 - Contra la Discriminación/Acoso)

(cf. 5145.7 - Acoso Sexual)

(cf. 5145.9 - Comportamiento Motivado del Odio)

Asuntos/Materiales dañosos incluyen asuntos/materiales, tomados en total, a cual a una persona promedio, aplicando estándares contemporáneos de todo el estado, apela al interés lascivo y es material el cual representa o describe de una manera evidentemente ofensiva, conducta sexual y el cual carece de literatura seria, artística, política, o valor científica para los menores. (Código Penal 313)

4. A menos de otro modo dado instrucción por el personal escolar, los estudiantes no revelarán, usarán, ni diseminarán información de identificación personal sobre ellos mismos o de los demás cuando usando el correo electrónico, los salones de charla (chat rooms), u otras formas de comunicación electrónica directa. A los estudiantes también se les dará precaución de no revelar dicha información por otros medios a individuos contactados por Internet sin permiso de sus padres/tutores.

La información personal incluye el nombre del estudiante, la dirección, el número de teléfono, el número de Seguro Social, u otra información identificable personal.

5. Los estudiantes no usarán el sistema para animar el uso de drogas, alcohol, o tabaco, ni promoverán prácticas no éticas o cualquier actividad prohibida por ley, la política de la Mesa Directiva, o reglamentos administrativos.

(cf. 3513.3 - Escuelas Libre de Tabaco)

(cf. 5131.6 - Alcohol y Otras Drogas)

6. Los estudiantes no usarán el sistema para participar en actividades comerciales u otras con fines de lucro.

7. Los estudiantes no usarán el sistema para amenazar, intimidar, acosar, o poner en ridículo a otros estudiantes o personal.

8. Material con derechos de autor se publicará en línea solamente conforme con las leyes de derechos de autor aplicables. Cualquier material utilizado para los proyectos de hacer investigación se debe dar crédito apropiado como es el caso con cualquier otro recurso impreso de información.

(cf. 5131.9 - Honestidad Académica)

(cf. 6162.6 - Uso de Materiales con Derechos de Autor)

9. Los estudiantes no intencionalmente cargar, descargar, o crear virus de computadora y/o intentar maliciosamente de dañar o destruir el equipo o materiales del distrito o manipular los datos de cualquier otro usuario, incluyendo lo que se llama “pirateria” y en inglés "hacking."

(cf. 5131.5 - Vandalismo y Grafiti)

10. Los estudiantes no intentarán interferir con la habilidad de los demás usuarios de mandar o recibir correo electrónico, ni intentarán de leer, eliminar, copiar, modificar, o usar la identidad de otro individuo.

11. Los estudiantes deben hacer un informe de cualquier problema de seguridad o mal uso de los servicios al maestro o al director.

El distrito se reserva el derecho de supervisar el uso de los sistemas del distrito para uso inapropiado sin aviso o consentimiento previo. A los estudiantes se les avisará que los archivos de computación y las comunicaciones electrónicas, incluyendo el correo electrónico, no son privados y se puede tomar acceso por el distrito para el propósito de asegurar el uso apropiado.

(cf. 5145.12 - Búsqueda y Captura)

Cuando se encuentra a un estudiantes de haber violado la política de la Mesa Directiva, el reglamento administrativo, o el Acuerdo de Uso Aceptable del distrito, el director o su nombrado puede cancelar o limitar los privilegios usuarios del estudiante o aumentar la supervisión del uso del estudiante de los recursos tecnológicos del distrito, como sea apropiado. El uso inapropiado puede resultar en acción disciplinaria y/o acción legal conforme con la ley y política de la Mesa Directiva.

(cf. 5144 - Disciplina)

(cf. 5144.1 - Suspensión y Expulsión/Proceso Debido)

(cf. 5144.2 - Suspensión y Expulsión/Proceso Debido (Estudiantes con Discapacidades))

Reglamento BELLEVUE UNION SCHOOL DISTRICT

Aprobado: 7 de junio, 2013 Santa Rosa, California

GAMUT En línea Bellevue Union SD Uso de Tecnología por el Estudiante E 6163.4 BP (Política de la Mesa Directiva)

La Mesa Directiva tiene la intención que los recursos tecnológicos proporcionados por el distrito sean usados en una manera segura, responsable, y apropiada en apoyo del programa de instrucción y para el avance del aprendizaje estudiantil.

(cf. 0440 - Plan de Tecnología del Distrito)

(cf. 1113 - Sitios de la Red del Distrito y de la Escuela)

(cf. 4040 - Uso de Tecnología por el Empleado)

(cf. 5131 - Conducta)

(cf. 6163.1 - Centros de los Medios de la Biblioteca)

El Superintendente o su nombrado avisará a los estudiantes y a los padres/tutores sobre los usos autorizados de la computación del distrito, las obligaciones y responsabilidades del usuario, y las consecuencias del uso no autorizado y/o actividades ilegales conforme a los reglamentos del distrito y el Acuerdo de Uso Aceptable del distrito.

(cf. 5125.2 - Retención de Calificaciones, Diploma o Expedientes Académicos)

(cf. 5144 - Disciplina)

(cf. 5144.1 - Suspensión y Expulsión/Proceso Debido)

(cf. 5144.2 - Suspensión y Expulsión/Proceso Debido (Estudiantes con Discapacidades))

(cf. 5145.12 - Búsqueda y Captura)

Antes de que un estudiante tenga autorización de usar los recursos de tecnología del distrito, el estudiante y su padre/tutor firmarán y devolverán el Acuerdo de Uso Aceptable especificando las obligaciones y responsabilidades del usuario. En aquel acuerdo, el estudiante y su padre/tutor estarán de acuerdo de no tener responsable al distrito o a cualquier personal del distrito por la falta de medidas de protección tecnológica, violaciones de las restricciones de derechos de autor, o errores o negligencia por el usuario. Ellos también estarán de acuerdo en indemnizar y mantener indemne al distrito y el personal del distrito por cualquier daño o costos incurridos.

(cf. 6162.6 - Uso de Materiales con Derecho de Autor)

El Superintendente o su nombrado, con contribución de los estudiantes y personal apropiado, revisarán y actualizarán con regularidad esta política, el reglamento administrativo acompañante, y otros procedimientos relevantes paar aumentar la seguridad de estudiantes usando los recursos tecnológicos del distrito y de ayudar asegurar que el distrito se ajuste a tecnologías y circunstancias cambiantes.

Uso de Computación del Distrito para Servicios en Línea/Acceso Internet

El Superintendente o su nombrado asegurará que toda la computación del distrito con acceso Internet tenga medidas de protección tecnológicas que bloquea o filtra Internet a representaciones visuales que son obscenas, pornografía infantil, o dañosas a menores y que se cumpla con la operación de dichas medidas. (20 USC 6777, 47 USC 254)

Para reforzar estas medidas, el Superintendente o su nombrado implementarán reglas y procedimientos diseñados de restringir el acceso a estudiantes de asuntos/material dañoso o inapropiado en el Internet y de asegurar que los estudiantes no participen en actividades en línea que no sean autorizadas o son ilegales. El personal supervisará a los estudiantes mientras que usen los servicios en línea y puede tener ayudantes de maestros, ayudantes estudiantiles, y voluntarios ayudar en esta supervisión.

El Superintendente o su nombrado también establecerá reglamentos para dirigirse a la seguridad de estudiantes e información estudiantil cuando usando el correo electrónico, los salones de charla (chat rooms), y otras formas de comunicación electrónica directa.

El Superintendente o su nombrado proporcionará instrucción apropiada a la edad sobre el comportamiento seguro y apropiado en los sitios sociales de la red, los salones de charla (chat rooms), y otros servicios del Internet. Dicha instrucción incluirá, pero no limitado a, los peligros de publicar información personal en línea, tergiversación por depredadores en línea, cómo hacer informe de contenido o amenazas inapropiadas u ofensivas, comportamientos que constituyen intimidación cíber (cyberbullying), y cómo responder cuando sujeto a intimidación cíber.

Uso por estudiante de computación del distrito para tomar acceso a los sitios sociales de la red fuera de aquellos permitidos por su maestro se prohíbe. A la medida posible, el Superintendente o su nombrado bloqueará acceso a dichos sitios en la computación del distrito con acceso Internet.

Referencia Legal:

CÓDIGO DE EDUCACIÓN

51006 Educación y recursos de computación

51007 Programas que fortalecen destrezas tecnológicas

51870-51874 Tecnología de educación

60044 Materiales de instrucción prohibidas

CODIGO PENAL

313 Asuntos/Materiales Dañosos

502 Crímenes de computación, remedios

632 Escuchando a escondidas o grabando comunicaciones confidenciales

653.2 Dispositivos de comunicación electrónica, amenazas a la seguridad

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 15

6501-6506 Acto de Protección de Privacidad de Niños en Línea

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 20

6751-6777 Acto de Aumentar la Educación Por Medios de Tecnología, Título II, Parte D, especialmente:

6777 Seguridad de Internet

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 47

254 Descuentos de servicio universal (E-rate) (tasa-E)

CÓDIGO DE REGLAMENTOS FEDERALES, TÍTULO 16

312.1-312.12 Acto de Protección de Privacidad de Niños en Línea

CÓDIGO DE REGLAMENTOS FEDERALES, TÍTULO 47

54.520 Política de seguridad de Internet y medidas de protección tecnológica, descuentos E-rate (tasa-E)

Recursos Administrativos:

PUBLICACIONES CABA (Asociación de Mesas Directivas de California)

Intimidación Ciber (Cyberbullying): Consideraciones de la Política para las Mesas Directivas, Resumen de Política, julio 2007

PUBLICACIONES DE LA COMISIÓN DE COMERCIO FEDERAL

Cómo Proteger la Privacidad de Niño en Línea: Una Guía para Maestros, diciembre 2000

PUBLICACIONES DE MY SPACE.COM

La Guia Oficial de Administrador Escolar para Entender MySpace y Resolver Asuntos de la Red Social

SITIOS DE LA RED

CSBA -ASOCIACION DE MESAS DIRECTIVAS DE CALIFORNIA: http://www.csba.org

American Library Association -Asociación Americana de Bibliotecas: http://www.ala.org

California Coalition for Children's Internet Safety- Coalición de California para la Seguridad de Niños en Internet: http://www.cybersafety.ca.gov

California Department of Education - Departamento de Educación de California: http://www.cde.ca.gov

Center for Safe and Responsible Internet Use - Centro para Uso Seguro y Responsable de Internet: http://csriu.org

Federal Communications Commission -Comisión de Comunicaciones Federales: http://www.fcc.gov

Federal Trade Commission, Children's Online Privacy Protection -Comisión de Comercio Federal, Protección de Privacidad de Niño en Línea: http://www.ftc.gov/privacy/privacyinitiatives/childrens.html

U.S. Department of Education -Departamento de Educación de los E.E.U.U.: http://www.ed.gov

Web Wise Kids -Sitio de la red de Niños Inteligentes: http://www.webwisekids.org

Politica BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 7 de junio, 2013 Santa Rosa, California

12)Sexual Harassment

Sexual Harassment Policy

Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of substantially interfering with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student to Student or Staff to Student Sexual Harassment

Staff Training

All teachers participate in training at the start of each academic year.

Senate Bill 1234

The Legislature has recently defined "gender" for purposes of identifying hate crimes and eliminating unlawful discrimination in public schools in SB 1234, amending Penal Code Section 422.58 as follows:

"Gender" means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

(Outside Source): Full text of Senate Bill 1234 (Chapter 70, Stats of 2004).

Education Code that specifically addresses gender discrimination is listed below:

Education Code sections 200-201 (Outside Source)

Education Code sections 210-214 (Outside Source)

Education Code sections 220-221.1 (Outside Source)

Education Code sections 221.5-231.5 (Outside Source)

Política de Acoso Sexual

Definición

"Acoso Sexual incluye " avances sexuales no deseados, solicitudes para favores sexuales, contacto físico motivado sexualmente, u otra conducta o comunicación verbal o física de una índole sexual,' cuando ***cualquier de cuatro condiciones*** se cumplen:

1. La sumisión a la conducta o comunicación se hace un término o condición, sea explícita o implícita, de obtener educación;
2. La sumisión o rechazo de conducta o comunicación se usa como un factor en las decisiones afectando la educación de esa persona;
3. La conducta o comunicación ha sido el propósito o efecto de sustancialmente interferir con la educación de una persona;
4. La conducta o comunicación crea un ambiente educativo "intimidante, hostil, u ofensivo."

Política Pertenciendo al Acoso Sexual

1. Estudiantes contra Estudiante
2. Estudiante contra Miembro del Personal
3. Miembro del Personal contra Estudiante
4. Miembro del Personal contra Miembro del Personal
5. Conocimiento de Estudiante a Estudiante o Personal a Estudiante del Acoso Sexual

Formación del Personal

Todos los maestros participan en la formación al principio de cada año académico.

Proyecto de Ley del Senado 1234

La legislatura recientemente ha definido "género" para los propósitos de identificar crímenes de odio y eliminar descriminación ilegal en las escuelas públicas en el proyecto de ley (SB 1234), enmendando el Código Penal Sección 422.58 por lo siguiente:

"Género" significa sexo, y incluye la identidad de género de una persona y la apariencia y comportamiento relacionado al género sea o no estereotipadamente asociado con el sexo asignado a la persona a nacer.

(Recurso Externo): Texto completo del Proyecto de Ley del Senado 1234 (Capítulo 70, Stats de 2004).

El Código de Educación que específicamente se dirige a la discrimnación de género se enumeran debajo:

Código de Educación secciones 200-201 (Recurso Externo)

Código de Educación secciones 210-214 (Recurso Externo)

Código de Educación secciones 220-221.1 (Recurso Externo)

Código de Educación secciones 221.5-231.5 (Recurso Externo)

13) School Discipline Rules and Procedures

School Discipline

Statement of Rules and Procedures On School Discipline

Education Code 44807:
"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

BUSD Discipline Policy

Positive Behavior Support and Intervention (PBIS previously known as BEST) is a program that has been implemented District wide to encourage positive behavior and to discourage inappropriate or unsafe behavior. The fundamentals of this program operate around three tenets:

Be Safe*, *Be Respectful* and *Be Responsible

These rules are broad enough to support all the areas of our school environment (the classroom, the playground and common areas) and specific enough to address individual behavior. There is a three tiered progressive approach to discipline.

Tier I

Classrooms-When problems occur in the classroom the first action is from the teacher. All teachers have a discipline policy that supports all students' needs. Teachers implement a variety of positive reinforcement strategies that encourage good behavior. If a student needs more support they will make accommodations for that student to enable them to follow the rules.

Recess/common areas- Student supervisors are trained to deal with a variety of student behaviors and conflicts. The student supervisors have been trained in Positive Behavior Support and Intervention. These strategies are used when managing student behavior . Tier 1 behaviors (minor behavior problems) do not require an Office visit by the student.

Tier II

Classrooms-Occasionally the classroom teacher needs to make a referral to the office for a student's behavior. When this occurs, the teacher completes the Behavior Tracking & Referral Form which provides documentation for the Office. Conflict mediation, 'pay it forward', use of classroom buddies are some strategies that are used to assist students with their behavior.

Recess/common areas- During recess, it is sometimes necessary for the Student Supervisors to make a referral to the Office. When this occurs, the Student Supervisor completes the Behavior Tracking & Referral Form designed specifically for these areas and sends the student to the Office. Similar strategies as above are implemented with the children to assist them with their behavior.

Tier III

Classroom/Recess/Common Areas- As stipulated per California Education Code, behavioral incidents may result in a suspension from school. Depending upon the specific infraction, in-house suspension may also be an option. Parents are contacted and participate in a conference with the Principal (either by telephone or in person).

Positive Support for Behavior

At BUSD School's there are many resources for behavioral support.
Student Success Team (SST): These are meetings between the teacher, parents, principal and support staff regarding either behavioral or academic concerns.
Counseling: A school psychologist is available two days per week to meet with students. A counselor through the CalSERVES program is also available two days/week.
Buddy Classrooms: Teachers from different grades pair up and provide a temporary quiet learning place for students if necessary.

Disciplina Escolar

Declaración de Reglas y Procedimientos sobre la Disciplina Escolar

Código de Educación 44807:
"Cada maestro en las escuelas públicas mantendrán a los estudiantes a una estricta cuenta de su conducta en el camino a y de la escuela, en los patios de jugar, o durante el recreo. Un maestro, vice director, el director, o cualquier otro empleado acreditado de un distrito escolar, no será sujeto a proceso criminal o penalidades criminales por el ejercicio, durante el desempeño de sus deberes, del mismo grado de control físico que un padre legalmente tuviera el privilegio de ejercer pero en ningún caso excederá la cantidad de control física razonablemente necesaria para mantener orden, proteger propiedad, o proteger la salud y seguridad de estudiantes, o de mantener las condiciones apropiadas para el aprendizaje."

Notificación a los Estudiantes y a los Padres

Código de Educación 35291:

1. Se notificarán a los padres y estudiantes de las reglas del Distrito y del sitio de la escuela perteneciendo a la disciplina estudiantil al principio del primer semestre, y al tiempo de inscripción para estudiantes que se inscriban a partir de entonces.
2. La política de disciplina se revisará anualmente con contribución del Equipo de Disciplina, los administradores del sitio, la seguridad del recinto, el personal, los estudiantes, y los padres.

Política de la Disciplina de BUSD

Apoyo e Intervención de Comportamiento Positivo (conocido por las siglas PBIS previamente conocido como BEST) es un programa que se ha implementado por todo el Distrito para animar el comportamiento positivo y de desanimar comportamiento inapropiado o no seguro. Los fundamentales de este programa funcionan alrededor tres principios:

Ser Seguro, Ser Respetuoso y Ser Responsable

Estas reglas son bastantes generales para apoyar todas las áreas de nuestro ambiente escolar (el salón, el patio de jugar y las áreas comunes) y bastantes

específicas para dirigirse al comportamiento individual. Hay una proposición progresiva de tres niveles a la disciplina.

Nivel I

Salones-Cuando problemas ocurran en el salón la primera acción es del maestro. Todos los maestros tienen una política de disciplina que apoya las necesidades de los estudiantes. Los maestros implementan una variedad de estrategias de refuerzo positivo que anima el comportamiento bueno. Si un estudiante necesita más apoyo ellos harán acomodaciones para aquel estudiante para permitirle seguir las reglas.

Áreas del Recreo/Comunes- Supervisores de estudiantes tienen formación para dirigirse al comportamiento y conflictos de estudiantes. Los supervisores de estudiantes han tenido formación en Apoyo e Intervención de Comportamiento Positivo. Estas estrategias se usan cuando dirigiéndose al comportamiento de estudiante. Comportamientos de Nivel 1 (problemas menores de comportamiento) no requieren que el estudiante visite la Oficina.

Nivel II

Salones- De vez en cuando el maestro del salón necesita hacer una recomendación a la oficina por el comportamiento del estudiante. Cuando esto ocurra, el maestro completa la forma que se llama en inglés Behavior Tracking & Referral Form (Forma de No Perder la Vista del Comportamiento y de Recomendación) la cual proporciona documentación para la Oficina. Mediación de conflicto, '*pay it forward*' (pagarlo adelante), uso de amigos del salón son algunas estrategias que se usan para ayudar a los estudiantes con su comportamiento.

Áreas de Recreo/Comunes- Durante el recreo, a veces es necesario para los Supervisores de Estudiantes hacer una recomendación a la Oficina. Cuando esto ocurra, el Supervisor de Estudiantes completa la Forma de No Perder la Vista del Comportamiento y de Recomendación diseñada específicamente para estas áreas y manda al estudiantes a la Oficina. Estrategias similares como las anteriores se implementan con los niños para ayudarles con su comportamiento.

Nivel III

Salones/Áreas de Recreo/Comunes - Como estipulado por el Código de Educación de California, incidentes de comportamiento pueden resultar en una suspensión de la escuela. Dependiendo de la infracción específica, la suspensión en la escuela también puede ser una opción. Se pone en contacto con los padres y ellos participan en una conferencia con el Director (sea por teléfono o en persona). from school.

Apoyo Positivo para el Comportamiento

En las Escuelas de BUSD hay muchos recursos para el apoyo de comportamiento.

Equipo de Éxito Estudiantil (SST): Estas son reuniones entre el maestro, los padres, el director y el personal de apoyo sobre el comportamiento o preocupaciones académicas.

Asesoramiento: Un psicólogo escolar está disponible dos días por semana para encontrarse con estudiantes. Un asesor por el programa CalSERVES también está disponible dos días a la semana.

Amigos de los Salones: Maestros de diferente niveles académicos se emparejan y proporcionan un quieto lugar temporal de aprendizaje para los estudiantes si es necesario.

14)School Wide dress code

Dress Code

Student Common Dress Policy Guidelines

Common Dress for all students:

- Pants: black, khaki, jeans.
- Shorts: black, khaki, jeans.
- Skirts: black, khaki, jeans.
- Collared shirt (polo shirt): black, white, burgundy.
- SCHOOL NAME shirt/sweatshirt.

No clothing that promotes or advertises tobacco, alcohol, and/or illegal substances.
Families that do not participate in the Student Common Dress must apply for a waiver. The process for obtaining annual waiver from BUSD Student Common Dress Policy is as follows:

- Parent meets with Principal to request the waiver
- Parent is provided with information sources explaining Common Dress Policy
- An administrative conference is held after parents have read the Common Dress information sources to clarify misconceptions, explain the policy or provide assistance.
- Parent documents in writing the reasons for the waiver request.
- The school administration's role is to facilitate and support parents regarding common dress. No student will be pressured or discriminated against for choices made following these guidelines (E. C. 35183)
- Students with waivers must abide by the student dress code general clothing requirements.
- Families that require financial assistance should submit a claim to the School Site and common dress will be provided for them.
- Students that outgrow shirts only, will be able to turn them in to the office. All recycled shirts must be in "good" or "excellent" condition: no holes, obvious stains or marks.
- Common Dress waivers must be renewed each academic year.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

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827 F.Supp. 1459

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Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and do not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 0415 - Equity)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The district shall not discriminate against employees based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Government Code 12926)

The district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12926 Definitions

12940 Unfair employment practices

12949 Dress standards, consistency with gender identity

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San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

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PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

Transgender Rights in the Workplace

WEB SITES

California Department of Fair Employment and Housing: https://www.dfeh.ca.gov

Public Employment Relations Board: http://www.perb.ca.gov

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(cf. 0415 - Equity)

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Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

2. Appropriate shoes must be worn at all times.

3. Hats, caps, and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

(cf. 3260 - Fees and Charges)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(cf. 5141.7 - Sun Safety)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

Parents/guardians shall also be informed of their right to have their child exempted.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: August 20, 2019 Santa Rosa, California

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

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Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

Prevention, Intervention, and Suppression Measures

The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, the following measures shall be implemented:

1. Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:

a. The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.

b. The student may be sent home to change clothes if necessary.

(cf. 5132 - Dress and Grooming)

c. The student's behaviors and progress in school shall be documented, including attendance and grades.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

(cf. 6164.2 - Guidance/Counseling Services)

d. Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.

e. Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.

f. Students shall be offered help in rejecting gang associations, including possible referral to community-based gang suppression and prevention organizations.

g. Law enforcement shall be notified if the student is suspected of being involved in gangs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

2. Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.

(cf. 3515 - Campus Security)

(cf. 5131.5 - Vandalism and Graffiti)

3. Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and shall:

a. Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities

b. Explain the dangers of gang membership

c. Provide counseling for targeted at-risk students

d. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance, and mediation skills

(cf. 5131.2 - Bullying)

e. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang

f. Provide school-to-career instruction

g. Provide positive interaction with local law enforcement

(cf. 5137 - Positive School Climate)

4. Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Parent/Guardian and Community Outreach

The Superintendent or designee may offer gang prevention classes or counseling for parents/guardians which may address the following topics:

1. The reasons students join gangs

2. The dangers and consequences of gang membership

3. Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion

4. The nature of local gang apparel and graffiti

5. Effective parenting techniques and planning family time

6. Conflict resolution techniques

In addition, the Superintendent or designee may offer community programs that address the scope and nature of local gang problems and strategies by which each segment of the community may alleviate gang problems.

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: July 21, 2020 Santa Rosa, California

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5137 - Positive School Climate)

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

(cf. 5020 - Parent Involvement)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

(cf. 5131.2 - Bullying)

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

(cf. 5132 - Dress and Grooming)

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Preschool/Early Childhood Education)

(cf. 5148.3 - Before/After School Programs)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

48907 Student exercise of free expression

48950 Student freedom of speech

51264 Educational in-service training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention in-service training

51266-51266.5 Model gang and substance abuse prevention curriculum

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

LOS ANGELES POLICE DEPARTMENT PUBLICATIONS

Why Young People Join Gangs

NATIONAL GANG CENTER PUBLICATIONS

Strategic Planning Tool

Gangs in Schools, March 2019

Parents' Guide to Gangs, July 2015

WEB SITES

California Cities Gang Prevention Network: http://www.ccgpn.org

California Department of Education: https://www.cde.ca.gov/ls/ss/sa

Gang Resistance Education and Training: https://www.great-online.org/GREAT-Home

Los Angeles Police Department, Gangs:
http://www.lapdonline.org/get_informed/content_basic_view/1396

Homeboy Industries: https://homeboyindustries.org

National Gang Center: https://www.nationalgangcenter.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

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Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: July 21, 2020 Santa Rosa, California

Código de Vestimenta

Directivas de Política de Vestimenta Común de Estudiantes

Vestimenta Común para todos los estudiantes:

- Pantalones: color negro, caqui, jeans.
- Pantalones Cortos: color negro, caqui, jeans.
- Faldas: color negro, caqui, jeans.
- Camisa con Cuello (camisa polo): color negro, blanco, borgoña.
- Camisa/Sudadera con el NOMBRE DE LA ESCUELA.

Ninguna ropa que promueve o anuncia tabaco, o alcohol, y/o sustancias ilegales.
Las familias que no participan en Vestimenta Común de Estudiantes tienen que solicitar una renuncia. El proceso de obtener renunciación anual de la Políticas de Vestimenta Común de Estudiantes de BUSD es por lo siguiente:

- El padre se reúne con el Director para solicitar una renuncia.
- Se proporciona al padre con recursos de información explicando la Política de Vestimenta Común.
- Se toma una conferencia administrativa después de que los padres han leído los recursos de información de Vestimenta Común para aclarar los conceptos erróneos, explicar la política o proporcionar ayuda.
- El Padre documenta por escrito las razones para la solicitud de la renuncia.
- El papel de la administración escolar es facilitar y apoyar a los padres sobre la vestimenta común. Ningún estudiante será presionado ni discriminado por elecciones hechas siguiendo estas directivas. (E. C. 35183)
- Los estudiantes con renuncias tienen que atenerse a los requisitos del código de vestimenta general.
- Las familias que requieren ayuda financiera deben entregar una reclamación al Sitio Escolar y se les proporcionará vestimenta común.
- Los estudiantes que dejan atrás solamente las camisas, van a poder devolverlas a la oficina. Todas las camisas recicladas tienen que estar en condición "buena" o "excelente": ningún agujero, manchas obvias, o marcas.
- Las Renuncias de Vestimenta Común se tienen que renovar cada año académico.

La Mesa Directiva cree que vestimenta y aseo apropiado contribuyen a un ambiente de aprendizaje productivo. La Mesa Directiva espera que los estudiantes lleven ropa que sea adecuada para las actividades escolares en las cuales participan. Los estudiantes no deben llevar ropa que presenta un peligro a la salud o seguridad o causa una interrupción sustancial al programa educativo.

(cf. 4119.22/4219.22/4319.22 - Vestimenta y Aseo)

Las reglas del distrito y de la escuela perteneciendo a la vestimenta de estudiante se incluirá en los manuales de estudiantes, se pueden publicar en las oficinas de las escuelas y en los salones, y se pueden periódicamente repasar con todos los estudiantes como sea necesario.

No se prohíbe a los estudiantes vestirse de una manera consistente con su identidad de género o expresión de género o con su observancia religiosa o cultural.

(cf. 5145.3 - Contra la discriminación/Acoso)

(cf. 5145.7 - Acoso Sexual)

Además, el código de vestimenta no discriminará contra estudiantes en base de su textura de cabello y estilos protectores, incluyendo, pero no limitado a, trenzas, rastas (locks), y cabello enroscado. (Código de Educación 212.1)

El director o su nombrado tiene la autorización de cumplir con esta política y avisará a cualquier estudiantes que no razonablemente conforme al código de vestimenta. El código de vestimenta no se hará cumplir de ningún modo que discrimine contra un punto de vista particular o resulte en una desproporcionada aplicación del código de vestimenta en base del género, orientación sexual, raza, etnicidad, ingresos de hogar, tipo de cuerpo o tamaño del estudiante.

(cf. 0410 - Contra la discriminacion en los Programas y Actividades del Distrito)

(cf. 0415 - Equidad)

(cf. 5145.2 - Libertad de Expresión/Expresión)

Se avisará a los administradores escolares, maestros, y otro personal de cumplimiento apropiado y equitativo del código de vestimenta.

(cf. 4131 - Desarrollo Profesional)

(cf. 4231 - Desarrollo Profesional)

(cf. 4331 - Desarrollo Profesional)

Cuando sea factible, los estudiantes no se dirigirán a corregir una violación del código de vestimenta durante la hora de instrucción o en frente de los demás estudiantes.

Violaciones repetidas o negación de cumplir con el código de vestimenta del distrito puede resultar en acción disciplinaria.

(cf. 5144 - Disciplina)

Ropa Relacionada a las Pandillas

El director, el personal, y los padres/tutores en una escuela pueden establecer un código de vestimenta razonable que prohíbe a los estudiantes de llevar ropa relacionada a las pandillas cuando hay prueba de una presencia de pandillas que interrumpa o amenace las actividades de la escuela. Dicho código de vestimenta propuesto se presentará a la Mesa Directiva, la cual aprobará el plan a determinar que es necesario proteger la salud y seguridad del ambiente escolar. El código de vestimenta se puede incluir en el plan comprensivo de seguridad. (Código de Educación 35183)

(cf. 0450 - Plan Comprensivo de Seguridad)

(cf. 5136 - Pandillas)

Cuando se determinen artículos específicos de ropa que se puede definir como ropa de pandillas, la escuela asegurará que la determinación es libre de prejuicio en base de la raza, etnicidad, origen nacional, estado de inmigracion, u otras características protegidas.

Uniformes

La Mesa Directiva puede aprobar un código de vestimenta iniciado por la escuela que requiere a los estudiantes llevar un uniforme de la escuela cuando la Mesa Directiva determina que dicho código de vestimenta promoverá la realización estudiantil, un ambiente de escuela positivo, y/o la seguridad de los estudiantes.

El Superintendente o su nombrado establecerá procedimientos por lo cual los padres/tutores pueden elegir tener a sus niños exentos de la política de uniforme de la escuela. Los estudiantes no serán penalizados académicamente, de otro modo, discriminados, o negados asistencia a la escuela si sus padre/tutores así lo deciden. (Código de Educación 35183)

El Superintendente o su nombrado asegurará que recursos se identifican para ayudar a los estudiantes desfavorecidos económicamente en obtener uniformes. (Código de Educación 35183)

Referencia Legal:

CÓDIGO DE EDUCACIÓN

212.1 Contra la discriminación en base de raza o etnicidad

220 Contra la discriminación

32281 Planes de seguridad de la escuela

35183 Códigos de vestimenta de la escuela; uniformes

35183.5 Ropa de protección solar

48907 Ejercicio de libertad de expresión de estudiante

49066 Calificaciones; efecto de ropa de la clase de la educación

DECISIONES DE LA CORTE

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Adoptada: 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Vestimenta y Aseo 4219.22 BP (Política de la Mesa Directiva)

La Mesa Directiva cree que vestimenta y aseo para los empleados del distrito contribuyen a un ambiente de aprendizaje productivo y es modelo de comportamiento positivo. Durante las horas escolares y en las actividades escolares, los empleados mantendrán estándares de vestimenta y aseo que muestra su alto respeto para la educación, presenta una imagen consistente con sus responsabilidades de trabajo y asignación, y no pone en peligro la salud o seguridad de empleados ni de los estudiantes. Todos los empleados estarán sujetos a los mismos estándares a menos que su asignación proporcione vestimenta modificada como aprobado por su supervisor.

(cf. 0415 - Equidad)

(cf. 4118 - Despido/Suspensión/Acción Disciplinaria)

(cf. 4119.21/4219.21/4319.21 - Estándares Profesionales)

(cf. 4119.25/4219.25/4319.25 - Actividades Políticas de Empleados)

(cf. 4218 - Despido/Suspensión/Acción Disciplinaria)

El distrito permitirá a los empleados aparecer y vestirse de una manera consistente con su identidad de género o expresión de género. (Código de Gobierno 12949)

(cf. 0410 - Contra la Discriminacion en Programas y Actividades del Distrito)

(cf. 4030 - Contra la Discriminacion en el Empleo)

(cf. 4119.11/4219.11/4319.11 - Acoso Sexual)

El distrito no discriminará contra empleados en base de su textura de cabello y estilos protectores, incluyendo, pero no limitado a, trenzas, rastas (locks), y cabello enroscado. (Código de Gobierno 12926)

El distrito no despedirá a un empleado, discriminará contra un empleado de compensación o en términos, condiciones, o privilegios de empleo, o negará contratar a un solicitante de trabajo en la base de su vestimenta religioso o sus prácticas de aseo. (Código de Gobierno 12926, 12940)

Esta política se presentará a los empleados a contratarles, por el manual de empleo u otros medios apropiados, y puede ser periódicamente revisada con todos los empleados como sea necesario.

Referencia Legal:

CÓDIGO DE EDUCACIÓN

35160 Autoridad de las mesas directivas

35160.1 Autoridad en general de los distritos escolares

CÓDIGO DE GOBIERNO

3543.2 Alcance de representación

12926 Definiciones

12940 Prácticas injustas del empleo

12949 Estándares de vestiment, consistencia con la identidad de género

DECISIONES DE LA CORTE

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 838

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

DECISIONES DE LA MESA DE RELACIONES DEL EMPLEO PÚBLICO

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Recursos Administrativos:

PUBLICACIONES DEL DEPARTAMENTO DE EMPLEO Y VIVIENDA JUSTA DE CALIFORNIA

Transgender Rights en the Workplace - Derechos de Transgénero en el Sitio de Trabajo

SITIOS DE LA RED

California Department of Fair Employment and Housing -Departamento de Empleo y Vivienda Justa de California: https://www.dfeh.ca.gov

Public Employment Relations Board - Mesa de Relaciones de Empleo Público: http://www.perb.ca.gov

Políitica BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Vestimenta y Aseo 4319.22 BP (Política de la Mesa Directiva)

La Mesa Directiva cree que vestimenta y aseo para los empleados del distrito contribuyen a un ambiente de aprendizaje productivo y es modelo de comportamiento positivo. Durante las horas escolares y en las actividades escolares, los empleados mantendrán estándares de vestimenta y aseo que muestra su alto respeto para la educación, presenta una imagen consistente con sus responsabilidades de trabajo y asignación, y no pone en peligro la salud o seguridad de empleados ni de los estudiantes. Todos los empleados estarán sujetos a los mismos estándares a menos que su asignación proporcione vestimenta modificada como aprobado por su supervisor.

(cf. 0415 - Equidad)

(cf. 4118 - Despido/Suspensión/Acción Disciplinaria)

(cf. 4119.21/4219.21/4319.21 - Estándares Profesionales)

(cf. 4119.25/4219.25/4319.25 - Actividades Políticas de Empleados)

(cf. 4218 - Despido/Suspensión/Acción Disciplinaria)

El distrito permitirá a los empleados aparecer y vestirse de una manera consistente con su identidad de género o expresión de género. (Código de Gobierno 12949)

(cf. 0410 - Contra la Discriminación en los Programas y Actividades del Distrito)

(cf. 4030 - Contra la Discriminación en el Empleo)

(cf. 4119.11/4219.11/4319.11 - Acoso Sexual)

El distrito no discriminará contra empleados en base de su textura de cabello y estilos protectores, incluyendo, pero no limitado a, trenzas, rastas (locks), y cabello enroscado. (Código de Gobierno 12926)

El distrito no despedirá a un empleado, discriminará contra un empleado de compensación o en términos, condiciones, o privilegios de empleo, o negará contratar a un solicitante de trabajo en la base de su vestimenta religioso o sus prácticas de aseo. (Código de Gobierno 12926, 12940)

Esta política se presentará a los empleados a contratarles, por el manual de empleo u otros medios apropiados, y puede ser periódicamente revisada con todos los empleados como sea necesario.

Referencia Legal:

CÓDIGO DE EDUCACIÓN

35160 Autoridad de las mesas directivas

35160.1 Autoridad en general de los distritos escolares

CÓDIGO DE GOBIERNO

3543.2 Alcance de representación

12926 Definiciones

12940 Prácticas injustas del empleo

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San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 838

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Recursos Administrativos:

PUBLICACIONES DEL DEPARTAMENTO DE EMPLEO Y VIVIENDA JUSTA DE CALIFORNIA

Transgender Rights en the Workplace - Derechos de Transgénero en el Sitio de Trabajo

SITIOS DE LA RED

California Department of Fair Employment and Housing -Departamento de Empleo y Vivienda Justa de California: https://www.dfeh.ca.gov

Public Employment Relations Board - Mesa de Relaciones de Empleo Público: http://www.perb.ca.gov

Políitica BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Vestimenta y Aseo 5132 AR (Reglamento Administrativo)

En cooperación con los maestros, estudiantes, y padres/tutores, el director o su nombrado puede establecer reglas de la escuela que rigen la vestimenta y aseo las cuales son consistentes con la ley, la política de la Mesa Directiva, y los reglamentos administrativos. Estos códigos de vestuario se revisarán con regularidad.

(cf. 0420 - Planes de Escuela/Concilios Escolares)

Las siguientes directivas se aplicarán a todas las actividades escolares regulares:

1. Ropa, joyas, y artículos personales serán libres de escritura, dibujos,o cualquier otra insignia la cual es vulgar, lascivo, obsceno, profano, sexualmente sugerente la cual promueve el uso de alcohol, drogas, tabaco y otra actividad ilegal.

2. Se tienen que llevar zapatos apropiados a todas horas.

3. Sombreros, gorras, y otros cubrimientos de la cabeza no se llevarán adentro.

4. La ropa será suficiente para esconder ropa interior, Camisas transparentes y abdomen desnudo se prohíben.

El código de vestimenta se modificará como sea apropiado para acomodar la observancia religiosa o cultural de un estudiante, condición de salud u otra circunstancia la cual se considera necesaria por el director o su nombrado. Además, el director o su nombrado puede imponer requisitos de vestimenta para acomodar las necesidades de actividades especiales escolares, las clases de educación física, y otras actividades extracurriculares y cocurriculares.

(cf. 3260 - Tarifa y Cargos)

(cf. 6142.7 - Educación Física y Actividad)

(cf. 6145 - Actividades Extracurriculares y Cocurriculares)

(cf. 6145.2 - Competición Atlética)

Ninguna calificación de un estudiante participando en una clase de educación física se afectará adversamente si el estudiante no lleva ropa estandarizada de la educación física debido a las circunstancia más allá del control del estudiante. (Código de Educación 49066)

(cf. 5121 - Calificaciones/Evaluación de Realización Estudiantil)

Se permitirá a los estudiantes llevar ropa de protección solar, incluyendo pero no limitado a sombreros para el uso afuera durante el día escolar. (Código de Educación 35183.5)

(cf. 5141.7 - Seguridad Solar)

Ropa Relacionada a las Pandillas

En las escuelas individuales que tienen un código de vestimenta prohibiendo ropa relacionada a las pandillas en la escuela o en las actividades escolares, el director, el personal, y los padres/tutores participando en el desarrollo del plan de seguridad de la escuela definirá "ropa relacionada a las pandillas" y limitará esta definición a ropa que razonablemente se puede determinar amenazar la salud y segurida del ambiente escolar si llevado o mostrado en el recinto escolar. (Código de Educación 32282)

Debido a que los símbolos relacionados a las pandillas están constantemente cambiando, las definiciones de ropa relacionada a las pandillas se revisarán por lo menos una vez cada semestre y actualizadas cuando información relacionada se reciba. Como sea necesario, la escuela colaborará con las agencias policiacas para actualizar las definiciones de ropa relacionada a las pandillas.

Uniformes

Se avisará a los padres/tutores de su derecho de tener a su niño exento.

Se permitirá a los estudiantes que participan en una organización de jóvenes reconocida nacionalmente llevar uniformes los días cuando la organización tiene una reunión programada. (Código de Educación 35183)

Regulamento BELLEVUE UNION SCHOOL DISTRICT

Aprobado: 20 de agosto, 2019 Santa Rosa, California

GAMUT En línea Bellevue Union SD Vestimenta y Aseo 5132 BP (Política de la Mesa Directiva)

La Mesa Directiva cree que vestimenta y aseo apropiado contribuyen a un ambiente de aprendizaje productivo. La Mesa Directiva espera que los estudiantes lleven ropa que sea adecuada para las actividades escolares en las cuales participan. Los estudiantes no deben llevar ropa que presenta un peligro a la salud o seguridad o causa una interrupción sustancial al programa educativo.

(cf. 4119.22/4219.22/4319.22 - Vestimenta y Aseo)

Las reglas del distrito y de la escuela perteneciendo a la vestimenta de estudiante se incluirá en los manuales de estudiantes, se pueden publicar en las oficinas de las escuelas y en los salones, y se pueden periódicamente repasar con todos los estudiantes como sea necesario.

No se prohíbe a los estudiantes vestirse de una manera consistente con su identidad de género o expresión de género o con su observancia religiosa o cultural.

(cf. 5145.3 - Contra la discriminación/Acoso)

(cf. 5145.7 - Acoso Sexual)

Además, el código de vestimenta no discriminará contra estudiantes en base de su textura de cabello y estilos protectores, incluyendo, pero no limitado a, trenzas, rastas (locks), y cabello enroscado. (Código de Educación 212.1)

El director o su nombrado tiene la autorización de cumplir con esta política y avisará a cualquier estudiantes que no razonablemente conforme al código de vestimenta. El código de vestimenta no se hará cumplir de ningún modo que discrimine contra un punto de vista particular o resulte en una desproporcionada aplicación del código de vestimenta en base del género, orientación sexual, raza, etnicidad, ingresos de hogar, tipo de cuerpo o tamaño del estudiante.

(cf. 0410 - Contra la discriminacion en los Programas y Actividades del Distrito)

(cf. 0415 - Equidad)

(cf. 5145.2 - Libertad de Expresión/Expresión)

Se avisará a los administradores escolares, maestros, y otro personal de cumplimiento apropiado y equitativo del código de vestimenta.

(cf. 4131 - Desarrollo Profesional)

(cf. 4231 - Desarrollo Profesional)

(cf. 4331 - Desarrollo Profesional)

Cuando sea factible, los estudiantes no se dirigirán a corregir una violación del código de vestimenta durante la hora de instrucción o en frente de los demás estudiantes.

Violaciones repetidas o negación de cumplir con el código de vestimenta del distrito puede resultar en acción disciplinaria.

(cf. 5144 - Disciplina)

Ropa Relacionada a las Pandillas

El director, el personal, y los padres/tutores en una escuela pueden establecer un código de vestimenta razonable que prohíbe a los estudiantes de llevar ropa relacionada a las pandillas cuando hay prueba de una presencia de pandillas que interrumpa o amenace las actividades de la escuela. Dicho código de vestimenta propuesto se presentará a la Mesa Directiva, la cual aprobará el plan a determinar que es necesario proteger la salud y seguridad del ambiente escolar. El código de vestimenta se puede incluir en el plan comprensivo de seguridad. (Código de Educación 35183)

(cf. 0450 - Plan Comprensivo de Seguridad)

(cf. 5136 - Pandillas)

Cuando se determinen artículos específicos de ropa que se puede definir como ropa de pandillas, la escuela asegurará que la determinación es libre de prejuicio en base de la raza, etnicidad, origen nacional, estado de inmigracion, u otras características protegidas.

Uniformes

La Mesa Directiva puede aprobar un código de vestimenta iniciado por la escuela que requiere a los estudiantes llevar un uniforme de la escuela cuando la Mesa Directiva determina que dicho código de vestimenta promoverá la realización estudiantil, un ambiente de escuela positivo, y/o la seguridad de los estudiantes.

El Superintendente o su nombrado establecerá procedimientos por lo cual los padres/tutores pueden elegir tener a sus niños exentos de la política de uniforme de la escuela. Los estudiantes no serán penalizados académicamente, de otro modo, discriminados, o negados asistencia a la escuela si sus padre/tutores así lo deciden. (Código de Educación 35183)

El Superintendente o su nombrado asegurará que recursos se identifican para ayudar a los estudiantes desfavorecidos económicamente en obtener uniformes. (Código de Educación 35183)

Referencia Legal:

CÓDIGO DE EDUCACIÓN

212.1 Contra la discriminación en base de raza o etnicidad

220 Contra la discriminación

32281 Planes de seguridad de la escuela

35183 Códigos de vestimenta de la escuela; uniformes

35183.5 Ropa de protección solar

48907 Ejercicio de libertad de expresión de estudiante

49066 Calificaciones; efecto de ropa de la clase de la educación

DECISIONES DE LA CORTE

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Política BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

Prevención, Intervención, y Medidas de Supresión

Se informará al Superintendente o su nombrado del historial de pandillas en el distrito y en la comunidad, hacer evaluaciones de actividades actuales de pandillas en los sitios escolares, y documentar y hacer seguimiento de los incidentes relacionados a las pandillas.

Para desanimar la influencia de pandillas, las siguientes medidas se implementarán:

1. Cualquier estudiante sospechado de afiliación con pandillas en base de la muestra de comportamiento, gestos, parafernalia se referirá al director o su nombrado, y las siguientes acciones se tomarán como sea apropiado:

a. Se pondrá en contacto con el padres/tutor del estudiantes y se le puede pedir de reunirse con el personal escolar para proactivamente dirigirlas a la preocupación y ser incluido como parte de la solución.

b. Se puede mandar a casa al estudiante para cambiarse de ropa si es necesario.

(cf. 5132 - Vestimenta y Aseo)

c. El comportamiento y progreso en la escuela del estudiante se documentará, incluyendo la asistencia y calificaciones.

(cf. 5113 - Ausencia y Excusas)

(cf. 5113.1 - Absentismo Crónico y Hacer Novillos)

(cf. 5113.11 - Supervisión de Asistencia)

(cf. 5113.12 - Mesa de Repaso de Asistencia Escolar del Distrito)

(cf. 6164.2 - Dirección/Servicios de Asesoramiento)

d. Técnicas de intervención tal como proporcionar mentor, apoyo académico, y un sistema de servicio de apoyo incluso se implementará para ayudar al estudiante a librarse de la participación en la involucración de pandillas.

e. Disciplina y responsabilidad consistentes y graduadas se implementará cuando sea apropiado y combinado con apoyo positivo usando estrategias de resolución de conflicto y otras prácticas de justicia restaurativa mostradas de ser efectivas con los jóvenes involucrados con pandillas.

f. Se ofrecerá a los estudiantes ayuda en rechazar las asociaciones de pandillas, incluyendo recomendaciones posibles a organizaciones de supresión y prevención de las pandillas en base de la comunidad.

g. Se avisará a la policía si el estudiante se sospecha de estar involucrado en pandillas.

(cf. 1400 - Relaciones Entre Ortas Agencia de Gobierno y las Escuelas)

2. Cualquier grafiti en las locales de la escuela se removerán, llevarán, o pintarán tan pronto como se descubran. El grafiti se documentará y se tomará fotografía antes de que se remueva. Estas fotografías se compartirán con las autoridades de la policía local y serán usadas en procedimientos disciplinarios futuros o acción criminal contra los delincuentes. Esta información también se puede usar para determinar si una amenaza o incidente es inminente.

(cf. 3515 - Seguridad del Recinto)

(cf. 5131.5 - Vandalismo y Grafiti)

3. Programas del salón y los después del horario escolar regular pueden incluir lecciones de prevención de pandillas que se enseñan conjuntamente por los maestros, asesores, la policía, y/u otras organizaciones que tengan conocimiento sobre la prevención de pandilla y incluirán:

a. Proporcionar aprendizaje social y emocional diseñada para aumentar el autoestima del individuo, proporcionar refuerzo positivo para comportamiento aceptable, y fomentar interés en una variedad de actividades constructivas.

b. Explicar los peligros de ser miembro de pandilla

c. Proporcionar asesoramiento dirigido a los estudiantes que corren el riesgo

d. Incluir lecciones o seminarios de hacer papeles de las destrezas de evitar las pandillas y la resolución de conflicto no violento, incluyendo destrezas de comunicación, contra la intimidación, como dirigirse al enojo, aceptación, y destrezas de mediación.

(cf. 5131.2 - Intimidación)

e. Asignar a miembros de pandillas individuales a grupos de aprendizaje en cual ellos pueden trabajar hacia metas comunes con estudiantes que no son miembros de pandilla.

f. Proporcionar instrucción de escuela a carrera

g. Proporcionar interacción positiva con la policía local

(cf. 5137 - Ambiente Escolar Positivo)

4. El personal activamente promoverá membresía en clubes escolares autorizados y organizaciones estudiantiles, deportes y actividades culturales y afiliaciones con la comunidad local , y proyectos de servicio de la comunidad las cuales pueden proporcionar a los estudiantes acompañamiento, seguridad, y un sentido de propósito y pertenencia.

(cf. 6142.4 - Aprendizaje de Servicio/Clases de Servicio a la Comunidad)

(cf. 6145 - Actividades Extracurriculares y Cocurriculares)

(cf. 6145.2 - Competición Atlética)

Padre/Tutor y el Extender Apoyo Comunitario

El Superintendente o su nombrado puede ofrecer clases de prevención o asesoramiento sobre pandillas para padres/tutores los cuales pueden dirigirlas a los siguientes temas:

1. Las razones por las cuales los estudiantes se reúnen a las pandillas

2. Los peligros y consecuencias de membresía de pandillas

3. Señales de advertencia las cuales pueden indicar que los estudiantes corren el riesgo de involucrarse con pandillas, incluyendo el uso de los medios sociales para comunicación y promoción de las pandillas.

4. La índole de ropa y grafiti de pandillas locales

5. Técnicas efectivas para padres y planificación de tiempo familiar

6. Técnicas de resolución de conflicto

Además, el Superintendente o su nombrado puede ofrecer programas comunitarios que se dirigen al alcance e índole de problemas de pandillas locales y estrategias por las cuales cada segmento de la comunidad puede aliviar problemas de pandillas.

Reglamento BELLEVUE UNION SCHOOL DISTRICT

Aprobado: 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Pandillas 5136 BP (Política de la Mesa Directiva)

La Mesa Directiva desea mantener a las escuelas del distrito libre de amenazas o influencia dañina de cualquier grupo que muestra comportamiento disruptivo al ambiente escolar y/o seguridad y bienestar de estudiantes. La Mesa Directiva además desea proporcionar apoyo e intervención a estudiantes que son miembros de pandillas para permitirles liberarse exitosamente de la involucración de pandillas y tener éxito en la escuela.

(cf. 0450 - Plan Comprensivo de Seguridad)

(cf. 3513.4 - Escuelas Libre de Drogas y Alcohol)

(cf. 5131.4 - Interrupciones Estudiantiles)

(cf. 5131.6 - Alcohol y Otras Drogas)

(cf. 5131.7 - Armas e Instrumentos Peligrosos)

(cf. 5137 - Ambiente Escolar Positiva)

El Superintendente o su nombrado desarrollará estrategias para la prevención de pandillas que se dirige a las razones que los estudiantes puedan involucrarse en las pandillas, incluyendo la identidad, reconocimiento, o estatus que se realiza de ser parte de una pandilla, la protección contra la violencia de pandillas en la comunidad, la necesidad para acompañamiento y una familia extendida, la intimidación de reunirse en una pandilla, deseo de reunir en una pandilla para estar en una posición de intimidar a los demás, y/o conectar con actividad criminal.

La prevención de violencia de las pandillas empezará tan temprano posible e incluirá, pero no limitado a, educación apropiada a la edad que se enfoca en desarrollar competencia social y emocional, aumentar vinculación prosocial con los pares, reforzar conexión y compromiso a la escuela, y aumentar destrezas de aprendizaje cooperativas. La prevención también incluirá el mejorar de la involucración y el apoyo de padre/tutor para el progreso académico de sus niños, tanto como la consciencia educativa en curso de las pandillas para los padres/tutores, incluyendo los identificadores de las pandillas.

(cf. 5020 - Involucración de Padres)

(cf. 6164.2 - Dirección/Servicios de Asesoramiento)

El Superintendente o su nombrado tomará pasos para disuadir la actividad de pandilla en los recintos escolares, incluyendo amenazas e intimidación de estudiantes y personal, reclutamiento o intimidación para que los estudiantes se reúnen en las pandillas, la intimidación, el peleo, actividades criminales, y confrontaciones entre miembros de diferentes pandillas.

(cf. 5131.2 - Intimidación)

El Superintendente o su nombrado asegurará que se hagan cumplir consistentemente las reglas de conducta de la escuela y que cualquier código de vestimenta de la escuela prohíbe ropa relacionada a las

pandillas. Si un estudiante muestra señales de afiliación con pandillas, el personal hará informe al director o su nombrado y al padre/tutor del estudiante.

(cf. 5132 - Vestimenta y Aseo)

El Superintendente o su nombrado proporcionará formación en servicio la cual ayuda al personal a identificar pandillas y símbolos de las pandillas, reconocer manifestaciones tempranas de actividades disruptivas, y responder apropiadamente al comportamiento de las pandillas. Se avisará al personal sobre técnicas de dirigirse a conflicto y alertados a las medidas de intervención y recursos de la comunidad. El Superintendente o su nombrado también proporcionará desarrollo profesional sobre el aprendizaje social y emocional, administración del salón, aprendizaje interactivo, y destrezas de aprendizaje cooperativos.

(cf. 4131 - Desarrollo Profesional)

(cf. 4231 - Desarrollo Profesional)

(cf. 4331 - Desarrollo Profesional)

El Superintendente o su nombrado pueden considerar la prevención e intervención de actividad de pandillas cuando desarrollen programas fuera de las horas escolares.

(cf. 5148 - Cuida niños y Desarrollo)

(cf. 5148.2 - Preescolar/Educación de la Primera Infancia)

(cf. 5148.3 - Programas Antes/Después del Horario Escolar Regular)

(cf. 6145 - Actividades Extracurriculares y Cocurriculares)

(cf. 6145.2 - Competición Atlética)

El Superintendente o su nombrado colaborará con los servicios de bienestar de niños, las agencias de salud mental, los servicios sociales, y las autoridades de policía en la prevención e intervención de actividades por las pandillas.

(cf. 1400 - Relaciones Entre Otras Agencias de Gobierno y las Escuelas)

Referencia Legal:

CÓDIGO DE EDUCACIÓN

32282 Planes de seguridad de la escuela

35183 Ropa relacionada a las pandillas

48907 Ejercer la libertad de expresión por el estudiante

48950 Libertad de expresión estudiantil

51264 Formación en servicio educativo; directivas de CDE

51265 Formación en servicio sobre la prevención de violencia de pandillas y el abuso de drogas y alcohol

51266-51266.5 Modelar currículum de la prevención de pandillas y el abuso de sustancias

CÓDIGO PENAL

186.22 Participación en pandilla criminal callejera

13826-13826.7 Supresion de violencia de pandillas

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 20

7101-7122 Apoyo Estudiantil y Becas de Enriquecimiento Académico

Recursos Administrativos:

PUBLICACIONES DEL DEPARTAMENTO DE POLICÍA DE LOS ÁNGELES

Why Young People Join Gangs - Las Razones los Jóvenes Se Reúnan a las Pandillas

PUBLICACIONES DEL CENTRO NACIONAL DE PANDILLAS

Strategic Planning Tool -Herramienta de Planificación Estratégica

Gangs in Schools, March 2019 - Pandillas en las Escuelas, marzo 2019

Parents' Guide to Gangs, July 2015 -Guía para los Padres sobre las Pandillas, julio 2015

SITIOS DE LA RED

California Cities Gang Prevention Network - Red de Prevención de Pandillas de las Ciudades de California: http://www.ccgpn.org

California Department of Education - Departamento de Educación de California: https://www.cde.ca.gov/ls/ss/sa

Gang Resistance Education and Training - Educación y Formación de Resistencia contra las Pandillas: https://www.great-online.org/GREAT-Home

Los Angeles Police Department, Gangs -Departamento de la Policía de Los Angeles, Pandillas: http://www.lapdonline.org/get_informed/content_basic_view/1396

Homeboy Industries - Industrias "Homeboy": https://homeboyindustries.org

National Gang Center -Centro Nacional de Pandillas: https://www.nationalgangcenter.gov

Politica BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

GAMUT En línea Bellevue Union SD Vestimenta y Aseo 4119.22 BP (Política de la Mesa Directiva)

La Mesa Directiva cree que vestimenta y aseo para los empleados del distrito contribuyen a un ambiente de aprendizaje productivo y es modelo de comportamiento positivo. Durante las horas escolares y en las actividades escolares, los empleados mantendrán estándares de vestimenta y aseo que muestra su alto respeto para la educación, presenta una imagen consistente con sus responsabilidades de trabajo y asignación, y no pone en peligro la salud o seguridad de empleados ni de los estudiantes. Todos los empleados estarán sujetos a los mismos estándares a menos que su asignación proporcione vestimenta modificada como aprobado por su supervisor.

(cf. 0415 - Equidad)

(cf. 4118 - Despido/Suspensión/Acción Disciplinaria)

(cf. 4119.21/4219.21/4319.21 - Estándares Profesionales)

(cf. 4119.25/4219.25/4319.25 - Actividades Políticas de Empleados)

(cf. 4218 - Despido/Suspensión/Acción Disciplinaria)

El distrito permitirá a los empleados aparecer y vestirse de una manera consistente con su identidad de género o expresión de género. (Código de Gobierno 12949)

(cf. 0410 - Contra Discriminación en Programas y Actividades del Distrito)

(cf. 4030 - Contra Discriminación en Empleo)

(cf. 4119.11/4219.11/4319.11 - Acoso Sexual)

El distrito no discriminará contra empleados en base de su textura de cabello y estilos protectores, incluyendo, pero no limitado a, trenzas, rastas (locks), y cabello enroscado. (Código de Gobierno 12926)

El distrito no despedirá a un empleado, discriminará contra un empleado en la compensación o en términos, condiciones, o privilegios de empleo, o negar contratar a un solicitante de trabajo en la base de vestimenta religiosa o prácticas de aseo. (Código de Gobierno 12926, 12940)

Esta política se presentará a los empleados a contratarse, por el manual de empleado u otros medios apropiados, y se puede periódicamente revisar con todos los empleados como sea necesario.

Referencia Legal:

CÓDIGO DE EDUCACIÓN

35160 Autoridad de las mesas directivas

35160.1 Autoridad en general de distritos escolares

CÓDIGO DEL GOBIERNO

3543.2 El alcance de representación

12926 Definiciones

12940 Prácticas injustas de empleo

12949 Estándares de vestimenta, consistencia con identidad género

DECISIONES DE LA CORTE

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 838

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

PUBLICACIONES DEL DEPARTAMENTO DE EMPLEO Y VIVIENDA JUSTA DE CALIFORNIA

Transgender Rights in the Workplace - Derechos de Transgénero en el Sitio de Trabajo

SITIOS DE LA RED

California Department of Fair Employment and Housing-Departamento de Empleo y Vivienda Justa de California: https://www.dfeh.ca.gov

Public Employment Relations Board- Mesa de Relaciones de Empleo Público: http://www.perb.ca.gov

Política BELLEVUE UNION SCHOOL DISTRICT

Adoptado: 21 de julio, 2020 Santa Rosa, California

15) Safety Planning Committee
    a) Planning Steps
    b) Sign In Sheets

The Disaster Plans that our Bellevue Union School District has crafted for the safety and well being of our students, guests and staff have in large been designed with this Presidential Policy Directive in mind.

For continued protection of our students, staff and guests some sensitive materials associated with our Bellevue Union School District comprehensive safety plan will not be made known to the student body and to the general public. The areas of concern that your BUSD Safety Planning Committee have planned for are as follows:

Incident Command System	Earthquake	Medical
Attack & Disturbance	Fire	Poisoning
Bomb Threat	HAZMAT/BioTerror	Staff & Student Release

PRESIDENTIAL POLICY DIRECTIVE (PPD) 8

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention

The capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection

The capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation

The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.

Response

The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery

The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three time frames associated with an incident: before, during, and after.

The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this is referred to as "before," "during" and "after."

Planning Steps for a Comprehensive Safety Plan

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Form a collaborative planning team	**Understand the situation**	**Determine goals & objectives**	**Plan Development (Identify Courses of Action)**	**Plan Preparation, Review & Approval**	**Plan implementation and maintenance**
A - Identify Core Planning Team	A - Identify threats & hazards	A - Develop goals		A - Format the plan	A - Train stakeholders
B - Form a common framework	B - Assess risk	B - Develop objectives		B - Write the plan	B - Exercise the plan
C - Define & assign roles and responsibilities	C - Prioritize threats and hazards			C - Review the plan	C - Review, revise & maintain the plan
D - Determine a regular schedule of meetings				D - Approve & share the plan	

Planning Steps Detail for a Comprehensive Safety Plan

STEP 1 - Recommended Meeting 1 - 1 hour

A. Formulated with a Parent, Office Manager & Principal from the Bellevue, Meadow View, Kawana Springs, Early Learning Center & Taylor Mountain school sites, BUSD CBO and our BUSD M&O Director.

B. Common Framework is brought to us by FEMA & CAL OES Incident Command System. To be presented at First Meeting.

C. Need to Determine at First Meeting.

D. Need to Determine at First Meeting.

STEP 2 - Recommended Meeting 2 - 1 hour

A. Identify threats & hazards. Here is a map. Write on 3x5 cards.

B. Assess risk. Rate them 1-5

C. Prioritize threats & hazards. Table top activity

STEP 3 - Recommended Meeting 2

A. Develop Goals

B. Develop Objectives

STEP 4 - Recommended Meeting 3 & 4 - 1.5 hours

A.

STEP 5 - Recommended Meeting 5 - 1.5 hours

A. Format the plan

B. Write the plan

C. Review the plan - This will be performed by our Superintendent, CBO & Director of M&O. Local FIre & Law Enforcement. It will then be reviewed by the BUSD Board and approved.

D. Approve the plan - The Plan will be adopted as District Policy at a Board Meeting. Sharing of the plan will be determined by the Superintendent & Principal's.

STEP 6 - Recommended Meetings to be performed during Welcome Back or Staff Development Days or Other Days that fit best in school schedule

A. Train stakeholders. This has been discussed that this will be presented to the staff on the first day back. They will also have on-going drills throughout the year each month.

B. Exercise the plan - This will be performed each month at minimum.

C. Review, revise & maintain the plan - Training according to the plan each month will allow us to evaluate this as a living breathing document. We will be able to evaluate how we performed by timing, comfort & ease in carrying out of the plan, ability to adapt should things deviate from the plan. As we handle the plan it will be evolve to best suit our needs as a District.

Bellevue Union School District

School Site Council

Summary of discussion/action(s) taken

Bellevue Elementary ~ 2021-22

Item	Date(s) when item discussed	Notes/ Parent Advice/Input/Comments
Approval of Minutes	12/13/21 Approved November Minutes	Motioned by: Amy Carlisle Seconded by: Veronica Hermosillo Ayes:7 Nays:0
Admin ~Member Annual Training	September 20, 2021	Presentation given on roles and responsibilities
Officer Elections	September 20, 2021	President-Veronica Hermosillo VP- Stephanie Chavez Secretary- Amy Carlisle
Parent Compact		
Comprehensive School Safety Plan	12/13/2021	Members provided input on School Safety Plan: 1. Have a major drill practice asap for sites to practice roles according to ICS 2. Update maps in 2020/21 to reflect current site maps 3. Ensure more site members are trained in how to turn off gas and electricity. 4. Offer opportunity for staff to recertify CPR
School Plan for Student Achievement (SPSA)	Oct 18, 2021 Dec 13, 2021	10/18/21 Reviewed Goals and asked for additional input 12/13/2021 Members approved the 2021/22 SPSA unanimously. Members would like a math goal to be included in the 2022/23 SPSA with an emphasis on hands on applications of skills/concepts. Members discussed offering a Virtual Literacy Night to demonstrate how to read at home with their child. Members would like a Literacy Program offered for adults. Members discussed how to offer more home/school connection with in class learning. Teachers sharing books stories that parents can look up on youtube.

Bellevue Union School District

School Site Council

School Site Needs (Needs Assessment) Parent Survey		
Student Data Review Improving Student Achievement	Oct. 18, 2021	10/18/21 Reviewed Beginning of the Year Assessment Data
Title I Meeting	August 19, 2021	Title One presentation given.
Input from ELAC	September 20, 2021	ELAC had no input to bring for October and December meetings

Bellevue Union School District

School Site Council

Summary of discussion/action(s) taken

Taylor Mountain Elementary ~ 2021-22

Item	Date(s) when item discussed	Notes/ Parent Advice/Input/Comments
Approval of Minutes	Oct. 18, 2021 Nov. 29, 2021	Motion by Amber S; Second by Julie M. Ayes: 6
Admin ~Member Annual Training	September 20, 2021	
Officer Elections	Sept. 20, 2021 Nov. 29, 2021	Secretary: Julie McMurtrie (nominated by Amber S) 7 ayes Chairperson: Shana Mendoza; Motion: Julie M, Second: Colleen C; Ayes: 7
Parent Compact		
Comprehensive School Safety Plan	Sept 20, 2021 October 18, 2021	Discussion item; clarified questions; document shared Approved
School Plan for Student Achievement (SPSA)	Nov. 29, 2021	Approved: Motion: Julie M; Second: Shana M; Ayes: 7 Member suggestion for Goal #3: Drive thru Christmas Tree lights or tree display; Inviting local firefighter (and parent) to be a guest speaker
School Site Needs (Needs Assessment) Parent Survey	October 18, 2021	Review Student Performance Data: STAR Reading and ELPAC

Bellevue Union School District

School Site Council

Student Data Review Improving Student Achievement	October 18, 2021	Review Student Performance Data: STAR Reading and ELPAC
Title I Meeting	August 19, 2021	Parent Welcome Meeting
Input from ELAC	September 20, 2021 Oct. 18, 2021 Nov. 29, 2021	EL After-school tutoring to start ASAP No ELAC input No ELAC input
Adjourned	Sept 20, 2021 Oct. 18, 2021 Nov. 29, 2021	3:42 pm 3:28 pm 3:33 pm

BELLEVUE UNION
SCHOOL DISTRICT

Roger Farrell <rfarrell@busd.org>

Comprehensive Safety Plan (CSP) Site Council Review & Planning

Denise McCullough <dmccullough@busd.org> Fri, Oct 29, 2021 at 8:26 AM
To: Roger Farrell <rfarrell@busd.org>

Hi Roger,
KS SSC approved the plan yesterday, 10/28/21.
Let me know if you have any questions,
Denise
[Quoted text hidden]
--

Sincerely,
Denise McCullough
Principal
Kawana Springs Elementary/Dual Immersion
Bellevue Union School District
2121 Moraga Dr, Santa Rosa, CA 95404
(707) 545-4283
https://www.busd.org/kawana

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Thank you.
[Quoted text hidden]

School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: October 27th, 2021

Where: Join Zoom Meeting
https://us02web.zoom.us/j/87614901767?pwd=dkFjbTRYUEsybThBTEYwcnNUaXBJZz09

Time: 3:30-4:30 P.M.

AGENDA

1. Welcome

2. Review and accepts,minutes from Sept meeting

3. Review,discuss, and confirm the 2020 School Plan for Student Achievement SPSA)

4. Comprehensive Safety Plan (review and vote to approve)

5. Communication to and from the English Learner Advisory Committee (ELAC)

We are looking forward to seeing you at the meeting! If you have any questions, please call Mrs. Walker @ 541-3715.

Meadow View Elementary
School Site Council (SSCC)
Weds, Oct 27th
AGENDA

1. Welcome & Introductions- Cody welcomed all to the school site council meeting @ 3:33. Introductions and welcome.

2. Public Input/Announcements-

3. Review and accept minutes from Sept 2021 meeting

4. Review,discuss, and confirm the 2021 Comprehensive Safety Plan- Discussed and went over the BUSD Comprehensive Safety Plan- Cody asked all in favor of accepting the BUSD comprehensive safety plan. All members approved and accepted the plan.

5. SPSA 2020-2021- formally approved 10/27/21

6. Communication to and from the English Learner Advisory Committee (ELAC)- Norma Velarde discussed the special guest Dr. Fish Q & A session.

Reading club
5th/6th grade readers
COVID test results taking too long

Issue in parking lot with left turns

4:10 adjourned

broken up in strands. To see if students are having difficulty with numbers or is it word problems?

7.. Communication to and from the English Learner Advisory Committee (ELAC)

At 4:10- Cody chairperson of the Meadow View School site council adjourned the meeting. Next meeting will be on Oct 27th @ 3:30pm

School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: October 27th, 2021

Where: Join Zoom Meeting
https://us02web.zoom.us/j/87614901767?pwd=dkFjbTRYUEsybThBTEYwcnNUaXBJZz09

Time: 3:30-4:30 P.M.

AGENDA

1. Welcome

2. Review and accepts,minutes from Sept meeting

3. Review,discuss, and confirm the 2020 School Plan for Student Achievement SPSA)

4. Comprehensive Safety Plan (review and vote to approve)

5. Communication to and from the English Learner Advisory Committee (ELAC)

We are looking forward to seeing you at the meeting! If you have any questions, please call Mrs. Walker @ 541-3715.

Junta del Concilio Escolar (SSC)

La próxima reunión del Concilio Escolar (SSC) está por pasar:

Fecha: El 27th de octubre de 2020

Lugar: **Join Zoom Meeting**
https://us02web.zoom.us/j/87614901767?pwd=dkFjbTRYUEsybThBTEYwcnNUaXBJZz09

Hora: 3:30-4:30 de la tarde.

AGENDA

1. Bienvenidos
2. Revisar y aceptar actas de la reunión de septiembre
3. Revisar, discutir y confirmar el Plan Escolar para el Aprovechamiento Estudiantil 2020 SPSA)
4. Comprehensive Safety Plan
5. Comunicación entre el SSC y ELAC

¡Esperamos verles en la reunión! Si usted tiene alguna pregunta, por favor llame al Sra. Walker 541-3715.

Meadow View Elementary
School Site Council (SSCC)
Weds, Oct 27th
AGENDA

1. Welcome & Introductions- Cody welcomed all to the school site council meeting @ 3:33. Introductions and welcome.

2. Public Input/Announcements-

3. Review and accept minutes from Sept 2021 meeting

4. Review,discuss, and confirm the 2021 Comprehensive Safety Plan- Discussed and went over the BUSD Comprehensive Safety Plan- Cody asked all in favor of accepting the BUSD comprehensive safety plan. All members approved and accepted the plan.

5. SPSA 2020-2021- formally approved 10/27/21

6. Communication to and from the English Learner Advisory Committee (ELAC)- Norma Velarde discussed the special guest Dr. Fish Q & A session.

Reading club
5th/6th grade readers
COVID test results taking too long

Issue in parking lot with left turns

4:10 adjourned

MINUTES from 9/29th meeting:

Meadow View Elementary
School Site Council (SSCC)
Weds, September 21st, 2021

AGENDA

1. Welcome & Introductions- Principal Walker welcomed members to the school site council meeting at 3:30 pm

2. Public Input/Announcements- Principal Walker explained the roles and importance of the school site council. How we have bylaws and agendas to follow.

3. Introduction to the SSC

4. Responsibilities of the SSC-went through responsibilities and roles of all members, we then decided on future dates, meetings will happen on Mondays @ 330.

5. SSC Office Election Principal Walker asked for volunteers- Cody volunteered to be a chairperson- A motion was made and all voted, motion was passed.
6. Seek Input on Draft Goals
members would like additional data; is there a correlation between academic performance and chronic absenteeism. Also additional data within the data to be

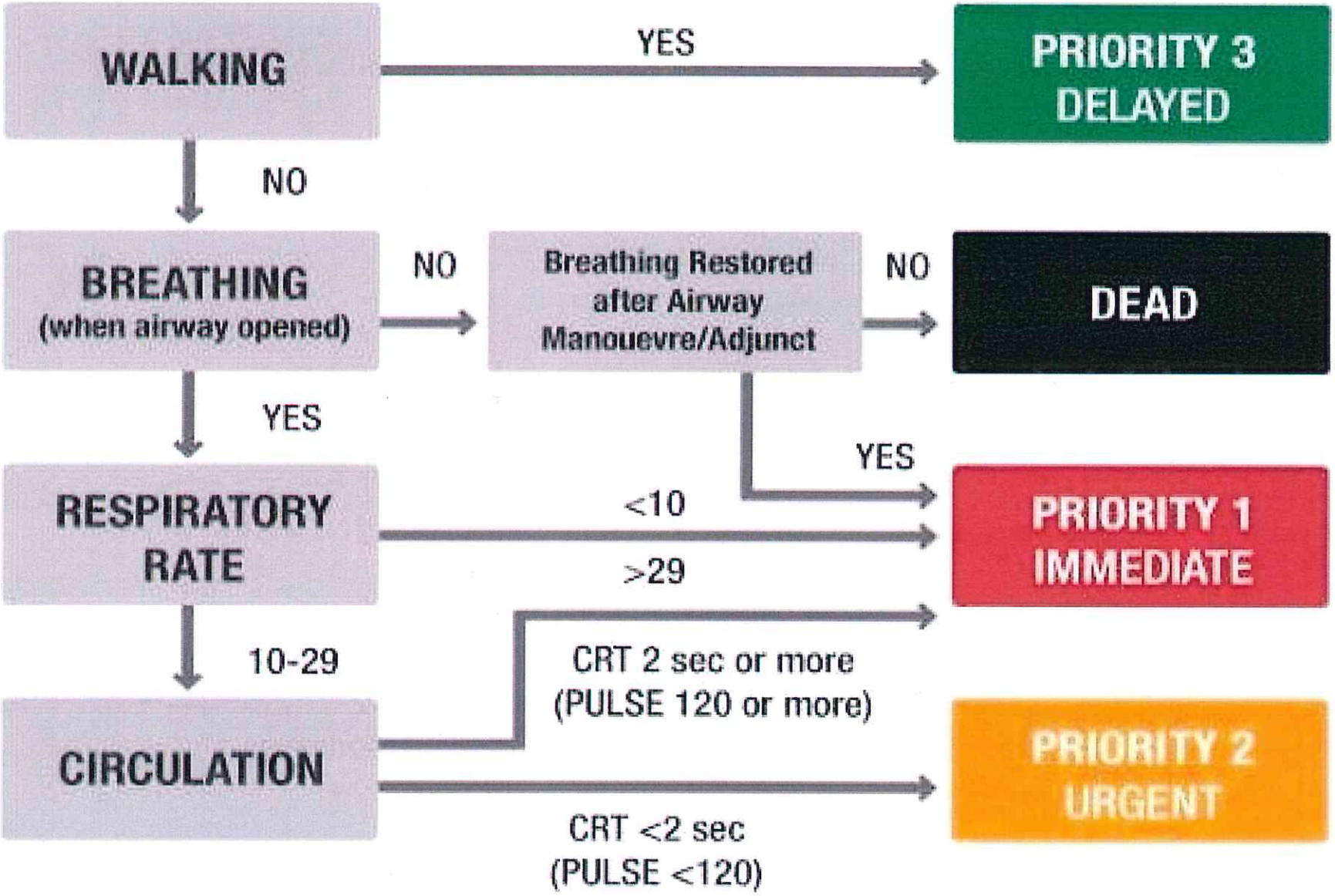
broken up in strands. To see if students are having difficulty with numbers or is it word problems?

7.. Communication to and from the English Learner Advisory Committee (ELAC)

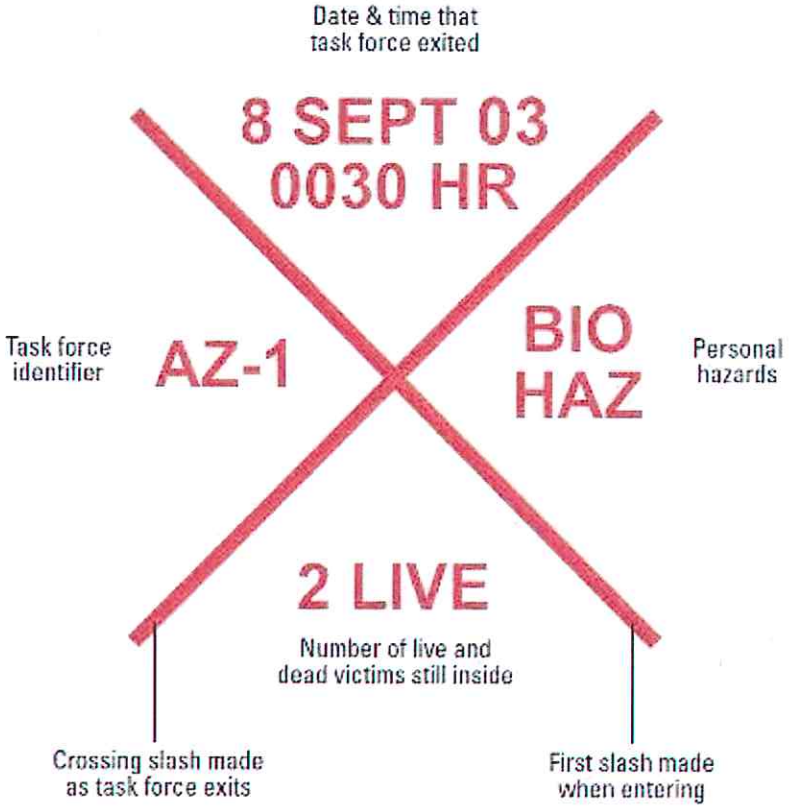
At 4:10- Cody chairperson of the Meadow View School site council adjourned the meeting. Next meeting will be on Oct 27th @ 3:30pm

16)Search & Rescue and Patient Triage instructions and materials

Triage Instruction Tool



Urban Search & Rescue
Markings & Instructions



1. Before entering the door - Diagonal line from top left to bottom right.
2. Date & Time Exited the area.
3. Personal Hazards found.
4. # of living or dead victims inside.
5. Identify who the Search & rescue team is.
6. Diagonal line from top right to bottom left.

MCI Hospital Capacity & Destination Form – SONOMA COUNTY

Hospital	1st Wave MCI Declared: ____			Poll #1 Time: ____			Poll #2 Time: ____			Final Total			Comments
	Available *Sent*			*Available* *Sent*			*Available* *Sent*			*Available* *Sent*			
	I	D	M	I	D	M	I	D	M	I	D	M	
Sonoma Hospitals													
SR Memorial Level 2 TC (707) 525-5207	4	4	8										
Sutter Santa Rosa (707) 576-4040	2	4	8										
Kaiser Santa Rosa (707) 393-4800 No Helipad	4	4	8										
Petaluma Valley (707)778-2634	2	4	4										
Healdsburg District (707) 431-6301 No Helipad	2	4	4										
Sonoma Valley (707) 935-5100 No Helipad	2	4	8										
Hospitals													
Queen of the Valley Level 3 TC (707) 257-4038	3	4	8										
St Helena (707) 963-6425	2	4	8										
Other Hospitals													
Marin General Level 3 TC (No Helipad) (415) 925-7200	2	4	8										
UC Davis Level 1 TC (adult & ped) (916) 734-5669	4	4	8										
John Muir Level 2 TC (925) 939-5800	4	4	8										
Oakland Childrens Level 1 Pediatric (510) 428-3240	4	4	8										
Ukiah Valley Level 4 TC (707) 463-7330	2	4	4										
Kaiser San Rafael (415) 444-2400 No Helipad	2	4	8										
Novato Community (415) 209-1350 No Helipad	2	4	4										
Sutter Solano (707) 554-5210													
Kaiser Vallejo (707) 651-4910 No Helipad													

MCI Hospital Capacity & Destination Form – MENDOCINO COUNTY

Hospital	1st Wave MCI Declared: _____ Available / Sent			Poll #1 Time: _____ Available / Sent			Poll #2 Time: _____ Available / Sent			Final Total Available / Sent			Comments
	I	D	M	I	D	M	I	D	M	I	D	M	
Mendocino Hospitals													
Ukiah Valley Level 4 TC (707) 463-7330	2	4	4										
Howard Memorial Level 4 TC (707) 456-3050	2	4	4										
Mendocino Coast (707) 961-1234	2	4	4										
Sonoma Hospitals													
SR Memorial Level 2 TC (707) 525-5207	4	4	8										
Sutter Santa Rosa (707) 576-4040	2	4	8										
Kaiser Santa Rosa (707) 571-4800 No Helipad	4	4	8										
Healdsburg District (707) 431-6301 No Helipad	2	4	4										
Petaluma Valley (707)778-2676	2	4	4										
Lake Hospitals													
Sutter Lakeside (707) 262-5050	2	4	4										
St Helena Clearlake (707) 995-5890	2	4	4										
Hospitals													
Queen of the Valley Level 3 TC (707) 257-4014	3	4	8										
St Helena (707) 963-6425	2	4	8										
Other Hospitals													
UC Davis Level 1 TC (adult & ped) (916) 734-5669	4	4	8										
Marin General Level 3 TC (No Helipad) (415) 925-7200	2	4	8										
John Muir Level 2 TC (925) 939-5800	4	4	8										
Oakland Childrens Level 1 Pediatric (510) 428-3240	4	4	8										

MCI Patient Tracking Form

Date: ______________ **Incident:** ____________________ **Location:** ___________________________

Med. Comm: ___________________ **Tac Channel:** ________________ **Page** ________ **of** _____

Tag #	Category (I, D, M, X)	Age	Sex	Chief Complaint	Transport Unit	Destination	Time	Notes

214 LOG

UNIT LOG	1. Incident Name	2. Date Prepared	3. Time Prepared
4. Unit Name/Designators	5. Unit Leader (Name and Position)		6. Operational Period

7. Roster of Assigned Personnel

Name	ICS Position	Home Base

8. Activity Log

Time	Major Events

9. Prepared by (Name and Position)

Time	Major Events

9. Prepared by (Name and Position)

TRANSPORTATION GROUP SUPERVISOR - WORKSHEET

NUMBER OF VICTIMS REPORTED BY TRIAGE PRIORITY				
Immediate	Delayed	Minor	Deceased	TOTALS

AMBULANCES ATTACHED		

Medical Group / Branch
Medical Communications
Patient Transportation
Triage Unit Leader
Treatment Dispatch Manager
Ground Ambulance Coordinator
Air Ambulance Coordinator

CRITICAL ACTIONS CHECKLIST

These items are provided as reminders and do not replace standard ICS actions related to each position.

- ❑ Ensure **MCI Coordinating Dispatch Center notified** of MCI
- ❑ **Receive Assignment** when on-scene (order additional ambulance resources after receiving assignment and if authorized by the IC or designee)
- ❑ Provide a **Report on Conditions** to the MCI Coordinating entity (follow-up often)
- ❑ Consider requesting **Regional EMS MCI Support Unit** (EMS 133 dispatched by REDCOM 568-5992)
- ❑ Consider requesting local **MCI Cache Unit/Trailer**

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category (Circle One)

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category (Circle One)

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

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Search and Rescue Team

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R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

17) Assessment of Current Status of School Crime - Reference 2020/2021 SARC Report - CA EC Section 32282
   a) BV SARC Reports (English & Spanish) - Pending Board Approval
   b) MV SARC Reports (English & Spanish) - Pending Board Approval
   c) KS SARC Reports (English & Spanish) - Pending Board Approval
   d) TM SARC Reports (English & Spanish) - Pending Board Approval

18) Plan for release of pesticide or other toxic substance within 1/4 mile of school - ***Reference HAZ MAT / BIO-Terror Threat Plan in DISASTER PLANS***

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Review and Action

Agenda Item Title: COVID-19 Prevention Program

Prepared By: Tracy Whitaker, M.A. Director of Student Services & COVID-19 Coordinator

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Background: This is a revision of the COVID-19 Prevention Program also known as the CPP. This is a requirement from CalOSHA. The revision updates the CPP to reflect changes CalOSHA made to bring guidance in alignment with requirements of the Centers for Disease Control and the California Department of Public Health. Originally the Board approved on March 9, 2021 and a revision was approved on September 14, 2021.

Recommended Action:
It is recommended that the Board of Trustees approve the revised CPP.

Supporting Documents: COVID-19 Prevention Program revised 01/31/2022.

Bellevue Union School District

COVID-19 Prevention Program (CPP)

Requirements:
With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). The Bellevue Union School District has used the model developed by Cal/OSHA to create our own unique CPP tailored to our workplace.

Cal/OSHA encourages employers to engage with employees in the design, implementation, and evolution of their COVID-19 Prevention Program. The original version of this plan was Board approved on March 9, 2021. It was revised and approved by the Board on September 14, 2021. The new revision as of 01/31/2022 is pending Board approval.

Districts, as other employers, are required to comply with the following:

- All of the elements that may be required in the following CCR, Title 8 sections:
  - 3205 COVID-19 Prevention
  - 3205.1 Multiple COVID-19 Infections and COVID-19 Outbreaks
  - 3205.2 Major COVID-19 Outbreaks
  - 3205.3 COVID-19 Prevention in Employer-Provided Housing
  - 3205.4 COVID-19 Prevention in Employer-Provided Transportation
  - The additional guidance materials available at www.dir.ca.gov/dosh/coronavirus/

Bellevue Union School District

COVID-19 Prevention Program (CPP)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Last Reviewed and Revised: January 31, 2022

Board Approved:

Authority and Responsibility

The Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

Employees or their representatives will notify a supervisor immediately in writing should they notice or become aware of any potential hazard related to the spread of COVID-19.

Employee screening

As a preventative measure our BUSD sites are implementing a screening protocol as recommended by the California Department of Public Health (CDPH) .

Employees will self-screen prior to reporting to work according to the CDPH guidelines. Employees are advised to stay home should they have symptoms consistent with COVID-19. All itinerant staff and vendors complete a health screening questionnaire http://bit.ly/busdcovid. If Individuals are symptomatic in any areas and/or the answer is YES to any of these questions, the person cannot proceed to any BUSD campus and is encouraged to self-quarantine and seek medical counsel.

Employees will ensure that face coverings are worn in accordance with CDPH and local public health guidelines as it pertains to K-12 schools.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

Any employee may report, in writing, any unsafe condition in the working environment, or work issue related to COVID-19 to the immediate supervisor. The supervisor shall, within two (2) working days, respond in writing to the employee, with simultaneous copy to the Union Representative, if applicable, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why.

All employees shall have the right, without retaliation, to notify their supervisor in writing of alleged unsafe working conditions referring to the “COVID-19 BUSD Employee Expectations” or California Department of Public Health school guidance, and the Coronavirus Prevention Plan to request modified conditions to ensure the completion of the original work assignment. The Supervisor will address the complaint in a timely manner and remedy the potential unsafe working condition.

Concerns regarding lack of adherence to public health guidelines by District staff; parents; volunteers, students or members of the public should be directed to the Employee’s direct Supervisor or Human Resources whenever appropriate.

Control of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors or in vehicles, and where required by orders from the California Department of Public Health (CDPH) or local health department.

The District will follow current state and county guidelines regarding the use of face coverings. Employees are encouraged to supply their own masks, however, the District will have disposable face-coverings available if needed.

In limited situations where a face covering cannot be used for pedagogical or developmental reasons (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH

guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a mask covering once the activity is finished. In the event of a medical exemption, other masking options may be considered by the district for the individual student.

Face-covering may be removed during breaks, designated times and in designated areas. Face coverings will not be required while students and staff are actively engaged in eating or drinking. Training will be provided for students and staff in the proper use and etiquette of all face coverings. BUSD will continue to monitor and update requirements for face coverings based on guidance from the County Department of Public Health.

An Employee will notify their Supervisor if another Employee is not following the protocols associated with face coverings and does not respond to the first Employee's request to don the face covering.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room or a vehicle
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees will wear an effective, non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition permits it.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Any employee not wearing a required face covering or allowed non-restrictive alternative, will be at least six feet apart from all other persons unless the unmasked employee is either fully vaccinated or tested at least weekly for COVID-19.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Face coverings will also be provided to any employee that requests one, regardless of their vaccination status.

Engineering controls

For indoor locations, using Appendix B, we identify and evaluate how to maximize, to the extent feasible, ventilation with outdoor air using the highest filtration efficiency compatible with our existing ventilation system, and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of transmission by:

Ventilation systems have been checked to be in working order and will be monitored for proper operation. BUSD will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to

HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible.

HEPA air purifiers were purchased and distributed throughout the district in offices, classrooms, and common areas.

Doors and windows may be closed in the event that the amount of outside air needs to be minimized due to other hazards, such as wildfire smoke or when the EPA Air Quality Index is greater than 100 or any pollutant. HVAC systems and HEPA air purifiers will continue to provide ventilation and filtration.

Cleaning and Disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

Custodial staff at BUSD Schools have been thoroughly trained in the proper cleaning of frequently touched surfaces (e.g. playground equipment, door handles, desks, sink handles, drinking fountains) within the school. Routine cleaning will occur once per day. If a work area has had a sick person with COVID-19 within the last 24 hours, spaces occupied by that person will be cleaned and disinfected. Cleaning supplies will continue to be stored away from children. Outdoor playgrounds/natural play areas require routine cleaning and disinfecting. Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection in addition to PPE as required by product instructions. Outdoor activities, including instruction, will be encouraged.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

The District will follow the current guidelines provided by OSHA,the CDPH and the local public health agency. The District will follow the CDC "CoronaVirus Disease 2020 (COVID-19): Cleaning and Disinfecting your Facility" A specific cleaning plan will be determined based on the exposed areas and the specific situation. Employees and their Representative will be notified of the clearing plan per Labor Code requirement.

Hand sanitizing

In order to implement effective hand sanitizing procedures:

All employees will participate in a health and safety training provided by the School Nurse and/or a provided online training module. Demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds. In addition to soap and water, hand sanitizer will be available in classrooms and offices. Hand sanitizer is provided by the District at the entry location at each site. Employees will sanitize their hands when entering campus. The District prohibits the use of hand sanitizers containing methanol.

Each site is equipped with multiple bathrooms that include soap and water. Signs are posted in each bathroom encouraging both staff and students to wash their hands for at least 20 seconds each time. Staff are sent periodic reminders to wash hands regularly and for at least 20 seconds.

Custodial Staff will routinely evaluate hand washing facilities to ensure adequate stock of hand washing supplies.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 (c)(2).. We provide and ensure use of respirators in compliance with section 5144 when deemed necessary by Cal/OSHA.

Testing of symptomatic employees

COVID-19 testing is available on BUSD school sites at no cost to employees with COVID-19 symptoms regardless of vaccination status, during employees' paid time.

Investigating and Responding to COVID-19 Cases

We have developed effective procedures to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, test results, and onset of symptoms. This may be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

Employees will be provided the information regarding free testing sites as well as free testing on a district site.The District has on-site testing available to all employees on a weekly basis and in response to an exposure or outbreak. In addition, health care insurance provides testing as does the local public health agency. Employees may have testing appointments during work hours and will coordinate with their Supervisor.

Employees that had a close contact are offered COVID-19 testing at no cost during their working hours, excluding:

- ~~Employees who were fully vaccinated before the close contact and do not have symptoms.~~
- COVID-19 cases who were allowed to return to work per our return-to-work criteria and have remained free of symptoms for 90 days after the initial onset of symptoms, or for cases who never developed symptoms, for 90 days after the first positive test.
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to employees.

Written notice within 1 day of your knowledge of a COVID-19 case that people at the worksite may have been exposed to COVID-19. This notice will be provided to all employees (and their authorized representative), independent contractors and other employers at the worksite during the high-risk exposure period. These notifications must meet the requirements of T8CCR section 3205(c)(3)(B) and Labor Code section

6409.6(a)(4); (a)(2); and (c), and in a form readily understandable by employees and can be anticipated to be received by the employee.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms and possible hazards to, and how:
    a. Please report a positive test to your direct supervisor
    b. If you are symptomatic and have not been tested, please report to your direct supervisor
    c. Supervisors will follow reporting guidelines to the Superintendent and the COVID-19 Coordinator
    d. Report possible hazards in writing to your direct supervisor

- Employees can report symptoms, possible close contacts, and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- As non-medical essential workers, School Employees can access voluntary testing through their health plan, local pop up sites, and the free county COVID-19 testing sites. The District is also offering weekly on-site testing to all employees.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. District may coordinate with County Public Health to expedite testing. District may also contract with an outside provider. Staff will be allowed time during work hours to access testing**.** Should an Outbreak or Major Outbreak occur, the District may contract with an outside provider to ensure testing as required by Labor Codes 3205.1 and 3205.2
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures will be communicated to Employees as situations arise.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards, and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits (including mandated sick and vaccination leave) to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
    - COVID-19 is an infectious disease that can be spread through the air.
    - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
    - An infectious person may have no symptoms.

- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 and are most effective when used in combination.
- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:
    - How to properly wear them.
    - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair can interfere with a seal.
- The conditions where face coverings must be worn at the workplace.
- That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
- Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

Appendix D: COVID-19 Training Roster and/or video conferencing screen shots will be used to document this training.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case or close contact in our workplace, we limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met, with the following exceptions:
    - Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms.
    - COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 cases who never developed COVID-19 symptoms, for 90 days after the first positive test.
- For employees excluded from work, continuing, and maintaining employees' earnings, wages, seniority, and all other employees' rights and benefits. This will be accomplished by coordination with Human Resources to provide current information.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form or tracking forms via a software program or forms provided by the local public health agency to keep a record of and track all COVID-19 cases.

Return-to-Work Criteria

- **COVID-19 cases with COVID-19 symptoms** will not return to work until all the following have occurred:
    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
    - COVID-19 symptoms have improved.
    - Employees may return on day 6 with a negative antigen test.
    - Antigen tests must be taken in front of a supervisor or a healthcare professional.
    - Or at least 10 days have passed since COVID-19 symptoms first appeared.
- **COVID-19 cases who tested positive but never developed COVID-19 symptoms** may return on day 6 with a negative test. ~~shall not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.~~
- A negative COVID-19 test will not be *required* for an employee to return to work once the requirements for “cases with symptoms” or “cases who tested positive but never developed symptoms” (above) have been met **and 10 days have passed since the onset of symptoms or positive test.**
- Persons who had a close contact may return to work as follows:

Isolation Protocols
Table 1.1

Persons Who Test Positive for COVID-19 (Isolation)	Recommended Action
Everyone, regardless of vaccination status, previous infection or lack of symptoms.	• Stay home (PDF) for at least 5 days. • Isolation can end after day 5 if symptoms are not present or are resolving AND a diagnostic specimen* collected on day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10. • If fever is present, isolation should be continued until fever resolves. • If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after day 10. • Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information) *Antigen test preferred.

Quarantine Protocols
Table 1.2

Persons Who are Exposed to Someone with COVID-19	Recommended Action
• Unvaccinated staff, • Vaccinated and booster-eligible but have not yet received their booster dose (age 18 or older).** (Refer to CDC COVID-19 Booster Shots to determine who is booster eligible) **perCDC guidance	• Stay home (PDF) for at least 5 days, after your last contact with a person who has COVID-19. • Test on day 5. • Quarantine can end after day 5 if symptoms are not present AND a diagnostic specimen collected on day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10. • Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information). • Strongly encouraged to get vaccinated or boosted. • If testing positive, follow isolation recommendations above. • If symptoms develop, test and stay home.

** Workplace Setting (not applicable to healthcare personnel):

In a workplace setting, asymptomatic employees in this category are not required to stay home from work if:

- A negative diagnostic test is obtained within 3-5 days after last exposure to a case
- Employee wears a well-fitting mask around others for a total of 10 days
- Employee continues to have no symptoms.

Table 1.3

Persons Who are Exposed to Someone with COVID-19	Recommended Action
• **Boosted; OR** • **Vaccinated, but not yet booster-eligible OR** • **Recently positive within last 90 days** **(Refer to CDC COVID-19 Booster Shots to determine who is booster-eligible)** ***per CDC guidance**	• **No quarantine required** • **Test on day 5.** • **Wear a well-fitting mask around others for 10 days, especially in indoor settings (see Section below on masking for additional information)** • **If testing positive, follow isolation recommendations above.** • **If symptoms develop, test and stay home.**

- If an order to isolate, or quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is listed. If no period was specified, then the period shall be in accordance with the return to work periods.

_____ _____

David Alexander, Ed.D., Superintendent Date

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	**Places and times**	**Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers**	**Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation**

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			

Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			
[add any additional controls your workplace is using]			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee required medical records will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request, and when required by law.

Date:

Name of person conducting the investigation:

Name of COVID-19 case (employee or non-employee*) and contact information:

Occupation (if non-employee*, why they were in the workplace):

*If we are made aware of a non-employee COVID-19 case in our workplace

Names of employees/representatives involved in the investigation:

Date investigation was initiated:

Locations where the COVID-19 case was present in the workplace during the high-risk exposure period, and activities being performed:

Date and time the COVID-19 case was last present and excluded from the workplace:

Date of the positive or negative test and/or diagnosis:

Date the case first had one or more COVID-19 symptoms, if any:

Information received regarding COVID-19 test results and onset of symptoms (attach documentation):

Summary determination of who may have had a close contact with the COVID-19 case during the high-risk exposure period. Attach additional information, including:

- **The names of those found to be in close contact.**
- **Their vaccination status.**
- **When testing was offered, including the results and the names of those that were exempt from testing because.**
    - **They were fully vaccinated before the close contact and do not have symptoms.**

    - **They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.**
- **The names of those that were excluded per our Exclusion of COVID-19 Cases and Employees who had a Close Contact requirements.**
- **The names of those exempt from exclusion requirements because:**
    - **They were fully vaccinated before the close contact and did not develop COVID-19 symptoms.**
    - **They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.**

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

All employees who were in close contact
Their authorized representatives (If applicable, the notice required by Labor Code section 6409.6(a)
and (c))

Names of employees that were notified:	**Names of their authorized representatives:**	**Date**

Independent contractors and other employers present at the workplace during the high-risk exposure period.

Names of individuals that were notified:	Date

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Date?

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution No 9: Recognizing March as Arts Education Month

Prepared By: Moriah Hart, Executive Assistant

Background:

The California Department of Education encourages districts to annually recognize March as Arts Education Month in California.

California Arts in Education Month celebrates arts education including dance, music, theater, literature, design and various visual arts. These experiences encourage creative learning in children and young adults. A well-rounded education should include the stimulation and creative thinking that the arts help to develop. Multiple research studies show arts education not only decreases feelings of anxiety, depression, and isolation, but also positively impacts all-around academic performance. Students with an arts education are: 5 times more likely to stay in school, 3 times more likely to get a bachelor's degree, and 4 times more likely to be recognized for academic achievement!

Recommended Action:

Review and approve.

Supporting Documents:

Resolution No 9: Recognizing March as Arts Education Month

BELLEVUE UNION SCHOOL DISTRICT
SANTA ROSA, CALIFORNIA
RESOLUTION NO. 9

ESTABLISHMENT OF ARTS EDUCATION MONTH

WHEREAS**,** Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

WHEREAS**,** through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understandings; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

WHEREAS**,** many national and state professional arts education associations hold celebrations in March focused on students' participation in the arts; and

WHEREAS**,** these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

WHEREAS**,** the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve;* now

THEREFORE BE IT RESOLVED**,** by the Bellevue Union School School District, the month of March is designated as *Arts Education Month,* and that all educational sites be encouraged to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

BE IT FURTHER RESOLVED**,** that this resolution be distributed to all schools in the district.

David Alexander, Ed.D.
Secretary to the Board of Education

Bellevue Union School District

Agenda Item for Board Meeting of February 15, 2022

Agenda Category: Review and Action

Agenda Item Title: 2022 CSBA Delegate Assembly Election

Prepared By: Moriah Hart, Executive Assistant

Background:
BUSD is located in the CSBA Subregion 3-A. The Board as a whole votes for one candidate on the ballot.

Recommended Action:
It is recommended that the Board of Trustees discuss and approve one delegate.

Supporting Documents:
CSBA memo, ballot and Delegate Assembly Candidate Biographical Sketch Forms.

California School Boards Association

REQUIRES BOARD ACTION

Due: Tues. March 15—return ballot in enclosed envelope

January 31, 2022

MEMORANDUM

To: All Board Presidents and Superintendents — CSBA Member Boards
From: Dr. Susan Heredia, CSBA President
Re: 2022 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Tues. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2022.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held. Results will be published by May 11, 2022.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The next meeting of the Delegate Assembly takes place on Saturday, May 21 and Sunday, May 22, 2022. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

☐ Jeremy Brott (Bennett Valley Union SD)*

☐ Ever Flores (Santa Rosa City Schools)

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

Delegate Assembly
Biographical Sketch Form for 2022 Election

Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jeremy Brott **Date:** January 6, 2022

Name: Jeremy Brott **CSBA Region & subregion #:** 3-A

District or COE: Bennett Valley Union School District **Years on board:** 23

Profession: Retired **Contact Number (■ Cell ☐ Home ☐ Bus.):** [redacted]

Primary E-mail: jeremy.brott@bvusd.org

Are you an incumbent Delegate? ■ Yes ☐ No **If yes, year you became Delegate:** 2018

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in serving as a CSBA Delegate because I believe my experience in, and passion for, public education makes me an excellent representative for local school boards. CSBA regularly demonstrates its value as an advocate, such as with the Full and Fair Funding initiative. Engaging in, and supporting, CSBA's efforts on our behalf is critical to our success as individual districts. I bring to the position my 23 years of service as a public school trustee, combined with the experience gained from a 30+ year career in municipal human resources. With this background I can listen to, synthesize, and articulate district concerns to CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been a member of the Bennett Valley Union School District Board of Trustees for 23 years. I have served as Board President and as a member of the board Policy Committee and the Labor Negotiations team. I have served on the Sonoma County Committee on School Board Organization for 14 years. During my 4 years as a CSBA Delegate, I have attended all Delegate Assembly meetings, served as a validator for Golden Bell Award nominations and have volunteered to serve on the CSBA task force on climate change. My community service has included time as a board member of the Bennett Valley Education Foundation and the 4Cs.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The challenge facing Sonoma County schools today is meeting the educational needs of a community which has seen multiple traumatic events in recent four years. Our students and staff need resources to address losses from distance learning, adapt to teaching in the era of COVID, and provide emotional support in addressing the accumulating trauma from the past four years of fire, smoke, flood, and pandemic. CSBA is positioned to make the legislature aware of these issues. In the next year this will include responding to the enrollment cliff in many districts as well as on-going issues with funding for special ed and pensions.

Delegate Assembly
Biographical Sketch Form for 2022 Election

Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ever Flores **Date:** 12/21/21

Name: Ever Flores **CSBA Region & subregion #:** 3A

District or COE: Santa Rosa City Schools **Years on board:** 1

Profession: School Counselor **Contact Number (☒ Cell ☐ Home ☐ Bus.):** [redacted]

Primary E-mail: efloresderas@srcs.k12.ca.us

Are you an incumbent Delegate? ☐ Yes ☒ No **If yes, year you became Delegate:** _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in learning how to make our district boards more transparent and student centered. I bring the perspective of a Salvadoran immigrant who arrived as an English learner and completed my secondary education in California Public Schools.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served on the Santa Rosa School Board as its clerk for the last year.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards is recruiting and retaining board members who actually represent the community our district represents.

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2021-2022
January Payroll Totals

Manual Payroll 1/19/2022	
Certificated	5,000.00
Classified	-
Total	5,000.00
Regular Payroll 1/31/2022	
Certificated	735,653.26
Classified	302,783.13
Total	1,038,436.39
Supplemental Payroll 2/10/2022	
Certificated	39,822.50
Classified	15,750.62
Total	55,573.12
Total:	1,099,009.51

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1875665	01/14/2022	Bridges, Ashley M	01-5800	Teacher Stipend Reimbursement		300.00
1875666	01/14/2022	Alsco (American Linen)	13-5800	Open PO- MV		130.57
1875667	01/14/2022	SYNCB/Amazon	01-4310	Books	392.64	
				Special Education Supplies	179.29	
			01-4342	Replacement Monitors for HR	889.91	
			01-4350	ELC Office & Prk Supplies	8.10	
			01-5840	ITECH: Supplies	2,143.30	3,613.24
1875668	01/14/2022	Apple, Inc	01-4240	Apple TV 4K 32Gb		19,555.75
1875669	01/14/2022	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	984.43	
				OPEN PO: MV Food for Food Svc	1,209.68	2,194.11
1875670	01/14/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	310.50	
				MV- Student Milk	506.00	816.50
1875671	01/14/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	697.85	
				OPEN PO- MV - Fruit & Vegetable	558.50	1,256.35
1875672	01/14/2022	Fun and Function	01-4310	Noise Headphones	171.09	
				Special Education Supplies	526.01	697.10
1875673	01/14/2022	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	970.68	
				OPEN PO MV Food Supply	3,357.91	4,328.59
1875674	01/14/2022	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		452,884.58
1875675	01/14/2022	US Bank Equipment Finance	01-5858	OpenPO - Lease Bellevue School		548.39
1876204	01/19/2022	CALPERS	01-5823	SSA 218- Annual Fee for BUSD (7018877434)		1,553.44
1876205	01/19/2022	Janet Gonzalez Aguilera	01-5862	LIVE SCAN - Fingerprints		25.00
1876206	01/19/2022	Shawn Sheffler	01-5862	LIVE Scan		82.00
1876207	01/19/2022	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		1,944.00
1876208	01/19/2022	Advanced Security Systems-SR	01-5800	BV : Fire Monitoring/ Security System	226.50	
				BV: Burglar Alarm Monitoring	147.00	
				ELC: Burglar Alarm Monitoring	147.00	
				KW : Fire Monitoring	226.50	
				KW: Burglar Alarm Monitoring	147.00	
				MV : Fire Monitoring	226.50	
				MV Annex Burglar Alarm Monitoring	147.00	
				MV: Office Alarm Security	147.00	
				MV:Burglar Alarm Monitoring MEDIA & LIBRARY	147.00	
				TM : Fire Monitoring	106.50	
				TM: Burglary Alarm Monitoring Fee	147.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1876208	01/19/2022	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement	217.65	2,032.65
1876209	01/19/2022	SYNCB/Amazon	01-4350	DO : Office Supplies Purchases	6.86	
			01-4380	DO : Office Supplies Purchases	7.40	
			01-5800	3/4 Violin	542.45	
			13-4390	DO : Office Supplies Purchases	4.16	560.87
1876210	01/19/2022	Valley Comfort Heating & Air	01-5800	Open PO : 2021/2022		729.94
1876211	01/19/2022	Becoming Independent	01-5800	BUSD Shredding Services		225.75
1876212	01/19/2022	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		498.72
1876213	01/19/2022	AT & T	01-5911	Open PO CALNET3		43.18
1876214	01/19/2022	Citi Cards	01-5800	District Credit Card		295.90
1876215	01/19/2022	City Of Santa Rosa Alarm Progr am	01-5805	M&O Burglary Alarm Fee		125.00
1876216	01/19/2022	Clover Stornetta Farms Inc	13-4715	TM- Student Milk		169.00
1876217	01/19/2022	Coastline Distributors, Inc	13-4710	OPEN PO- TM - Fruit & Vegetable		399.40
1876218	01/19/2022	Rodney Justin Cook Cook Fire Protection	13-5800	BV-Kitchen Hood Fire Suppression System	245.63	
				MV--Kitchen Hood Fire Suppression System	201.93	
				TM-Kitchen Hood Fire Suppression System	169.16	616.72
1876219	01/19/2022	David Kerr	01-5800	Vocal Music		850.00
1876220	01/19/2022	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		305.00
1876221	01/19/2022	Emerald LLC	01-5800	Consultation Services	507.67	
				ISA: A.F	2,222.54	
				ISA: D.W	1,929.60	
				ISA: J.L.L	1,236.08	
				ISA: J.R	3,414.64	
				ISA: R.S.V	1,454.79	
				ISA: V. R	1,697.22	
				ISA: Z. C	1,687.13	
				ISA:J.V.T	3,434.83	
				ISA:M.L	3,374.23	
				NPS: C.H	1,059.48	
				NPS: C.V.S	397.31	22,415.52
1876222	01/19/2022	Environment Control	01-5800	Cleaning Services		2,800.00
1876223	01/19/2022	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		125.00
1876224	01/19/2022	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1876225	01/19/2022	FedEx	01-5800	DO: Fedex Shipments		69.51
1876226	01/19/2022	Fishman Supply Co	01-4310	DO: All School Site Paper Order	881.67	
			01-4370	M&0: Custodial Supplies@BV	240.38	
				M&O: Custodial Supplies @ ELC	41.95	
				M&O: Custodial Supplies @ TM	1,619.50	
				M&O; Custodial Supplies @ DO	117.74	
				M&O; Custodial Supplies @ KW	1,399.53	
				M&O; Custodial Supplies @ MV	3,493.26	
			01-5800	M&O: Custodial Equipment Repairs	124.19	7,918.22
1876227	01/19/2022	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	20.10	
				KW: OPEN PO for Supplies	179.79	
				MV: OPEN PO for Supplies	179.79	
				Open PO General Dist Maint	97.52	
				TM: OPEN PO for Supplies	45.28	
			01-4390	Open PO General Dist Maint	32.52	555.00
1876228	01/19/2022	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		670.76
1876229	01/19/2022	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		1,213.00
1876230	01/19/2022	Henris Supply DBA Henris Roofing	21-6200	Repairs		3,408.00
1876231	01/19/2022	The Home Depot Pro	01-4380	Home Depot		172.58
1876232	01/19/2022	Interstate Battery System of Northbay	01-5800	Open PO-Intestate Battery		67.99
1876233	01/19/2022	McGraw-Hill School Education Holdings, LLC	01-4310	Glencoe Math		51.82
1876234	01/19/2022	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		92.92
1876235	01/19/2022	Rexel USA, INC Platt Electric Supply	01-4370	DO- OPEN PO Replace Light Bulds	398.54	
			01-4380	DO- OPEN PO Replace Light Bulds	370.41	768.95
1876236	01/19/2022	School Specialty LLC	01-4310	21/22 School Supplies		47.20
1876237	01/19/2022	Soliant	01-5100	Speech Therapist & Speech Language Assistants		14,532.08
1876238	01/19/2022	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		568.75
1877794	01/28/2022	Rushing Hart, Moriah F	01-5800	Viloin Strings		42.61
1877795	01/28/2022	Aaction Rents	01-5600	Open PO: Rentals		2,175.57
1877796	01/28/2022	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		285.00
1877797	01/28/2022	Air Filter Control	01-5800	MERC-13 HVAC Filters		1,498.95
1877798	01/28/2022	Alsco (American Linen)	13-5800	Open PO- BV	140.11	
				Open PO- MV	130.57	
				Open PO- TM	113.42	384.10
1877799	01/28/2022	Advanced Reproduction Center	01-4310	New Student Registration Packets		260.29

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1877800	01/28/2022	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		466.74
1877801	01/28/2022	Valley Comfort Heating & Air	21-6200	Thermostat Replacement		81,512.00
1877802	01/28/2022	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	960.13	
				OPEN PO: TM Food for Food Svc	574.72	
				OPEN PO: MV Food for Food Svc	1,217.06	2,751.91
1877803	01/28/2022	California's Valued Trust	01-9570	Coverage for Feb 2022		147,253.48
1877804	01/28/2022	AT & T	01-5911	Open PO CALNET3		305.36
1877805	01/28/2022	Loyal Carlon	01-5800	HR Consulting		19,721.00
1877806	01/28/2022	City Of Santa Rosa Alarm Progr am	01-5805	M&O Burglary Alarm Fee		150.00
1877807	01/28/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	583.12	
				KW- Student Milk	369.50	
				MV- Student Milk	563.50	
				TM- Student Milk	334.80	1,850.92
1877808	01/28/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	614.85	
				OPEN PO- MV - Fruit & Vegetable	751.35	
				OPEN PO- TM - Fruit & Vegetable	356.56	1,722.76
1877809	01/28/2022	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		36.45
1877810	01/28/2022	Environment Control	01-5800	Cleaning Services		7,280.00
1877811	01/28/2022	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		425.00
1877812	01/28/2022	TIAA Commerical Finance	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	303.58	
				Lease Agreement for Copiers Acc# 20399421-1	1,273.10	1,576.68
1877813	01/28/2022	Facility One	25-6200	Work order & Mapping System		6,095.00
1877814	01/28/2022	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	4,778.44	
				M&O; Custodial Supplies @ DO	455.70	
				M&O; Custodial Supplies @ KW	107.50	5,341.64
1877815	01/28/2022	Friedman's Home Improvement	01-4380	Open PO General Dist Maint	220.30	
			01-4390	Open PO General Dist Maint	73.43	293.73
1877816	01/28/2022	GM Labrucherie	21-6200	Playground Surfacing Materials		34,337.50
1877817	01/28/2022	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	1,492.43	
				OPEN PO MV Food Supply	2,658.82	
				OPEN PO TM Food Supply	958.54	5,109.79
1877818	01/28/2022	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.48	
			01-5950	OPEN PO-Postbase 45 mail machine	134.08	136.56
1877819	01/28/2022	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		1,758.00
1877820	01/28/2022	Jacobson Fence Co Inc	25-5800	Fence Panel Removal & Reinstall	2,993.00	
			25-6200	General Fence Repairs	420.00	3,413.00

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ESCAPE ONLINE

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1877821	01/28/2022	Kompan California Inc	25-6200	KS Kinder Play Structure Repair		2,909.30
1877822	01/28/2022	Language People	01-5803	ELC- OPEN PO Interpreting services		1,108.00
1877823	01/28/2022	Monoprice	01-4344	OPEN PO: IT Supplies		736.35
1877824	01/28/2022	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		104,305.16
1877825	01/28/2022	Office Depot Inc	01-4310	Constuction Paper	73.56	
				School Supplies	37.92	
			01-4350	School Couselor	104.15	215.63
1877826	01/28/2022	PG&E	01-5520	Open PO -PG & E		158.17
1877827	01/28/2022	Andre Randall Soileau dba Prime65	01-5911	IT: Telephone Service 2021/22		1,883.45
1877828	01/28/2022	Lockbox Bartley Pump PMLLC	01-5800	Open PO -Bartley Pump		1,080.00
1877829	01/28/2022	RGM Kramer Inc	25-5800	DO : General Management Services		7,903.25
1877830	01/28/2022	RGM And Associates	21-6200	RGMK CM Services Agreement KS Modernization		16,000.00
1877831	01/28/2022	Roto-Rooter Plumbers	01-5800	Open PO-Roto Rooter Plumbers 2021/2022		949.00
1877832	01/28/2022	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	1,645.76	
				Open PO for Water bill MV & Spa	1,788.80	
			01-5858	Open PO for Water bill KW	2,028.34	
				Open PO for Water bill TM	6,462.73	11,925.63
1877833	01/28/2022	Spurr	01-5510	Open PO Spurr		5,247.19
1877834	01/28/2022	Julie Burns	01-5803	Interpretation For Special Boad Meetings		1,000.00
1877835	01/28/2022	TLCD Architecture	21-6200	KS Modernizaton Architecture		137,610.00
1877836	01/28/2022	Verizon Wireless	01-4344	Verizon Wireless		374.29
1877837	01/28/2022	WEX BANK	01-4362	DO : Fuel Card		219.08
1877838	01/28/2022	Wilson Architecture Inc	25-6200	Bus Barn Repairs		1,867.50
1878988	02/04/2022	Pennacchio, Antonio	01-5800	Classroom Supplies		300.00
1878989	02/04/2022	Fitzgerald-Dimsho, Kelly P	01-5800	Classroom Supplies		300.00
1878990	02/04/2022	Herring, Patrick E	01-5201	Mileage Reimbursement for DEC		15.12
1878991	02/04/2022	ACSA	01-5300	ACSA Membership		1,189.28
1878992	02/04/2022	Alsco (American Linen)	13-5800	Open PO- BV	138.21	
				Open PO- KS	128.64	
				Open PO- MV	261.14	
				Open PO- TM	113.42	641.41
1878993	02/04/2022	SYNCB/Amazon	01-4350	DO : Office Supplies Purchases	64.17	
			01-5800	Ihealth COVID-19 Antigen Repaid Test.	7,975.39	8,039.56
1878994	02/04/2022	Anova Education & Behavior	01-5800	NPS B.T		2,547.60
1878995	02/04/2022	Banerjea, Pia	01-5800	Psychoeducational Assessments		1,600.00
1878996	02/04/2022	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc		533.41

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ESCAPE ONLINE

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1878997	02/04/2022	Castino Restaurant Equipment & Supply, Inc.	13-4390	BV: Open PO Food Service Smallware	44.88	
				Lunch Trays	218.28	263.16
1878998	02/04/2022	Christy White Associates	01-5821	2021-22 District Audit		8,325.00
1878999	02/04/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	523.50	
				KW- Student Milk	512.50	1,036.00
1879000	02/04/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable		622.25
1879001	02/04/2022	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		78.75
1879002	02/04/2022	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2021/2022		9,700.00
1879003	02/04/2022	Napa County Office Of Ed	01-5100	DO: CalServes Contract- Americop Mentors	3,500.00	
			01-5800	DO: Calserves ASES After School Program	139,131.15	142,631.15
1879004	02/04/2022	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		87.50
1879005	02/04/2022	Santa Rosa City Schools	13-5100	Open PO-Meals for Kawana		13,845.00
1879006	02/04/2022	Santa Rosa, City Of	01-5560	Open PO for Water bill MV & Spa		120.00
1879007	02/04/2022	School & College Legal Service Sonoma County Office of Ed.	01-5800	Legal Training for SPED		90.00
1879008	02/04/2022	School Health Corporation	01-4390	Open PO Medical Supplies		347.90
1879009	02/04/2022	Sonoma County Office Of Educat ion	01-5800	Teacher Inducation Program 2021/2022		38,500.00
1879010	02/04/2022	Soliant	01-5100	Speech Therapist & Speech Language Assistants		23,345.93
1879011	02/04/2022	The Standard Insurance Co	01-9575	Disability Insurance FEB 2022	2,039.59	
				Disability Insurance Jan 2022	2,039.59	4,079.18
1879012	02/04/2022	Valley Comfort Heating & Air	01-5800	Open PO : 2021/2022		683.94
1879013	02/04/2022	Bella Painting	25-6200	Repaint Flag Pole/ BV	2,400.00	
				Repaint Flag Pole/KW	2,400.00	4,800.00
1879014	02/04/2022	Environment Control	01-5800	Cleaning Services		4,246.20
1879015	02/04/2022	Facility One	25-6200	Work order & Mapping System		1,564.41
1879016	02/04/2022	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	228.50	
				M&O; Custodial Supplies @ KW	593.27	
				M&O; Custodial Supplies @ MV	42.86	864.63
1879017	02/04/2022	The Home Depot Pro	01-4380	Home Depot		91.17
1879018	02/04/2022	Rexel USA, INC Platt Electric Supply	01-4370	DO- OPEN PO Replace Light Bulds	5.98	
			01-4380	DO- OPEN PO Replace Light Bulds	5.55	11.53
				Total Number of Checks	**122**	**1,446,310.17**

Fund Recap

Fund	Description	Check Count	Expensed Amount

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/13/2022 through 02/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	84	547,008.48
12	Child Development Fund	2	557,189.74
13	Cafeteria Fund	25	40,474.34
21	Building Fund	5	272,867.50
25	Capital Facilities Fund	8	28,770.11
	Total Number of Checks	**122**	1,446,310.17
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**1,446,310.17**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District

Consent Calendar for Board Meeting of February 15, 2022

8. Consent Calendar

    8.1. 2021-22 Certificated Seniority List
    8.2. 2021-22 Classified Seniority List
    8.3. Board Meeting Minutes
        8.3.1. Regular Board Meeting Minutes January 18, 2022
    8.4. Acknowledge Donations/Grants
        8.4.1. SvahaUSA, 65 2T-5T t-shirts and 10 backpacks, Bellevue Union School District
        8.4.2. Linda Dunnivant, collage materials, Bellevue Union School DIstrict, SDC classrooms
    8.5. Interdistrict Requests 2021-22
    8.6. Interdistrict Requests 2022-23
    8.7. Personnel Activity Log

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

Bellevue USD -- Classified Seniority List -- 2021-22

RANGE 5: Positions
Instructional Assistant
Child Care Assistant
Student Supervisor Aide
Dishwasher

Instructional Assistant	Seniority Date		Seniority Date
1 Faulconer, Corinne	10/13/97	13 Corrales, Erika	01/07/19
2 Peoples, Ana	11/01/98	14 Spain, Jennifer	10/03/19
3 Jaramillo, Peter	10/01/99	15 Perez-Ramirez, Alma	11/05/21
4 Matteri, Lori	11/01/00	16 Hernandes De Velarde,	09/09/21
5 Cuevas, Rosa	12/01/03	17 Mazzulo, Gabriel	09/09/21
6 Everson, Amber	10/01/05	18 Winters, Sierra	09/09/21
7 Rinnels, Donna	10/01/07	19 Cervantes, Laura	12/9/21
8 Chambers, Sandra	09/01/11	20 Cameron, BryAnne	1/3/22
9 Hill, Jenna	12/01/11	21	
10 Ramirez, Blanca	11/02/12	22	
11 DeMello, Gabrielle	08/20/13	23	
12 Estrada, Angelina	08/15/18	24	

Child Care Assistant	Seniority Date
1 Faulconer, Corinne	08/27/99
2	

Student Supervisor Aide	Seniority Date		Seniority Date
1 Peoples, Ana	11/01/98	26 Spain, Jennifer	02/18/16
2 Faulconer, Corinne	09/01/98	27 Gonzalez, Rosa	08/16/16
3 Matteri, Lori	11/01/00	28 Ruiz, Anita	08/16/16
4 Everson, Amber	10/01/05	29 Mondragon, Octavio	12/05/16
5 Williams, Michelle	02/01/07	30 Morales Parra, Maria D	03/01/17
6 Hernandez, Maria	08/17/07	31 Gomez-Alcala, Kailani M	09/06/17
7 West, Carolyn	08/17/07	32 Lujano, Lorena	04/18/18
8 Ramirez, Blanca	08/27/07	33 Becerra De Salazar,	08/27/18
9 Rinnels, Donna	10/01/07	34 Maples, Melissa	09/17/18
10 Bradley, Susana	08/29/08	35 Clements, Jeremiah	09/18/18
11 Jaramillo, Peter	08/14/09	36 Corrales, Erika	10/22/18
12 Schubert, Suzanne	08/14/09	37 Banuelos Sanchez, Erika	02/26/19
13 Cuevas, Rosa	08/14/09	38 Ramirez, Natali	08/12/19
14 Hill, Jenna	02/01/10	39 Fitz Castaneda, Griselda	10/09/19
15 Cervantes, Maria	09/01/10	40 Ibarra Lopez, Jaqueline	10/10/19
16 Simonson, Mindy	04/01/11	41 Forster, Christine	11/04/19
17 Leon, Hope	08/16/11	42 Arenas, Diana	01/06/20
18 Chambers, Sandra	09/01/11	43 Valdez, Laura	09/14/20
19 DeMello, Gabrielle	10/01/12	44 Roza, Kristin	09/21/20
20 Hass, Amber	12/03/12	45 Luna, Ketzaly	10/07/20
21 Hernandez, Paula	04/08/13	46 Quinonez, Silvia	11/02/20
22 Estrada, Angelina	01/06/14	47 Garcia Vazquez, Laura	03/01/21
23 Valdovinos, Evelia	08/05/14	48 Davidson, Kyle	04/09/21
24 Salguero Ortiz, Sandra	10/23/14	49 Messimore, Dominic J	04/09/21
25 Miron, Kristie	10/22/15	50 Cervantes, Laura	12/09/21
		51	

Dishwasher	Seniority Date		Seniority Date
1 Becerra De Salazar, Agueda	09/01/16	5 Radcliffe, Nancy	05/03/21
2 Hass, Amber	10/11/16	6 Spain, Jennifer	11/9/2021
3 Matteri, Lori A	11/13/18	7 Quinonez, Sylvia	01/06/22
4 Nyberg, Bryan	08/22/19		

RANGE 6: Positions
Bilingual Instructional Assistant

	Bilingual Instructinal Assistant	Seniority Date
1	Peoples, Ana	12/06/00
2	Ramirez, Blanca	08/27/07
3	Robles Correno, Norma	10/01/20
4		

RANGE 7: Positions
Health Assistant 1
Inst. Assoc. Reading
SELPA Instructional Assistant
Special Ed. Assistant

	Health Assistant 1	Seniority Date
1	Bradley, Susana	11/01/07
2	Cuevas, Rosa	08/14/08
3		

	Special Education Assistant	Seniority Date
1	Faulconer, Corinne	09/01/02
2	Schubert, Suzanne	08/29/03
3	Carlson, Zina	12/01/06
4	Carrillo, Savannah	08/16/16
5	Chavez, Jennifer	08/16/16
6	Reyes, Gloria	08/16/16
7	Ortiz Lopez, Miriam	09/08/16
8	Morales Parra, Maria	12/12/16
9	Ramirez, Natali	03/09/17
10	Killilea, Dale	08/18/17
11	Angeles, Alicia	08/29/17
12	Fronce, Michelle E	11/13/17
13	Stong, Christopher	10/14/19
14	DeMello, Gabrielle	08/10/20
15	Maples, Melissa	08/10/20
16	Roza, Kristin	09/21/20
17	Ramirez, Arenas, Damaris	04/19/21
18	Casas, Guadulupe	04/22/21
19	Jonas, Sarah	08/10/21
20	De La Cruz Gonzalez, M.	08/12/21
21	Atkinson, Xyth	09/27/21
22	Mendez, Nancy	11/9/2021
23	Hernandez, Claudia	11/08/2021
24		

	Kitchen Operator	Seniority Date
1	Faulconer, Corinne	10/13/97
2	Matteri, Lori	11/01/00
3	Mondragon, Ildefonso	10/01/02
4	West, Carolyn	08/17/07
5	Hass, Amber	03/01/14
6	Hernandez, Paula	08/14/17
7	Becerra De Salzar, Agueda	02/05/18
8		

RANGE 9: Positions
Food Service Cashier

	Food Service Cashier	Seniority Date
1	Everson, Amber	01/01/08
2	Rinnels, Donna	08/14/09
3		

RANGE 11: Positions
Health Assistant II

	Health Assistant II	Seniority Date
1	Faulconer, Corinne	08/01/99
2	Williams, Michelle	02/01/08
3		

RANGE 13: Positions
Bilingual/ ESL Specialist
Head Child Care Center Operator
Full Inclusion Instructional Assistant
English Learner Technician

	Bilingual/ ESL Specialist	Seniority Date
1	Peoples, Ana	11/21/98
2		
3		

	Head Child Care	Seniority Date
1		
2		

	Full Inclusion Instructional Assist.	Seniority Date
1	Leon, Hope	10/01/98
2	Williams, Michelle	08/14/09

	English Learner Service Tech (bilingual position)	Seniority Date
1	Ramirez, Blanca	08/17/10
2	Bradley, Susana	08/17/10

RANGE 14: Positions

Health and Wellness Coordinator
Parent Liaison
Program Secretary
School Office Assistant
School Nurse's Assistant

Parent Liaison	Seniority Date
1 Bradley, Susana	08/05/14
2 Ramirez, Blanca	08/05/14
3 Flores Casares, Amy	08/14/17
4 Ramirez, Natali	08/12/19
5 Solis Lopez, Juana	09/24/19
6 Corrales, Erika	01/06/20
7 Hueramo, Lilia S	04/27/21

School Office Assistant	Seniority Date
1 Bradley, Susana	08/14/09
2 Cuevas, Rosa	11/16/09
3 Leon, Hope	08/16/11
4 Williams, Michelle	09/01/12
5 Ramirez, Blanca	05/13/17
6 Luna, Maria	08/08/19
7	

School Nurse Assistant	Seniority Date
1 Luna, Maria	8/1/2012
2 Perez Corona, Lizbeth	10/14/2019

RANGE 17: Positions

Night Custodian
Library Media Technician
Computer Lab Operator
Groundskeeper

Night Custodian	Seniority Date
1 Mondragon, Ildefonso	10/01/02
2 Cuevas, Ruben	07/01/06
3 Mondragon, Mardonio	08/01/07
4 Daraseng, Kikham	03/01/08
5 Torres Moreno, Bismark	08/01/08
6 Jaramillo, Peter	06/07/10
7 Hill, Jenna	07/01/12
8 Luna, Enrique	08/05/16
9 Gomez-Alcala, Kailani M	11/13/18
10 Mondragon, Octavio	09/01/20
11 Conde, Ronald	11/01/20
12 Alcazar Lara, Enrique	08/26/21

Library Media Technician	Seniority Date
1 Faulconer, Corinne	01/22/08

Computer Laboratory Operator	Seniority Date
1 Jaramillo, Peter	01/04/99
2	

Groundskeeper	Seniority Date
1 Duarte, Reinel	08/13/18

RANGE 18: Positions
Maintenance Technician

	Maintenance Technician	Seniority Date
1	Herring, Patrick	01/06/20
2		

RANGE 19: Positions
Day Custodian (Plant Operation Leader)
School Cook

	Day Custodian	Seniority Date
1	Mondragon, Ildefanso	01/01/06
2	Mondragon, Mardonio	03/01/08
3	Daraseng, Kikham	07/01/12
4	Torres Moreno, Bismark	10/02/12
5	Alcazar Lara, Enrique	12/13/2021

	School Cook	Seniority Date
1	Everson, Amber	08/03/15
2	Nyberg, Bryan	08/01/16
3	Hill, Jenna	08/12/19
4		

RANGE 20: Positions
Dist. Account Tech/Receptionist
Special Ed Administrative Assist.
Literacy Paraprofessional
School Office Manager

	Distr. Acct. Tech/ Receptionist	Seniority Date
1	Gomez, Maria Teresa	06/21/16
2		

	Special Education Admin. Assist.	Seniority Date
1	Flores Casares, Amy	01/08/18
2	Cuevas, Rosa	07/01/18
3	Arteaga, Michelle M	08/10/21

	Literacy Paraprofessional	Seniority Date
1	Chambers, Sandra	08/15/14
2	Schubert, Suzanne	08/11/15
3	Robertson, Julia	08/11/15
4	Schalich, Ashley	08/11/15
5	Eisenman, Jeanise	09/16/19
6	Burt, Kathryn	09/30/19
7	Gomez-Alcala, Kailani M	12/09/19
8	Stibbe, Emily	01/06/20
9	Brunkow, Kristin	10/13/20
10	Lampear, Michael	08/10/21

	School Office Manager	Seniority Date
1	Peoples, Ana	08/01/07
2	Martinez, Karina	08/01/11
3	Roza, Julie	07/28/14
4	Cuevas, Rosa	05/07/17
5	Bradley, Susana	08/01/19
6		

RANGE 21: Positions Bilingual Literacy Paraprofessional	
Bilingual Literacy Paraprofessional	**Seniority Date**
1 Kailia Feineman	03/02/20
2 Maldonado, Sandra	08/10/21

RANGE 22: Positions Media Center Specialist	
Media Center Specialist	**Seniority Date**
1	

	Last Name	First Name	Seniority Date	Status	Assignment	School
1	Mulligan-Hirsch	Susan	11/01/90	Admin	Program Specialist	DW
2	Corwin	Karen	08/28/96	Perm	K	MV
3	Diaz	Sophia	09/27/96	Perm	3	MV
4	Bethel	Suzanne	01/23/97	Perm	2	MV
5	Jensen	Linda	08/27/97	Perm	1	TM
6	Anderson	Suzanne	01/26/98	Perm	6	MV
7	Boyce	Caroline	08/26/99	Perm	1	BV
8	Kampmann	Tiffany	08/26/99	Perm	3	TM
9	Jenner	Shirley	10/01/99	Perm	1	MV
10	Lewis	Gina	08/24/00	Perm	3	BV
11	Gerke	Stephanie	08/30/01	Perm	1	BV
12	Wilson	Christopher	08/30/01	Perm	2	TM
13	Slayback	Kristine	09/19/01	Perm	1	TM
14	Pennacchio	Antonio	08/29/02	Perm	5	TM
15	Frydenlund (Doolittle)	Greta	12/15/03	Perm	4 & 5	BV
16	Evans	Kelly	08/26/04	Perm	6	TM
17	McMurtrie	Julie	11/01/04	Perm	4	TM
18	Simpson	Natascha	08/25/05	Perm	2	BV
19	MacLean	Amber	08/17/06	Perm	1 & 2	BV
20	Campbell-Sapp	Cheryl	08/17/06	Perm	4	MV
21	Craig	Nina	08/17/06	Admin	Principal	BV
22	Albritton	Susan	08/16/07	Perm	6	MV
23	Sandhu	Kulbir	08/16/07	Perm	2	MV
24	Duval	Jacinda	08/14/08	Perm	4	MV
25	King	Celeste	08/14/08	Perm	TK/K	BV
26	McGuire-Ramirez	Kelly	08/14/08	Perm	5	BV
27	Grenier	Angela	08/14/08	Perm	K	BV
28	Ballard	Shelby	08/14/08	Perm	K	BV
29	Bridges	Ashley	08/16/10	Perm	6	KS
30	O'Brien	Rosalba (Rosie)	08/16/10	Perm	2	TM
31	Toller	Kim	08/16/10	Perm	6	BV
32	Fitzgerald (-Dimsho)	Kelly	08/15/11	Perm	3	TM
33	Crawford	Benita	08/15/11	Perm	3	MV
34	Hansen	Rebekah	08/15/11	Perm	5	TM
35	Toth	Michelle	08/16/12	Perm	SDC	KS
36	Goodin	Sarah	08/15/13	Perm	5	MV
37	Logsdon	Stacey	08/15/13	Perm	3	BV
38	Inge	Laura	08/04/14	Perm	PE	MV/BV
39	Solbakken	Amber	08/04/14	Perm	6	TM
40	Johnstone	Ellana	08/10/15	Perm	5	MV
41	Saechao	Ata	08/10/15	Perm	PE	MV/BV

	Last Name	First Name	Seniority Date	Status	Assignment	School
42	Walker	Genevieve	08/10/15	Perm	6	KS
43	DesChenes	Mary	08/10/15	Perm	K	TM
44	Ryan-Donahue	Maura	08/09/16	Perm	PSYCH	DW
45	Byers-Gith	Shari	08/09/16	Perm	PSYCH	DW
46	Duarte	Jennifer	08/16/16	Perm	1 (DI)	KS
47	Davey	Richard	08/16/16	Perm	PE	KS/TM
48	Brown	Hugh	08/16/16	Perm	5	KS
49	Simmons	Joshua	08/16/16	Perm	SDC	BV
50	Brito	Christine	08/09/17	Perm	SPEECH	DW
51	Edson	Kathryn	08/14/17	Perm	SDC	TM
52	Reidelbach	Kristine	08/14/17	Perm	RSP	MV
53	Furner	Brianna	08/14/17	Perm	SDC	ELC
54	Soriano Castellanos	Wuelby	08/14/17	Perm	K (DI)	KS
55	Duncan	Laurel	08/13/18	Perm	K (DI)	KS
56	Maram-McCullough	Denise	07/01/19	Admin	Principal	KS
57	Whitaker	Tracy	07/01/19	Admin	Cert. Director	DW
58	Jacobson	Margaret	07/01/19	Admin	Principal	TM
59	Walker	Jean	07/01/19	Admin	Principal	MV
60	Gould	Christine	08/12/19	Perm	3 (DI)	KS
61	McBride	Emma	08/12/19	Perm	5 & 6	BV
62	Griffith	Sarah	08/12/19	Perm	2	BV
63	Trombetta	Joseph	08/12/19	Perm	PE	KS/TM
64	Hackelman	Erica	08/12/19	Perm	3 & 4	KS
65	Hausner (Furch)	Sara	08/12/19	Perm	RSP	KS
66	Sosa	Vicente	08/12/19	Prob 0	SDC	MV
67	Carrillo	Juan	09/01/19	Perm	2 (DI)	KS
68	Narez	Erica	03/01/20	Prob I	2 (DI)	KS
69	Romo-Flores	Aracely	07/22/20	Admin	Cert. Director	DW
70	Grewal	Navreet	08/06/20	Prob II	PSYCH	DW
71	Pelot	Nora	08/10/20	Prob II	RSP	BV
72	Plancarte	Alondra	08/10/20	Prob II	4 (DI)	KS
73	Prosser	Griselda	08/10/20	Prob II	2 (DI)	KS
74	Burke	Riley	08/10/20	Prob 0	SDC	KS
75	Johnson	Mindy	08/10/20	Prob I	SDC	MV
76	Strong	Christopher	08/10/20	Prob 0	SDC	BV
77	Verporter	Michelle	08/10/20	Prob 0	SDC	TM
78	Bravo	Elysa	11/16/20	Prob 0	RSP	TM
79	Sandoval-Ramirez	Perla	08/02/21	Prob 1	Counselor	TM
80	Keppeler	Rosanna	08/09/21	Prob 1	Tcher	KW
81	Husar	Emily	08/09/21	Prob 1	Tcher	BV
82	Finkbeiner	Katelin	08/09/21	Prob 1	Tcher	TM
83	De Souza	Gloria	08/09/21	Prob 1	SDC	TM

	Last Name	First Name	Seniority Date	Status	Assignment	School
84	Campbell	Colleen	08/09/21	Prob 1	Tcher	TM
85	Boucher	Beau	08/09/21	Prob 1	Tcher	KW
86	Barajas-Contreras	Magali	08/09/21	Prob 1	Tcher	KW
87	Atkinson	Gemma	08/09/21	Prob 1	SDC	ELC
88	Jaimes-Perez	Lucelene	08/09/21	Prob 1	Conselor	KW
89	Hurley	Emily	08/09/21	Prob 1	Counselor	BV
90	Bunnell	Mark	08/09/21	Prob 1	Counselor	MV
91	Schwinn	Kenneth	08/09/21	Prob 1	Indep. Study	District
92	Chapman	Cyndi	01/03/22	Prob 1	Tcher	MV
93	Silacci	Kailee	01/03/22	Prob 1	Tcher	TM

BUSD January 18, 2022 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:32 pm by Trustee Adele Walker, In person at the Bellevue Union School District Office & Streamed Live Via Zoom on the BUSD Homepage.

   1.1. Call To Order

   1.2. Public Comment on Closed Session Agenda None

2. Adjourn To Closed Session: 5:34 P.M.

   2.1. Closed Session Agenda

      2.1.1. Public Employment § 54957
      2.1.2. Conference With Labor Negotiator §54957.6

3. Reconvene To Regular Session: 6:35 P.M.

   3.1. Flag Salute: David Alexander led the flag salute.

   Members Present: Jamie Padilla, John Jarvis, Adele Walker, Stephanie Merrida-Grant, and David Alexander

   Members Absent: Lisa Reyes

   Late Arrivals: None

   Early Departures: None

   District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Tracy Whitaker, Aracely Romo-Flores, Roger Farrell, Michael Kellison, Ryan Green

   Others Present: See Sign in Sheet/zoom meeting image capture.

   3.2. Report on Closed Session None

   3.3. Consider Agenda Adjustment None

   3.4. Public Comment: None

4. Informational
   4.1. COVID-19 Updates, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator

5. Recognition Item

5.1. School Board Recognition Month Proclamation

6. Action

6.1. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved the BUSD "Sunshine" Letter Declaring Negotiation Openers for BEA

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent Lisa Reyes

6.2. On a motion by Adele Walker, second by Stephanie Merrida-Grant, the Board approved Memo of Understanding (MOU) with North Bay Children's Center (NBCC)

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent Lisa Reyes

6.3. On a motion by John Jarvis, second by Adele Walker, the Board approved the Williams Quarterly Uniform Complaint Report Summary (October 1-December 31, 2021)

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent Lisa Reyes

6.4. Ratification of Bills and warrants

Payroll Totals

Manual Payroll 12/16/2021

Certificated	0000000
Classified	(100.00)
Total	(100.00)

Regular Payroll 12/29/2021

Certificated	725,222.00
Classified	294,854.39
Total	1,020,076.39

Supplemental Payroll 1/10/2022

Certificated	27,458.40
Classified	4,523.73
Total	31,982.13

Total: 1,051,958.52

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	477,213.95
13 Cafeteria Fund	42,158.73
21 Building Fund	8,227.00
25 Cap Facilities Fund	120.00
Total Payables	$527,719.68

On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board ratified the Bills and Warrants.

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent Lisa Reyes

7. Consent Calendar

7.1. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 2nd Reading (1st reading November 16, 2021)

7.2. Board Meeting Minutes
- 7.2.1. Special Board Meeting Minutes January 4, 2022
- 7.2.2. Regular Board Meeting Minutes December 14, 2021

7.3. Acknowledge and Accept Grants/donations
- 7.3.1. Welfare League of Santa Rosa: 78 hand-knitted hats for every kindergarten student, Taylor Mountain

7.4. Personnel Activity Log

On a motion by Adele Walker, second by John Jarvis, the Board approved the Consent calendar

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent Lisa Reyes

8. Reports

8.1. California School Employees Association, Chapter 501
N/A

8.2. Bellevue Education Association
Good evening members of the board and Dr. Alexander,

Happy belated New Year! We are coming to you over Zoom tonight out of an abundance of caution as we both have had half our class out due to Covid.

We want to start by saying congratulations to Dr. Alexander on your retirement. We know you'll be here until June, but we want to thank you for your years of service to the Bellevue district and wish you all the best in your future endeavors. Change can be hard and at times scary, but BEA is looking forward to working with the board to find a new superintendent. We are excited to welcome a new member into the BUSD family and look forward to their fresh perspective and new ideas. BEA would like to be part of the process and we will be reaching out to the board to talk about our involvement and how we can support you in this process.

These past few weeks have been difficult with the new Covid variant, but we are hanging in there and we are officially halfway through this crazy school year. As upper grade teachers, we are coming down from the high of the holidays and getting right into test prep mode. Our students will begin taking the ELPAC test beginning in February. At Taylor Mountain and Meadowview, our TOSA's are about to start their small groups. They will be holding ELPAC test prep groups, working with newcomers, and providing ELA instruction for students who need intervention. They will also be analyzing data and giving teachers support. We also have ELD after school intervention starting next week. This is time for 6th students to really prepare for the ELPAC in hopes of getting them reclassified before middle school.

Thank you and we'll hopefully see you in person next month.

8.3. Principal Report
Principal's Report: Jean Walker, Meadow View

Good evening board members, Dr Alexander and members of our school communities. Happy New Year!

You are clearly aware of how the recent Omicron surge has affected our Bellevue community. As Tracy mentioned we have been experiencing unprecedented levels of absenteeism due to Covid protocols as well as extreme increases in our Covid positivity amongst staff and students.

We have been working in partnership with our district medical team, including Tracy, and our office teams to contact trace and document students quarantining due to symptoms and/or exposure. Our priority is to ensure this is completed as quickly and accurately as possible to ensure a safe school environment for all.

Due to staffing shortages, both our certificated staff and classified staff have been extremely understanding and supportive. Many team members have recognized the need to take on different roles than usual inorder to help maintain a safe environment for all students. Due to this flexibility we have been able to continue to offer safe, in person classes for all students. Some examples of this are: Teachers going without prep at some sites due to needing PE teachers to substitute in classes and supervision staff helping as Instructional aides in our SDC classes. There are many heroes at each site right helping to keep our schools afloat.

Despite these challenging times, we have continued to move forward with district initiatives to help our students succeed academically. Our TK-3 and many SDC teachers have begun using the SIPPS materials to support literacy foundational skills in TIER 1 instruction. Since the start of the new year, most of these teachers have also attended two sessions with Lauren Ridgway from SCOE to support the implementation of this new program.

At some sites, upper grade teams have analyzed ELPAC scores to create after school groups to support students to become reclassified. Additionally, each site held an ELD focused discussion with upper grade teams and developed next steps for ELD instruction.

Due to the current Covid surge, basketball has been placed on hold for a short time (at some sites?). However, our district continues to offer Move over Mozart, Violin, and Chorus for students that take weekly covid tests to ensure student and staff safety.

Our district is currently participating in the Youth Truth Survey. This survey is being taken by students in grades 3-6th, all parents, and all staff. Information from this survey will help guide our LCAP as well as inform site decisions on school improvement initiatives.

We also continue to hold our Parent Coffees and are looking forward to hosting school tours, once we get some relief from the current surge and it's deemed safe.

8.4. Board Reports/Board Items
    8.4.1. Correspondence

John Jarvis said, in response to the current COVID surge, wow, what a way to start off the year with a horrible bang. He said he keeps hoping for the light at the end of the tunnel, but he's more impressed with every person in the district who is adapting and overcoming every obstacle. Everyone can be proud of the work they are doing to educate our future.

Adele Walker and Jamie Padilla both agreed with John Jarvis.

Stephanie Merrida-Grant said so many new words have been added to our vocabulary, COVID-19, variant, and spreader event, to name a few. I want you to know you are appreciated, loved and we will get through this together. Thank you.

8.5. Superintendent Report

8.5.1. Enrollment Update

Superintendent Alexander, Ph.D., said, in response to the current COVID surge, we definitely didn't expect this, but everyone has come together, to support each other and the mission of educating our students. It has been a time for team work. Jean Walker said something really amazing, she said "heroes." You are the heroes, you put your capes on and your masks on and you get it done. Wow, I have been a principal and never had to deal with what you have. You wrap your love around your staff.

It has been a really odd year. Our classrooms are full and the teachers are taking on the extra students. Teachers are saying bring them in. The teachers are willing to do whatever it takes to take care of and educate our kiddos.

9. Planning

February 15, 2022	Regular Board Meeting	5:30pm	BUSD Districts Office 3150 Education Drive and To be live streamed on zoom linked from the District's Homepage: www.busd.org

~~10. Returned to Closed Session~~

Open Session Adjournment Time: 7:11 pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Zoom Webinar

Recording

View





Julie McMurtrie

Julie McMurtrie

Zoom Admin





Unmute | Stop Video | Participants 7 | Q&A | Chat | Share Screen | More | Leave

Participants (7)

Panelists (6) | Attendees (1)

- Moriah Hart - Executive As... (Me)
- Zoom Admin (Host)
- Ryan Green (Co-host)
- Julie McMurtrie
- Rebekah Hansen
- Tracy Whitaker, Director of Stud...

Invite | Unmute Me

Zoom Webinar

Recording

View





Julie McMurtrie

Julie McMurtrie

Zoom Admin





Unmute | Stop Video | Participants 7 | Q&A | Chat | Share Screen | More | Leave

Participants (7)

Panelists (6) | Attendees (1)

KM Karen M

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires
2021-22	2	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	5	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	1	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	3	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	K	Bellevue	Roseland	Roseland	Sibling with Approved Interdistrict	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	2	Bellevue	Roseland	Roseland	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	3	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	6	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	6	Bellevue	Rincon Valley	Strawberry	Childcare (behavior issues @ CRPUSD)	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	3	Bellevue	CRPUSD	Marguerite Hahn	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	2	Bellevue	Roseland	Roseland	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	5	Bellevue	Roseland	Roseland	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	5	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	2	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	K	CRPUSD	Bellevue	Meadow View	Moving	Incoming	Approved	02/18/2022	06/30/2027
2021-22	4	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	1	Bellevue	Roseland	Sheppard	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	4	Bellevue	SRCS	Brookhill	Childcare by Family verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	6	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	incoming	Approved	02/18/2022	06/30/2027
2021-22	5	Bellevue	Roseland	Roseland Creek	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	4	Bellevue	Roseland	Roseland Creek	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	3	Bellevue	Roseland	Roseland	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	3	Bellevue	Twin Hills	Apple Blossom	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027
2021-22	4	Bellevue	Roseland	Roseland Creek	Continuing Student - CALPADs verified	Outgoing	Approved	02/18/2022	06/30/2027

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires
2022-23	K	Bellevue	Sonoma Valley	Flowery	Employment - Verified	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Bellevue	Bennett Valley	Yulupa	Childcare by family - verified	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Bellevue	Roseland	Sheppard	Siblings with approved IDT	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Bellevue	SRCS	Proctor Terrace	Childcare by family - verified	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	TK	Bellevue	Bennett Valley	Yulupa	Childcare by family - verified	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Bellevue	Bennett Valley	Yulupa	Employment - Verified	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Bellevue	Wright	JX Wilson	Sibling verified - CALPADs	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	TK	Bellevue	CRPUSD	Marguerite Hahn	Sibling with approved IDT	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	6	Bellevue	SRCS	James Monroe	Moving	Outgoing	Approved	02/18/2022	06/30/2027
2022-23	K	Rincon Valley	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	02/18/2022	06/30/2027
2022-23	TK	Bellevue	Bennett Valley	Yulupa	Sibling with approved IDT	Outgoing	Approved	02/18/2022	06/30/2027

Bellevue Union School District Personnel Activity Log

For the period: January 18, 2022 to February 14, 2022
Date of Board Approval: February 15, 2022

Employment

Classified:

Nothing to report at this time

Certificated:

1. Sharon Bell, 1.0 FTE Teacher, Bellevue Elementary School
   Effective: February 5, 2022

Change of Contract

Nothing to report at this time

Unpaid Leave of Absence

Nothing to report at this time

Resignations:

Classified:

1. Kailani Gomez-Alcala, 0.125 FTE, Night Custodian, Learning Center
   Effective: January 13, 2022

2. Mireya De La Cruz Gonzalez, 0.625 FTE, SDC Instructional Assistant, Kawana Springs Elementary School
   Effective: January 26, 2022

Certificated:

1. Karla Hess, 1.0 FTE Teacher, Meadow View Elementary School
   Effective: January 21, 2022

Retirements:

Nothing to report at this time

BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/12/2021	9/13/2021	10/13/2021	11/3/2021	12/14/2021	1/8/2022	2/8/2022	3/6/2022	4/14/2022	5/13/2022	6/5/2022
Bellevue	392	385	392	391	385	384	395				
Kawana	305	289	287	287	286	286	285				
Meadow View	384	374	375	375	376	377	381				
Taylor Mountain	406	414	413	416	419	421	424				
Independent Study	0	19	23	23	20	21	21				
Total Enrollment	**1487**	**1481**	**1490**	**1492**	**1486**	**1489**	**1506**	**0**	**0**	**0**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October)

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1486	
Charter	0	37	71	94	145	144	0	0	0	0	
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**TBD**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Bellevue	403	406	391	366	387	397	376				
Kawana	388	381	365	337	337	322	321				
Meadow View	397	409	425	437	406	382	353				
Taylor Mountain	502	503	483	456	413	415	381				
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**0**	**TBD**	**TBD**	**TBD**
% Attendance	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*	*95.02%*	*92.94%*	*0.00%*			
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.94%*	*95.12%*	*94.54%*	*94.69%*	*95.46%*	*95.02%*					

Updated: 2/9/22