

N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday

February 16, 2021, CLOSED SESSION 5:30PM & 6:00PM OPEN SESSION

VIDEO TELECONFERENCE STREAMED VIA YOUTUBE LIVE ON THE

BUSD HOMEPAGE HOSTED BY BELLEVUE UNION SCHOOL DISTRICT 3150

EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: February 12, 2021

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

POSTED: February 12, 2021

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
Video Teleconference Streamed Via YouTube Live on the BUSD Homepage
Hosted by Bellevue Union School District
Tuesday, February 16, 2021

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 by live video conference until further notice. The meeting will be live streamed live on the District's YouTube page 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

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. Informational:

    4.1. COVID-19 Updates, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator & David Alexander, Ed.D. Superintendent

5. 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.

6. Action

6.1. Consider Approval of CDE Local Agreement for Child Development Services, Amendment 3
6.2. Consider Approval of BUSD 2020-21 Comprehensive Safety Plan
6.3. Consider Approval of 2021 CSBA Delegate Assembly Member
6.4. Consider Approval of Resolution No 11: Declaring Instructional Method for 2020-2021Timeline Extended for Non-Use of In-person Direct Instruction to March 16, 2021 Unless Otherwise Safe to Return
6.5. Consider Approval of Resolution No 12: Recognizing March as Arts in Education Month
6.6. Ratification of Bills and Warrants

7. Consent Calendar

7.1. Revised Student OneCard MOU with BUSD and Sonoma County Library
7.2. Board Meeting Minutes
  7.2.1. Regular Board Meeting Minutes January 19, 2021
  7.2.2. Special Board Meeting Minutes February 3, 2021
  7.2.3. Special Board Meeting Minutes February 9, 2021
7.3. Acknowledge Donations/Grants
  7.3.1. Donors Choose, Motivating 6th graders with a Monthly Surprise, Kawana Springs, Ashley Bridges
  7.3.2. Donors Choose, Writing Tools for Students!, Bellevue, Ballard
  7.3.3. Donors Choose, TpT $200, Bellevue, Logsdon
  7.3.4. Donors Choose, At Home Learning Kits - Materials! Butterfly Kits!, Bellevue, Simpson
  7.3.5. Donors Choose, At Home Learning Kits - Materials!, Bellevue, King
  7.3.6. Donors Choose, Engaging Tools!, Bellevue, Lewis
  7.3.7. Donors Choose, Learning Tools!, Bellevue, McBride
  7.3.8. Don Hoover $300 - First grade families, Bellevue, Boyce
  7.3.9. Roger Dormire - $1,000 - First grade supplies, Bellevue, Boyce
  7.3.10. Willie Taylor - Cookie Kits from Melissan's Cookie Company for First graders, Bellevue, Boyce
7.4. Personnel Activity Log

8. Reports

    8.1. California School Employees Association, Chapter 501
    8.2. Bellevue Education Association
    8.3. Principal Reports
    8.4. Board Reports/Board Items
    8.5. Superintendent Report
        8.5.1. Enrollment Updates

9. Planning

March 9, 2021	Regular Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: www.busd.org

10. 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 16, 2021

Agenda Category: Action Item

Agenda Item Title: Consider Approval of Local Agreement for Child Development Services, Amendment 3

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.

Amendment 01 added reference to url: https://www.cde.ca.gov/fg/aa/cd/ftc2020.asp

Amendment 02 deleted reference to 246 minimum days of operations and replaced it with 245 days.

Amendment 03 increases the Maximum Reimbursable Amount from $1,317,978 to $1,326,896.

Cost:

There is no estimated direct cost to the District.

Recommended Action:

Review and Approve.

Supporting Documents:

1. Contract # CSPP-0616, $1,326,96

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 20 - 21

Amendment 03

DATE: July 01, 2020

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES
Family Fee Credit

CONTRACT NUMBER: CSPP-0616
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 49-07061-00-0

CONTRACTOR'S NAME: BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2020 designated as number CSPP-0616 and Amendment #01 (Add Sonoma County Pilot Language) and Amendment #02 (MDO Decrease from 246 to 245) shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $1,317,978.00 and inserting $1,326,896.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be $50.60. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 26,047.0 and inserting 26,223.0 in place thereof.

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.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING: Jaymi Brown,	PRINTED NAME AND TITLE OF PERSON SIGNING
TITLE: Contract Manager	ADDRESS

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 8,918	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 1,317,978	(OPTIONAL USE) 0656 23038-7061				
TOTAL AMOUNT ENCUMBERED TO DATE: $ 1,326,896	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2020	FISCAL YEAR 2020-2021	
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 20 - 21

Amendment 03

DATE: July 01, 2020

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SIGNATURE OF ACCOUNTING OFFICER			DATE		

Bellevue Union School District

Agenda Item for Board Meeting of February 16, 2021

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of BUSD 2020-2021 Comprehensive Safety Plan

Prepared By: Roger Farrell, Director of Maintenance and Operations

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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.

Recommended Action:

Approve.

Supporting Documents:

BUSD 2020-2021 Comprehensive Safety Plan



Bellevue Union School District

Comprehensive Safety Plan 2020 - 2021

District CDS Code: 49 70615 0000000

3150 Education Drive

Santa Rosa, CA 95407

Bellevue Union School District
Comprehensive Safety Plan 2020-2021
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

COMPREHENSIVE SCHOOL SAFETY PLAN

District CDS Code: 49 70615 0000000
3150 Education Drive
Santa Rosa, CA 95407

As a result of the sensitive nature of the information contained in the following sections they have been excluded from the view of the General Public in order to protect the information that ensures the effectiveness of our Comprehensive Safety Plan for our Students, Staff and Guests.

Excluded Sections:

Sec 1 - Superintendents Section
Sec 2 - Evacuation Maps & Shut Off Valve Locations
Sec 4 - Room Extensions
Sec 5 - Teacher Rooms
Sec 7a - Incident Command System
Sec 7b - Earthquake Plan
Sec 7c - Fire Plan
Sec 7d - Attack & Disturbance Plan
Sec 7e - Bomb Threat Plan
Sec 7f - Medical Plan
Sec 7g - Poisoning Plan
Sec 7h - HAZ MAT BIO-Terror Threat Plan
Sec 7i - Student & Staff Release Plan
Sec 7j - Tactical Plan

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 cellphone
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, Taylor Mountain and Kawana Springs Elementary are under the County of Sonoma Jurisdiction and would call Sonoma Co. Sheriff or Sonoma Co. Dept. of Emergency Mgmt.

Meadow View 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 Kawana Springs and Taylor Mountain Elementary are under the City of Santa Rosa jurisdiction.*

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.

FCC Motorola CP200d - 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!

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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 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

Bellevue Union SD | AR 5141.4 Students

Child Abuse Prevention And Reporting

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

Bellevue Union SD | BP 5141.4 Students

Child Abuse Prevention And Reporting

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

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.

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.

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 90 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.

Bellevue Union SD | BP 5131.2 Students

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(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. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

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

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

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

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: http://www.csba.org

California Cybersafety for Children: http://www.cybersafety.ca.gov

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

Center for Safe and Responsible Internet Use: http://cyberbully.org

National School Boards Association: http://www.nsba.org

National School Safety Center: http://www.schoolsafety.us

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 5131 Students

Conduct

The Governing Board believes that all students have the right to be educated in a 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

(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)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

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 drugs

(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 (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device

that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

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. Inappropriate attire

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her 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 any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

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. 1020 - Youth Services)

(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

2000h-2000h6 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, (2000, 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: http://cyberbully.org

National School Boards Association: http://www.nsba.org

National School Safety Center: http://www.schoolsafety.us

U.S. Department of Education: http://www.ed.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | E 6163.4 Instruction

Student Use Of Technology

STUDENT ACCEPTABLE USE POLICY

Rationale/Philosophy

The district believes in the educational value of the Internet, including electronic mail, and recognizes its potential to serve as a resource for improving, extending, and enriching student learning. The goal in providing this service is to promote educational excellence by facilitating access to information, communication, resource sharing, and innovation.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of the end user who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities.

In general, this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, future access may be denied and you will be subject to disciplinary and/or legal action.

Internet Contract: Terms and Conditions

1. Acceptable Use - The use of the Internet must be in support of education and research and consistent with the goals and objectives of the district. Use of other organization's network or computing resources must comply with the rules appropriate for that network. You will be responsible for assisting with monitoring the use of the service and reporting any misuse.

2. Unacceptable Use - Transmission of any material in violation of any local, state, or federal regulations is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing or obscene material, and sexually explicit language. Use for commercial purposes, product advertisement, or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of Internet access. Additionally using personal devices on school or other networks without the permission of the teacher is prohibited.

3. Privileges - The use of the Internet is a privilege, and unacceptable use will result in cancellation of those privileges. School district officials will deem what is appropriate and may deny, revoke or suspend specific user access.

4. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

a. Be polite, considerate, and respectful in all communications

b. Use appropriate language at all times

c. Do not reveal your personal address or phone numbers of students or friends

d. Report electronic mail messages relating to illegal activities to school officials

e. Do not use the network in such a way that you would disrupt the use of the network by other users

f. Respect others' privacy by assuming that all communications and information accessible via the Internet is private property

5. Security - Security on any computer system is a high priority, especially when the system involves many users. Do not use another individual's account. Attempts to login to the Internet as a system administrator will result in cancellation of user privileges. School officials may review files and communications to maintain system integrity and ensure users are acting responsibly.

6. Vandalism - Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in cancellation of Internet privileges and monetary restitution for damages to the system.

7. Responsibility - The district makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages a user may suffer, including loss of data, misdeliveries, or service interruptions. Use of any information obtained via the Internet is at your own risk.

8. Consequences for Misuse - Any user violating these provisions is subject to loss of Internet privileges or other disciplinary actions, including criminal prosecution. School district officials will make the final determination as to what constitutes the severity of misuse.

Exhibit BELLEVUE UNION SCHOOL DISTRICT

version: June 7, 2013 Santa Rosa, California

Exhibit 2

6163.4

Student Use Of Technology

EDUCATIONAL INTERNET USE: CONTRACT AGREEMENT

Student Section of Contract

I understand and will abide by the stated terms and conditions for Internet access. Misuse can come in many forms, but may viewed as any electronic messages sent or received that indicate or suggest pornography, racism, sexism, or contain inappropriate language. I further understand that any violation of the Internet regulations is unethical and may constitute a criminal offense. Should I commit any violation of the Internet regulations, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be pursued against me.

Student Name (please print)

Student Signature:

Date:

Parent /Guardian Section of Contract

As the parent or guardian of this student, I have read the terms and conditions for Internet access. I understand that this access is designed for educational purposes. I also recognize it is impossible for the district to restrict access to all controversial materials, and I will not hold the district responsible for materials acquired by my child on the Internet.

Misuse can come in many forms, but can be viewed as any electronic messages sent or received that indicate or suggest pornography, racism, sexism, or contain inappropriate language. I hereby give my permission for my child to have access to the school Internet and accept responsibility for setting and conveying standards for my child to follow when using school Internet services.

Parent/Guardian (please print)

Signature:

Date:

Exhibit BELLEVUE UNION SCHOOL DISTRICT

version: June 7, 2013 Santa Rosa, California

Exhibit 3

6163.4

Student Use Of Technology

STUDENT USE OF TECHNOLOGY GOOGLE APPS

Bellevue Union School District has implemented "Google Apps for Education". Google Apps offer educational collaboration tools which will make it possible for students to work together virtually on documents, presentations and projects by using cloud based tools. Because these accounts have been setup through Google Education and The Bellevue Union School District they are controlled to ensure safety.

¬ï The students can only communicate within the Bellevue community, meaning other students and teachers.

¬ï All student to student e-mails can be reviewed by technicians and teachers to prevent cyber bullying

¬ï All students using the e-mail system will be taught about interne safety and given tools to prevent cyber bullying

¬ï Teacher supervision and school content filters are used to prevent access to inappropriate content. This ensures that the student use of digital tools follows the district Acceptable Use Policy.

In addition to this form all students who are given permission to have a Google email account must also have an Acceptable Use Policy form on file (see page 2). Google Apps student accounts created by the school district will be managed based on parent permission

I give my child permission to use Google Apps at school.

Childs Name:

Teacher Name: Grade:

Parent/guardian Signature:

Exhibit BELLEVUE UNION SCHOOL DISTRICT

version: June 7, 2013 Santa Rosa, California

Exhibit 4

6163.4

Student Use Of Technology

Bellevue Union School District

INTERNET SAFETY POLICY

CIPA Compliance

Introduction

It is the policy of BELLEVUE UNION School District to:

1. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of district electronic communications;

2. Prevent unauthorized access and other unlawful online activity;

3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

4. Comply with the Children's Internet Protection Act (Public Law 106-554 and 47 USC 254(h))

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Bellevue Union School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

1. Unauthorized access, including so-called "hacking," and other unlawful activities; and

2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Bellevue School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Network Manager or designated representatives.

Adoption

The Governing Board of the Bellevue School District adopted this Internet Safety Policy at a public meeting, following normal public notice, on June 7, 2010.

CIPA Definition of Terms

Technology Protection Measure. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in 18 USC 1460

2. Child Pornography, as that term is defined in 18 USC 2256; or

3. Harmful to minors.

Harmful to Minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact. The terms "sexual act" and "sexual contact" have the meanings given such terms in 18 USC 2246

Exhibit BELLEVUE UNION SCHOOL DISTRICT

version: June 7, 2013 Santa Rosa, California

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)

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.

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.

Bellevue Union SD | AR 5132 Students

Dress And Grooming

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable.

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

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.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

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: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 4119.22 Personnel

Dress And Grooming

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 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. 4118 - Suspension/Disciplinary Action)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5132 - Dress and Grooming)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12949 Dress standards, consistency with gender identity

COURT DECISIONS

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 856

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:

WEB SITES

Public Employment Relations Board: http://www.perb.ca.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 4219.22 Personnel

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Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 4319.22 Personnel

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(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5132 - Dress and Grooming)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12949 Dress standards, consistency with gender identity

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Management Resources:

WEB SITES

Public Employment Relations Board: http://www.perb.ca.gov

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 5132 Students

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate 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 dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, 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.

Legal Reference:

EDUCATION CODE

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

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

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

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

Bellevue Union SD | AR 5136 Students

Gangs

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Bellevue Union School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Prevention and Intervention Measures

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.

a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.

b. The student may be sent home to change clothes if necessary.

(cf. 5132 - Dress and Grooming)

2. Staff members shall be provided with the names of known gang members.

3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

(cf. 1020 - Youth Services)

4. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.

a. Daily checks for graffiti shall be made throughout the campus.

b. Graffiti shall be 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.

(cf. 3515 - Campus Security)

(cf. 5131.5 - Vandalism and Graffiti)

5. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:

a. Explain the dangers of gang membership

b. Provide counseling for targeted at-risk students

c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills

d. 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

e. Provide school-to-career instruction

f. Provide positive interaction with local law enforcement staff

(cf. 5137 - Positive School Climate)

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:

a. Positive sports and cultural activities and affiliations with the local community

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

b. Structured, goal-oriented community service projects

(cf. 6142.4 - Service Learning/Community Service Classes)

Community Outreach

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership

2. Warning signs which may indicate that children are at risk of becoming involved with gangs

3. The nature of local gang apparel and graffiti

4. Effective parenting techniques

5. Conflict resolution techniques

Community programs shall address:

1. The scope and nature of local gang problems

2. Strategies by which each segment of the community may alleviate gang problems

Regulation BELLEVUE UNION SCHOOL DISTRICT

approved: June 7, 2013 Santa Rosa, California

Bellevue Union SD | BP 5136 Students

Gangs

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

The Superintendent or designee shall provide inservice 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 Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, 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 parent/guardian.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5132 - Dress and Grooming)

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

41510-41514 School Safety Consolidated Competitive Grant

48907 Student exercise of free expression

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention inservice 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

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources:

CDE PUBLICATIONS

On Alert: Gang Prevention in School and Inservice Guidelines, January 1994

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

Policy BELLEVUE UNION SCHOOL DISTRICT

adopted: June 7, 2013 Santa Rosa, California

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 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.

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		

Site	SSC Meeting Dates	Time	SSC Reps	Reps' Email
Bellevue Elementary	9/18/2020		Principal	
	10/15/2020		Teacher Rep	
	11/20/2020		Teacher Rep	
	1/15/2020		Teacher Rep	
	2/19/2020		Classified Rep	
	4/16/2020		Parent Rep	
	5/21/2020		Parent Rep	
			Parent Rep	
			Parent Rep	
			Parent Rep	
Kawana Springs Elementary	9/24/20		Principal	
	10/29/20		Teacher Rep	
	11/19/20		Teacher Rep	
	1/21/20		Teacher Rep	
	2/11/20		Classified Rep	
	3/18/20		Parent Rep	
	4/22/20		Parent Rep	
	5/20/20		Parent Rep	
			Parent Rep	
			Parent Rep	
Meadow View	9/17/20		Principal	
	10/19/20		Teacher Rep	
	11/30/20		Teacher Rep	
	2/1/21			
	3/29/21		Classified Rep	
	4/26/21		Parent Rep	
	5/24/21		Parent Rep	
			Parent Rep	
			Parent Rep	
			Parent Rep	
	9-18-20		Principal	
	10-23-20		Teacher Rep	
	11-20-20		Teacher Rep	
	1-29-21		Teacher Rep	

Taylor Mountain Elementary	2-26-21		Classified Rep	
	3-19-21		Parent Rep	
	4-23-21		Parent Rep	
	5-21-21		Parent Rep	
			Parent Rep	
			Parent Rep	

Bellevue School

School Site Council (SSC)
Friday, January 22, 2021
Zoom Link
12:00-1:00 p.m.
MINUTES

I. Welcome
The principal of Bellevue Elementary started the meeting and Introductions were made.
La directora de Bellevue Elementary comenzó la reunión y se hicieron las presentaciones.

II. Public Opinions / Announcements
Still recruiting for additional participants to be on Site Council. We need one more parent. No parents in attendance that are non committee members are interested.

III. Review Minutes from November Meeting
Principal Craig read the notes from the November Site Council. Minutes were approved by the council. Alma Gutierrez made a motion to approve the minutes and Lisa Lopez seconded. All approved.Alma Gutiérrez hizo un movimiento para aprobar el acta y Lisa López la secundo. Todos aprobados.

La directora Craig leyó las notas del Concejo de Noviembre. Los minutos fueron aprobados por el consejo.

IV. Communication to and from the English Learner Advisory Committee (ELAC)
Principal Craig shared the minutes form the ELAC committee and members in attendance from the ELAC confirmed what was discussed from the committee.
La directora Craig compartió los minutos del comité de ELAC y los miembros presentes del ELAC confirmaron lo que se discutió en el comité.

V. Approve School Safety Plan

Committee members discussed and approved the School Safety Plan unanimously. Amy Flores made a motion to approve the Safety Plan, Alma Guiterrez seconded. All approved.

V. Aprobar el plan de seguridad escolar

Los miembros del comité discutieron y aprobaron el Plan de Seguridad Escolar por unanimidad. Amy Flores hizo un movimiento para aprobar el Plan de Seguridad, y Alma Gutiérrez la secundo. Todos aprobados.

VI Approve School/Family Engagement Policy

Committee members decided to table this approval until February to allow for more time to review and provide input.

VI Aprobar la política de participación de la escuela y la familia

Los miembros del comité decidieron posponer esta aprobación hasta febrero para permitir más tiempo para revisar y proporcionar comentarios.

VII.Finalize and Approve Needs Assessment Survey

The committee made some edits to the draft Needs Assessment. With these edits the committee approved to send the survey out to parents.

VII.Finalizar y aprobar la encuesta de evaluación de necesidades

El comité hizo algunas modificaciones al borrador de la Evaluación de necesidades. Con estas modificaciones, el comité aprobó enviar la encuesta a los padres.

VIII. Adjournment VIII. Aplazamiento

The meeting was adjourned at 1:00pm. The next SSC meeting will be Friday, Feb 19, 12pm
La reunión terminó a la 1:00pm. La próxima reunión del SSC será el viernes 19 de Febrero a las 12p.m

Kawana Springs Site Council Minutes

January 21, 2021

1. Welcome/ Introductions-

We welcomed our new SSC Members, Rachel Spaeth and Angelina Estrada.
Also Present:
Hugh Brown, teacher
Denise McCullough, principal
Megan Izen, Chairperson

Absent members: Zeke Baker, secretary

2. Public Comments/Announcement

Announcements from Principal:

- ELD Newcomer after school group has begun, 3 times a week, and is going well. Newcomers are participating a lot!
- Chat with the Principal is tomorrow at 9:00 a.m. It's a more casual meeting for parents to connect and share feedback.
- Recruitment efforts for SSC and ELAC have helped. ELAC attendance was up this month, and we have a new SSC parent member.
- Dual Immersion Virtual Parent Presentation/Tour is scheduled for February 12, 2021 at 9:30 a.m.

3. Review and Accept December minutes

Megan made a motion to approve. Hugh seconded the motion.
All in favor.

4. Review/Approve Comprehensive Safety Plan

SSC had a discussion specifically about discipline policies and how they can contribute to the school to prison pipeline.

Rachel made a motion to approve the Comprehensive Safety Plan, with an addendum to revisit and work on a Restorative Justice policy for Kawana Springs Elementary in the future.
Megan seconded the motion. All in favor.

5. Review/Approve the Parent and Family Engagement Policy

Hugh Brown made a motion to approve the Parent and Family Engagement Policy. Rachel seconded the motion. All in favor.

Review of the policy led to a discussion about the PTO, which hasn't been active yet this year. There was interest from SSC members in participation in the PTO and helping with community events, such as drive bys, food fundraisers. Denise to reach out to PTO leaders.

6. Discussion of ideas for student needs during Distance Learning

Denise and Hugh shared feedback from teachers about current practices that are working well; social time at the end of class, Fun Fridays, shared game time. The upper grade recesses not having much success at 10:30/45 time.

Other ideas included: Kahoot between classes, consistency across classes with what social time is offered.

The question was brought up, Is there funding to pay teachers for their time if after the school day?

Re. distribution of student contact info, the preferred method is class directories, or grade level directories. SSC suggested that teachers get permission from families.

Ideas were shared about shared virtual projects/presentations, virtual art gallery to display student work.

Materials, equity for home support with projects was discussed. The idea shared was, could bus drivers from transportation service help to deliver materials, or even lunches?

7. Communication to and from the English Learner Advisory Committee (ELAC)

Is there interest in connecting ELs with EOs in pairs or groups for social time?

In response to ELAC's inquiry about summer school, SSC members would also be interested in summer school, even virtually, for their children. Safety with in person schooling, even in the summer, was discussed.

MINUTES from 11/30th meeting:

Meadow View Elementary
School Site Council (SSCC)
Thursday 1/28/21
https://us02web.zoom.us/j/89083445271?pwd=YmZjSzRWbkk3ZmNFdTRBcEQyRk9SUT09
5:30-6:30 pm

AGENDA

1. Welcome & Introductions- .Ms. Peoples called the meeting at 5:36pm.

2. Public Input/Announcements- Principal Walker welcomed everyone and reviewed the overall goals.

Goal 1: Increase overall student growth in ELA

Goal 2: English learners will improve their acquisition of the English language as measured by the ELPAC summative.

Goal 3: Increase opportunities for parent involvement, connectedness, and engagement.

3. Review and accept minutes from Nov 2020 meeting- As a committee we reviewed the minutes and Ms. Peoples made a motion to accept the November minutes, Ms. Bethel seconded, all in favor, no oppositions.

4. Review,discuss, and confirm the Comprehensive School Safety Plans: Principal Walker shared the Comprehensive School Safety Plans, Ms. Peoples asked if posters of each event will be placed either in the classroom or on site, Principal Walker agreed. Ms. Peoples stated how extensive and thorough this plan was. Ms. Peoples made a motion to accept the Comprehensive School Safety Plan all in favor- no oppositions.

5. Data from School Survey: Principal Walker shared the data collected from the school survey. We had 52 families participate with the survey. As a committee we went over all the responses. Principal Walker will be sharing a

spreadsheet with all the information and then at our next meeting we will determine strategies for each goal.

6. Review and accept family engagement:Principal Walker had committee review and accept the student and family engagement policy for Meadow View. Ms. Peoples mad a motion and Ms. Velarde second. All in favor, no oppositions.

7. Communication to and from the English Learner Advisory Committee (ELAC): President Paula Hernandez shared that parents wanted more activities to increase attendance. Paula shared about the slide show in regards to chronic absenteeism. Ms. Velarde shared that parents wanted more social interaction time for students. Ms. Anderson thought of the zoom tutorial session with 6th graders, similar to the buddies idea.

Ms. Iris Peoples adjourned the meeting at 6:20 pm and stated, "I appreciate all your feedback."

Mondays @ 530.

~~Sept 24~~
~~October 19~~
~~Nov 30~~
~~Feb 1st~~
March 29th
April 26th
May 24th

Taylor Mountain Elementary
School Site Council (SSCC)
Friday, January 29, 2021
https://us02web.zoom.us/j/89083445271?pwd=YmZjSzRWbkk3ZmNFdTRBcEQyRk9SUT09
2:00 - 3:00 pm

MINUTES

I. Welcome
Principal Jacobson called the meeting to order. Introductions were made.

II. Public Opinions / Announcements

III. Review and Accept Minutes from the October meeting.
Amber Solbakken made a motion to approve the minutes. Julie McMurtrie seconded it. The minutes were approved.

IV. Continuation of Election of SSC Officers.
No nominations were made. The position of Chairperson remains unfilled.

V. Comprehensive Safety Plan
The committee members reviewed the document prior to the meeting. No changes were suggested. The committee approved the plan for the upcoming school year.

VI. Parent Survey
Principal Jacobson shared the results of the Parent Survey, which was administered in January of 2021. Sixty-five responses were collected. The survey results are attached here.

VII. Parent Input
None at this time.

VIII. Communication to and from the English Learner Advisory Committee (ELAC)
Communicating to parents and families about the importance of the ELPAC test must be a priority. The ELAC committee would like school leadership to get the message out to families. The members also want access to ELAC practice tests. Principal Jacobson agreed to send out these resources to families in her upcoming parent newsletter.

VII. Adjournment
Principal Jacobson adjourned the meeting at 2:25 pm. The next meeting will be February 26, 2021 at 2:00 pm

Respectfully submitted,
Julie McMurtrie
Secretary, SSCC

Escuela Primaria Taylor Mountain

el viernes 29 de enero de 2021

https://us02web.zoom.us/j/89083445271?pwd=YmZjSzRWbkk3ZmNFdTRBcEQyRk9SUT09

2:00 - 3:00 de la tarde

ACTA

I. Bienvenidos

La directora Jacobson dio inicio a la reunión. Se hicieron las presentaciones.

II. Comentarios Públicos / Anuncios

Sin anuncios

III. Revise y acepte las actas de la reunión de octubre.

Amber Solbakken hizo una moción para aprobar el acta. Julie McMurtrie lo secundo. Se aprueba el acta.

IV. Continuación de la elección de oficiales del SSC.

No se hicieron nominaciones. El cargo de presidente sigue sin cubrir.

V. Plan de seguridad integral

Los miembros del comité revisaron el documento antes de la reunión. No se sugirieron cambios. El comité aprobó el plan para el próximo año escolar.

VI. Parent Survey

El director Jacobson compartió los resultados de la Encuesta para padres, que se administró en enero de 2021. Se recopilaron sesenta y cinco respuestas. Los resultados de la encuesta se adjuntan aquí.

VII. Entrada de los padres

Ninguno

VIII. Comunicación de y al Comité Asesor para los Aprendices del Inglés de la Escuela (ELAC)

Comunicar a los padres y familias sobre la importancia de la prueba ELPAC debe ser una prioridad. El comité de ELAC quisiera que el liderazgo escolar transmita el mensaje a las familias. Los miembros también quieren tener acceso a las pruebas de práctica de ELAC. La directora Jacobson acordó enviar estos recursos a las familias en su próximo boletín para padres.

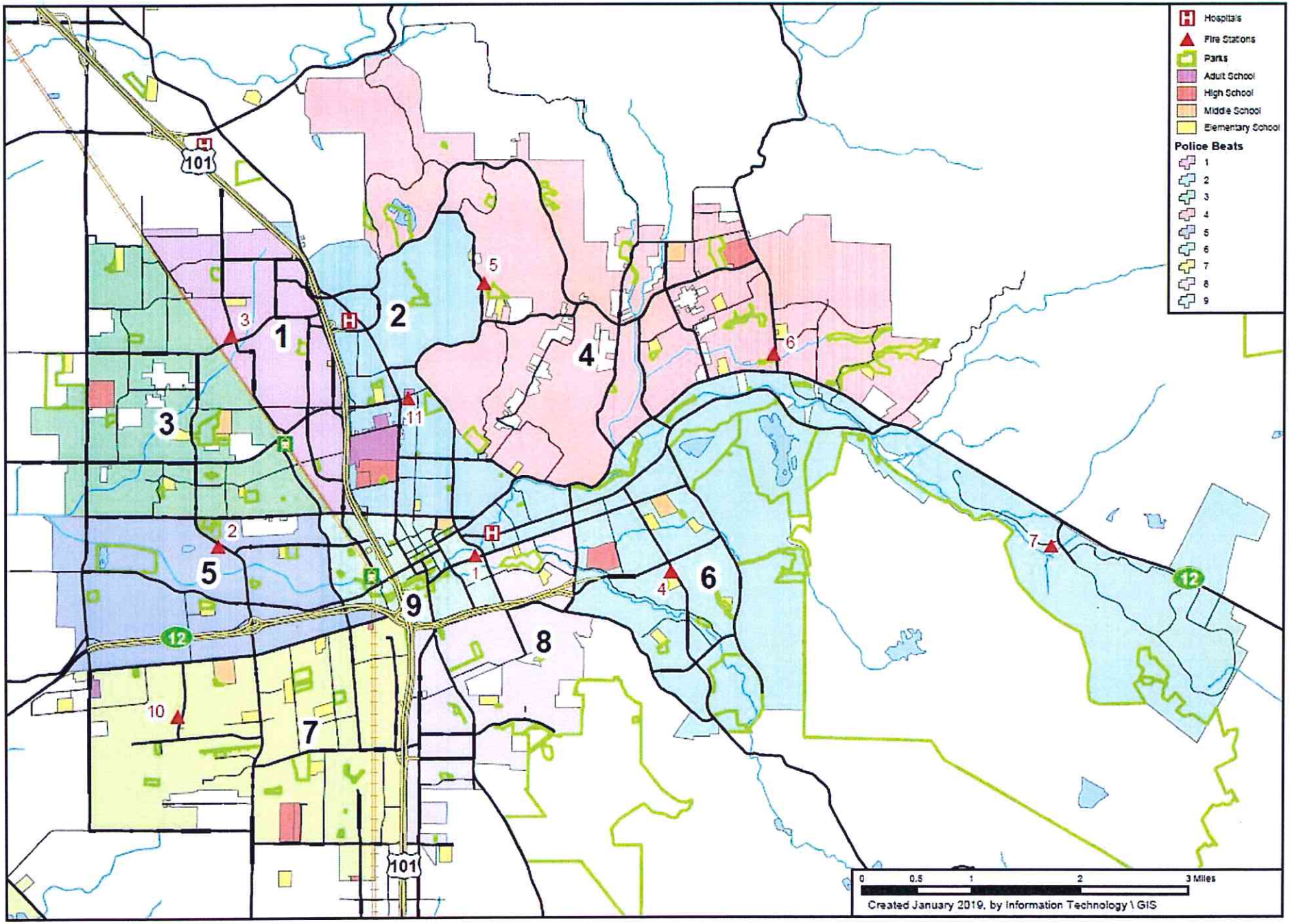
VII. Aplazamiento

La reunión se levantó a la 2:25 pm. La próxima reunión será el viernes 26 de febrero, de 2:00 a 3:00 pm

Presentado respetuosamente por:
Julie McMurtrie
Secretaria del SSC

City of Santa Rosa
Information Technology - GIS

Santa Rosa Police Beats



Santa Rosa Police Department Beats

Beat Information

The Santa Rosa Police Department operates nine patrol beats in the City of Santa Rosa. All nine beats are listed on the City Beat Map. Each Beat page has a beat map, as well as contact information for all the police staff associated with the beat areas.

SRPD Juvenile Response Beat 7

Template	Number	Case Number	Created On	Officer
Juvenile Custody	SR083120-012	SR200009688	Aug 31, 2020, 9:05:10 AM	Fix, Brian 1060498
Juvenile Custody	SR090920-016	SR200010145	Sep 9, 2020, 4:40:40 PM	Sousa, Cody 1060531
Juvenile Custody	SR090920-016	SR200010145	Sep 9, 2020, 4:40:40 PM	Sousa, Cody 1060531
Juvenile Custody	SR092320-001	SR200010533	Sep 23, 2020, 7:35:47 AM	Hughes, Ryan 1060535
Juvenile Custody	SR092320-001	SR200010533	Sep 23, 2020, 7:35:47 AM	Hughes, Ryan 1060535
Juvenile Custody	SR101920-002	SR200011698	Oct 19, 2020, 4:03:46 AM	Matthies, Brandon 1060464
Juvenile Custody	SR101920-002	SR200011698	Oct 19, 2020, 4:03:46 AM	Matthies, Brandon 1060464
Juvenile Custody	SR101920-002	SR200011698	Oct 19, 2020, 4:03:46 AM	Matthies, Brandon 1060464
Juvenile Custody	SR122020-002	SR200014367	Dec 20, 2020, 7:22:49 PM	Barnes, Allison 1060565

Officer Involvement	Violation	Type	ArrestEvent address_streetAd	ArrestEvent address_building
REPORT	OUT WARRANT (MISD) OUTSIDE WARRANT		1660 MATHWIG DR	
REPORT	148 (A)(1) PC OBSTRUCT/RESIST/ETC PUBLIC/PEACE OFFICER/		1920 LAZZINI AV	
REPORT	10852 VC TAMPER WITH VEHICLE		1920 LAZZINI AV	
REPORT	OUT WARRANT (FEL) OUTSIDE WARRANT		3913 ARTHUR ASHE CI	
REPORT	OUT WARRANT (MISD) OUTSIDE WARRANT		3913 ARTHUR ASHE CI	
REPORT	11351 HS POSSESS/PURCHASE FOR SALE NARCOTIC/CONTROI		ROMANI CT / SEBASTOPOL RD	
REPORT	12500 (A) VC DRIVER UNLICENSED		ROMANI CT / SEBASTOPOL RD	
REPORT	11378 HS POSSESS CONTROLLED SUBSTANCE FOR SALE		ROMANI CT / SEBASTOPOL RD	
REPORT	242 PC BATTERY		3928 MATCH POINT AV	

ArrestEvent address_beat_Code
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SRPD Juvenile Response Beat 8

Template	Number	Case Number	Created On	Officer
Juvenile Custody	SR090720-020	SR200009753	Sep 7, 2020, 3:33:02 PM	Ferrigno, Kenny 1060473
Juvenile Custody	SR090720-020	SR200009753	Sep 7, 2020, 3:33:02 PM	Ferrigno, Kenny 1060473
Juvenile Custody	SR092120-005	SR200010287	Sep 21, 2020, 1:59:44 AM	Wright, Brett 1060554
Juvenile Custody	SR092120-005	SR200010287	Sep 21, 2020, 1:59:44 AM	Wright, Brett 1060554
Juvenile Custody	SR092120-005	SR200010287	Sep 21, 2020, 1:59:44 AM	Wright, Brett 1060554
Juvenile Custody	SR101020-002	SR200011172	Oct 10, 2020, 4:54:00 AM	Edmonds, Adam 1060552
Juvenile Custody	SR101020-002	SR200011172	Oct 10, 2020, 4:54:00 AM	Edmonds, Adam 1060552
Juvenile Custody	SR101620-001	SR200011585	Oct 16, 2020, 5:42:31 AM	Lund, Alex 1060505
Juvenile Custody	SR102220-004	SR200011868	Oct 22, 2020, 12:04:22 PM	Cortez Martinez, Ventura 106(
Juvenile Custody	SR102220-004	SR200011868	Oct 22, 2020, 12:04:22 PM	Cortez Martinez, Ventura 106(
Juvenile Custody	SR102820-001	SR200012114	Oct 27, 2020, 11:59:35 PM	Miller, Casey 1060500
Juvenile Custody	SR112620-011	SR200013426	Nov 26, 2020, 3:38:51 PM	Diaz, Christopher 1060457

Officer Involvement	Violation	Type	ArrestEvent address_streetAd	ArrestEvent address_building
REPORT	23103(B) VC RECKLESS DRIVING:PARK LOT		1900 SANTA ROSA AV	
REPORT	12500(C) VC OPR VEH W/O LIC:PARK LOT		1900 SANTA ROSA AV	
REPORT	12814.6(B)(1)(B)VC PROVISIONAL LICENSE COND - TRANSPOR		125 COLGAN AV	
REPORT	23103(B) VC RECKLESS DRIVING:PARK LOT		125 COLGAN AV	
REPORT	16028 (A) VC NO PROOF OF INSURANCE		125 COLGAN AV	
REPORT	23152 (B) VC (MISD) DUI ALCOHOL/0.08 PERCENT		1000 BELLEVUE AV	
REPORT	23152 (A) VC (MISD) DUI ALCOHOL		1000 BELLEVUE AV	
REPORT	488 PC PETTY THEFT - ALL OTHER		1976 COOPER DR	
REPORT	11357 (A) HS (MISD) POSSESS CONCENTRATED CANNABIS		2805 SANTA ROSA AV	
REPORT	148 (A)(1) PC OBSTRUCT/RESIST/ETC PUBLIC/PEACE OFFICER/		2805 SANTA ROSA AV	
REPORT	273.5 (A) PC (FEL) ASSAULT DV W/ INJURY - SIMPLE		796 ASTON AV	
REPORT	OUT WARRANT (FEL) OUTSIDE WARRANT		1950 SANTA ROSA AV	

ArrestEvent address_beat_Code
8
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8

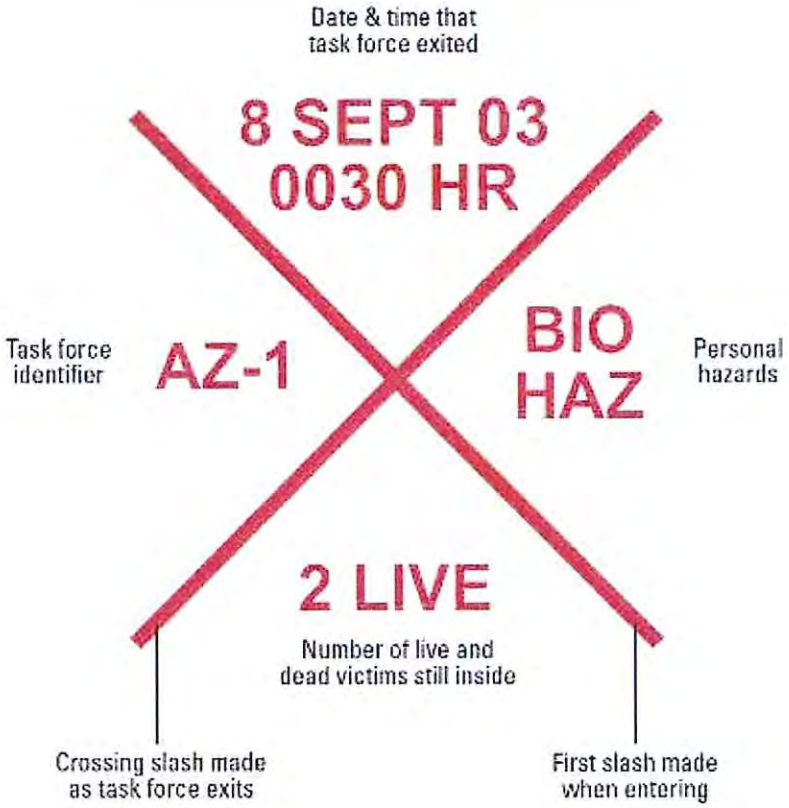
SRPD Juvenile Response Beat 9

Template	Number	Case Number	Created On	Officer
Juvenile Custody	SR110220-011	SR200012245	Nov 2, 2020, 10:26:02 AM	Moore, Joe 1060538
Juvenile Custody	SR110220-012	SR200012245	Nov 2, 2020, 10:28:36 AM	Moore, Joe 1060538
Juvenile Custody	SR121920-013	SR200014315	Dec 19, 2020, 5:32:40 PM	Adams, Jeffrey 1060383
Juvenile Custody	SR121920-013	SR200014315	Dec 19, 2020, 5:32:40 PM	Adams, Jeffrey 1060383

Officer Involvement	Violation	Type	ArrestEvent address_streetAd	ArrestEvent address_building
REPORT	OUT WARRANT (MISD)	OUTSIDE WARRANT	235 SANTA ROSA PLAZA	
REPORT	OUT WARRANT (MISD)	OUTSIDE WARRANT	235 SANTA ROSA PLAZA	
REPORT	2800.2 (A) VC (FEL) EVADE PEACE OFFICER WITH WANTON DI		423 Sonoma Ave	
REPORT	12500 (A) VC DRIVER UNLICENSED		423 Sonoma Ave	

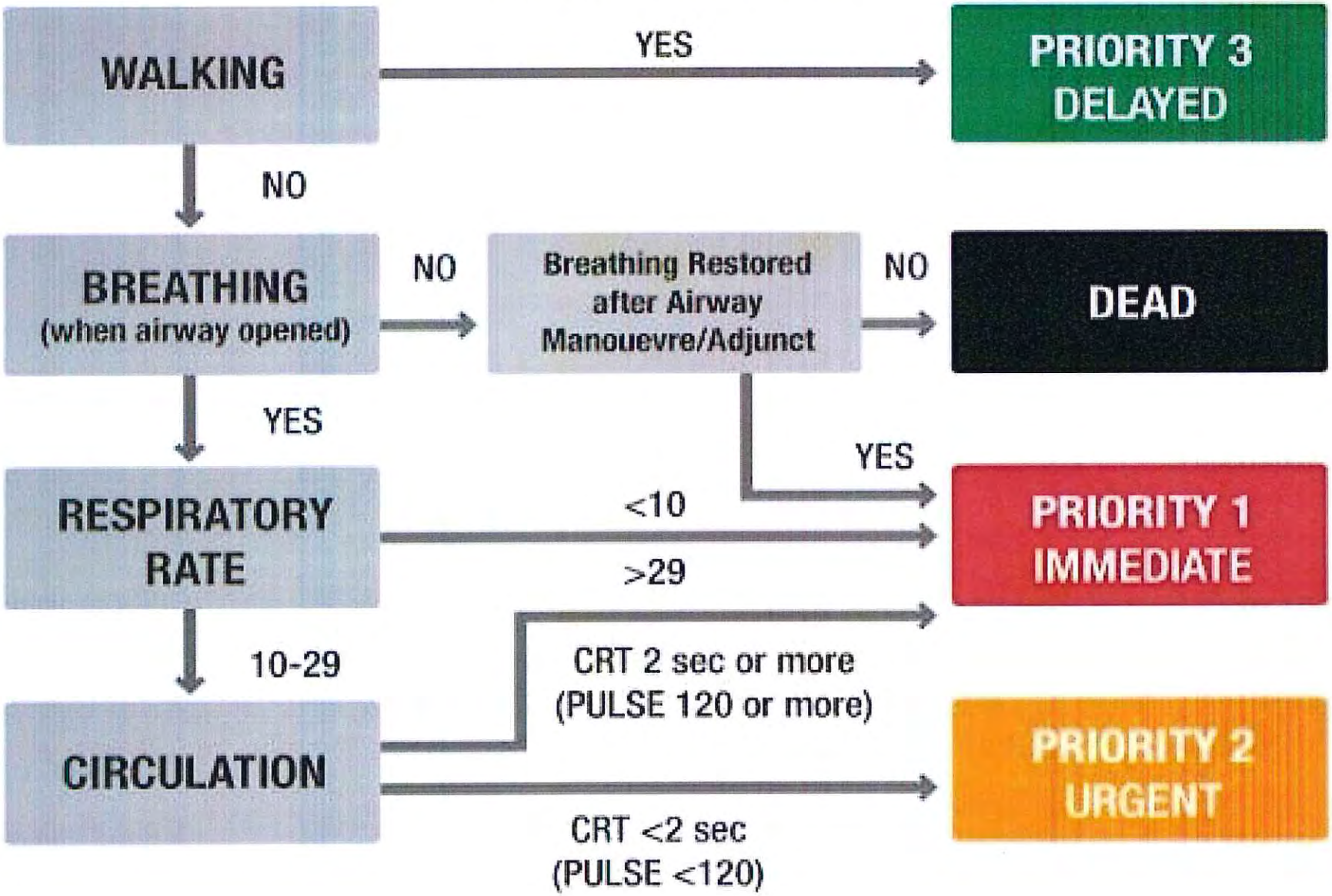
ArrestEvent address_beat_Code
9
9
10609
10609

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.

Triage Instruction Tool



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

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

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.

MCI Hospital Capacity & Destination Form – SONOMA 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	
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:			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	
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**

Bellevue Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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) https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	http://bellevue.busd.org/
County-District-School (CDS) Code	49706156051585

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	www.busd.org

School Description and Mission Statement (School Year 2020-2021)

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 403 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 hands-on science lesson 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, and a Transitional Kindergarten Program.

Our credentialed staff includes 15 regular education classroom teachers, a Principal, 1 Speech, 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 Liaison, a part-time Nurse, 5 Special Education Instructional Assistants, 1 Part-time Counselor, 3 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. We offer after school chorus, basketball, and volleyball. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	73
Grade 1	59
Grade 2	63
Grade 3	54
Grade 4	54
Grade 5	44
Grade 6	68
Total Enrollment	415

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	2.2
Hispanic or Latino	89.2
White	6.5
Two or More Races	1.2
Socioeconomically Disadvantaged	87.5
English Learners	64.8
Students with Disabilities	12
Foster Youth	0.7
Homeless	4.1

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	23	18	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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 Voyager-Sopris Learning - Voyager Passport language arts program for fifth and sixth grade SDC students, adopted 2014-2015	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

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 July

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	23	N/A	24	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	13	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents play an important role in our school community and are formally involved through a myriad of exciting opportunities. We celebrate student successes and 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. 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. Parents can assist in the classrooms and/or accompany students on field trips. At Bellevue Elementary School we value our parent community and enjoy working together to benefit our students. Due to distance learning and the COVID-19 Shelter-in-Place order, we have adapted our typical community school events to adhere to social distancing guidelines and health/safety measures.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	1.3	2.7	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.2	1.9	
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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 our School Site Council and 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 distance learning and the COVID-19 Shelter-in-Place order, we have provided additional safety protocols as required by our county and state health officials, and to ensure the safety of our staff and students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	2	2		22	1	3	3	23			
1	24		2		23		2		34		1	1
2	24		2		26		2		24	2		
3	17	1	1		18	1	2		39		1	1
4	28		3		24		2		26		2	
5	29		1		30		2		29		1	
6	23	1	2		27		2		43		1	1
Other**					8	1			16	2	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,514	5,503	8,011	74,142
District	N/A	N/A	8,011	74,142
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	3.3	-8.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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 and counselors serve in our classrooms as instructional tutors and after school support staff.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,671	$50,574
Mid-Range Teacher Salary	$66,207	$76,649
Highest Teacher Salary	$90,661	$98,993
Average Principal Salary (Elementary)	$123,840	$125,150
Average Principal Salary (Middle)		$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$169,950	$193,925
Percent of Budget for Teacher Salaries	28.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			14

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 ELPAC training. We have had 4 training days with Jenn Guerrero to focus on improved instruction to help support our English Learners. We have also recieved training in our new ELD curriculum. Site leadership team including teachers and principal have participated in 8 training days with the California Principals Support Network to focus on developing and sustaining strong professional learning communities 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 training has been provided this year to support teachers with Distance Learning and using the new data platform, Illuminate. Principal and Literacy Paraprofessionals have participated in 2 training days for the SIPPS intervention, a literacy intervention for struggling readers.

Primaria Bellevue
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2019-2020
Publicado Durante el 2020-2021

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en http://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz Escolar de California (*Dashboard*) https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Sobre esta Escuela

Información de Contacto Escolar (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre de la Escuela	Primaria Bellevue
Dirección	3223 Primrose Ave.
Ciudad, Estado, Código Postal	Santa Rosa, CA 95407
Teléfono	707.542.5195
Director	Nina Craig
Correo Electrónico	ncraig@busd.org
Sitio Web	http://bellevue.busd.org/
Código del Condado-Distrito-Escuela (CDS)	49706156051585

Información de Contacto Distrital (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre del Distrito	Distrito de la Unión Escolar Bellevue
Teléfono	707.542.5197
Superintendente	David Alexander
Correo Electrónico	dalexander@busd.org
Sitio Web	www.busd.org

Declaración de Misión y Descripción Escolar (Ciclo Escolar 2020-2021)

La Escuela Primaria Bellevue es una de las cuatro escuelas primarias de Kínder en Transición (TK, por sus siglas en inglés) – 6to grado en el Distrito de la Unión Escolar Bellevue, ubicado en la pintoresca zona suroeste rural de Santa Rosa, California. Tenemos altos estándares para todos nuestros 403 alumnos, tanto académicos como sociales. Nuestro personal trabaja en colaboración conjunta para crear un entorno académico rico y desafiante, así como un programa educativo que aborde las nuevas habilidades de aprendizaje del siglo XXI y las Normas Básicas Comunes Estatales de California para nuestra amplia gama de fortalezas y necesidades estudiantiles. Nuestra comunidad escolar se dedica a ofrecer clases de baile, música y ciencia práctica durante el día escolar. En toda la escuela, hemos creado una comunidad escolar positiva, que proporciona a nuestros alumnos y personal un entorno seguro, de apoyo y de respuesta. Bellevue tiene una gran familia extendida, y el plantel es anfitrión de muchos programas y salones que sirven a nuestros alumnos y sus familias, incluyendo: Voluntarios de AmeriCorp/CalSERVES que sirven como tutores y mentores después de la escuela, y un Programa de Kínder de Transición.

Nuestro personal acreditado incluye 15 maestros de salón de educación regular, un director, 1 especialista en habla, lenguaje y audición, 1 maestro del Programa Especialista en Recursos (RSP, por sus siglas en inglés), 2 maestros de Clase Especial Diurna, 1 psicólogo y 1 maestro de educación física. Nuestro personal de apoyo incluye un Gerente de Oficina, un Asistente de Oficina, un Enlace Bilingüe, una Enfermera de medio tiempo, 5 Auxiliares de Instrucción de Educación Especial, 1 Orientador de medio tiempo, 3 Auxiliares Docentes de la Lectoescritura, 2 Conserjes, 2 Empleados de Cocina y 5 Supervisores Estudiantiles. La Primaria Bellevue ofrece guardería antes y después de la escuela a través de AmeriCorps / CalSERVES, un programa de intervención extracurricular. Ofrecemos Reducción de Tamaño de Clase (CSR, por sus siglas en inglés) con tamaños de clase de 24 o menos en grados Kínder en Transición (TK, por sus siglas en inglés) – 3er grado. Después de la escuela ofrecemos programas como el coro, baloncesto y el voleibol. Tenemos una activa comunidad de padres dedicada a asegurar que nuestros alumnos de Bellevue tengan una experiencia elemental de alta calidad y bien redondeada.

La Escuela Primaria Bellevue está comprometida a crear un ambiente de aprendizaje desafiante donde los alumnos buscan conocimiento a través de la indagación, están motivados para aprender y logran objetivos académicos y de comportamiento. El personal hace conexiones con todos los alumnos y padres y usa estas relaciones para lograr objetivos individuales y a nivel escolar.

Inscripción Estudiantil por Nivel de Año (Ciclo Escolar 2019-2020)

Nivel de Año	Cantidad de Alumnos
Kínder	73
1° Grado	59
2° Grado	63
3° Grado	54
4° Grado	54
5° Grado	44
6° Grado	68
Inscripción Total	415

Inscripción Estudiantil por Grupo (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	0.5
Nativos Americanos o Nativos de Alaska	0.2
Asiático	2.2
Hispano o Latino	89.2
White	6.5
Dos o Más Orígenes Étnicos	1.2
De Escasos Recursos Económicos	87.5
Estudiantes del inglés	64.8
Alumnos con Discapacidades	12
Jóvenes de Crianza Temporal	0.7
Indigentes	4.1

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Maestros Certificados

Maestros	Escuela 2018-19	Escuela 2019-20	Escuela 2020-21	Distrito 2020-21
Con Certificación Total	21	23	19	74
Sin Certificación Total	0	0	1	8
Que Enseñan Fuera de su Área de Competencia (con credencial completa)	0	0	0	0

Asignaciones Incorrectas de Maestros y Puestos Vacantes

Indicador	2018-19	2019-20	2020-21
Asignaciones Incorrectas de Maestros de Estudiantes del Inglés	0	0	0
Total de Asignaciones Incorrectas de Maestros*	0	0	0
Puestos de Maestros Vacantes	0	0	0

Nota: "Asignaciones Incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

*Asignaciones Incorrectas de Maestros incluye la cantidad de Asignaciones Incorrectas de Maestros de Estudiantes del Inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2020-2021)

Año y mes en los cuales se recopilaron los datos: Agosto de 2020

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿De La Adopción Más Reciente?	Porcentaje de Alumnos a Quienes No Se Les Asignaron Sus Propios Libros
Lectura/Artes Lingüísticas	Zaner-Bloser Happily Ever After – Kínder en Transición (TK, por sus siglas en inglés), Adoptado en 2012-2013 McGraw-Hill Wonders Reading y Programa de Artes Lingüísticas, Adoptado en 2013-2014 McGraw-Hill Wonders de Kínder a 6 Wonder para alumnos de inglés, adoptado en 2020-2021 Voyager-Sopris Learning – Voyager Passport del Programa de Artes Lingüísticas para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de 5to y 6to grado, Adoptado en 2014-2015	Sí	0
Matemáticas	McGraw-Hill My Math para alumnos de Kínder en Transición (TK, por sus siglas en inglés) – 5to grado, Adoptado en 2014-2015 McGraw-Hill Glencoe California Math para los alumnos en 6to grado, Adoptado en 2014-2015 McGraw-Hill Number Worlds Programa de Matemáticas para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de 5to y 6to grado, Adoptado en 2014-2015	Sí	0
Ciencias	McGraw-Hill CA Science, Adoptado 2006-07	Sí	0
Historia-Ciencias Sociales	McGraw-Hill Vistas, Adoptado 2007/2008	Sí	0

Nota: Celdas con valor de "N/A" no requieren datos.

Condición de las Instalaciones Escolares y Mejoras Planificadas

Hemos trabajado diligentemente para descubrir las diversas necesidades de nuestro plantel y hemos identificado varios proyectos que se planean abordar durante el período 2019-2024. Los proyectos identificados se pueden encontrar en https://www.busd.org/Page/54 bajo el título "BUSD 2019 - 2024 Facility Plan".

Estatus de Buen Reparo de Instalación Escolar (Año Más Reciente)

Usando los datos FIT **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación de estatus de reparo para sistemas incluidos
- Descripción de cualquier mantenimiento necesario para garantizar buen estado de reparo
- El año y mes en cual se recopilaron los datos
- La tasa para cada sistema inspeccionado
- La clasificación general

Año y mes del informe FIT más reciente: Junio del 2020

Sistema Inspeccionado	Clasificación	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Bueno	
Interior: Superficies Interiores	Bueno	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Bueno	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/ Cercos	Bueno	
Clasificación General	Ejemplar	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a Octavo y Onceavo Grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Artes Lingüísticas del Inglés/Lectoescritura (3°-8° y 11° grado)	40	N/A	34	N/A	50	N/A
Matemáticas (3°-8° y 11° grado)	23	N/A	24	N/A	39	N/A

Nota: Celdas con valor de "N/A" no requieren datos.

Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil

Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto y Octavo Grado y Escuela Preparatoria
Porcentaje de Alumnos con Desempeño a Nivel Competente o Avanzado

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Ciencia (5°, 8° y Escuela Preparatoria)	10	N/A	13	N/A	30	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.
Nota: La nueva Prueba de Ciencia de California (CST, por sus siglas en inglés) fue inicialmente administrada de forma operacional en el ciclo escolar 2018-2019.

Resultados del Examen CAASPP en Ciencia por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Programas de Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Participación en Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Cursos para la Admisión a la Universidad Estatal de California (CSU)/Universidad de California (UC)

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2019-20	
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2018-19	

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física.

Resultados del Examen de Condición Física de California (Ciclo Escolar 2019-2020)

Grado	Porcentaje de Alumnos Cumpliendo Cuatro de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Cinco de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Seis de Seis Normas de Condición Física
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (Prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar.

Oportunidades para Participación de los Padres (Ciclo Escolar 2020-2021)

Los padres juegan un papel importante en nuestra comunidad escolar y están involucrados formalmente a través de una miríada de oportunidades emocionantes. Celebramos el éxito de los alumnos e invitamos a los padres a asistir a las Asambleas de Premios mensuales, el Concierto de Invierno, el Show de Talentos, la Feria de Ciencias y la Promoción de Kínder y Sexto grado. Los padres también están invitados a asistir al Café del Director mensual, el "Read Across America Day" ("Día de Lectura en toda América"), la Noche de Regreso a la Escuela, la Visita Escolar y otras asambleas/eventos especiales y excursiones escolares. Ofrecemos talleres para padres y eventos educativos vespertinos como la Noche de Lectoescritura y Noche de Ciencias, y Matemáticas en Familia. Los padres participan en el gobierno y el apoyo de la Primaria Bellevue a través del servicio en nuestro Consejo del Sitio Escolar, nuestra Organización de Padres y Maestros, el Comité Asesor del Idioma Inglés y la Planificación de Responsabilidad y Control Local. Los padres también son animados a ser voluntarios en nuestra escuela. Los padres pueden ayudar en los salones y/o acompañar a los alumnos en las excursiones escolares. En la Escuela Primaria Bellevue valoramos a nuestra comunidad de padres y disfrutamos trabajar juntos para beneficiar a nuestros alumnos. Debido a la educación a distancia y a la orden COVID-19 "Shelter-in-Place", hemos adaptado nuestros eventos escolares típicos de la comunidad para adherirnos a las pautas de distanciamiento social y a las medidas de salud/seguridad.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de inclusión estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria; y
- Tasas de graduación de escuela preparatoria.

Tasa de Graduación y Abandono Escolar (Tasa Cohorte de Cuatro Años)

Indicador	Escuela 2016-17	Escuela 2017-18	Escuela 2018-19	Distrito 2016-17	Distrito 2017-18	Distrito 2018-19	Estado 2016-17	Estado 2017-18	Estado 2018-19
Tasa Abandono									
Tasa Graduación				--			82.7	83	84.5

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Suspensiones y Expulsiones
(datos recopilados entre julio y junio, cada ciclo escolar completo respectivamente)

Tasa	Escuela 2017-18	Escuela 2018-19	Distrito 2017-18	Distrito 2018-19	Estado 2017-18	Estado 2018-19
Suspensiones	0.7	1.3	2.7	2.3	3.5	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.1	0.1

Suspensiones y Expulsiones Exclusivamente para Ciclo Escolar 2019-2020
(datos recopilados entre julio y febrero, ciclo escolar parcial debido a la pandemia COVID-19)

Tasa	Escuela 2019-20	Distrito 2019-20	Estado 2019-20
Suspensiones	1.2	1.9	
Expulsiones	0		

Nota: Los datos de tasa de suspensiones y expulsiones para 2019-2020 no son comparables a los datos del previo año ya que el ciclo escolar 2019-2020 es un ciclo escolar parcial debió a la pandemia COVID-19. Como tal, fuera inapropiado hacer comparaciones en tasas de suspensiones y expulsiones en el ciclo escolar 2019-2020 comparado a previos años.

Plan de Seguridad Escolar (Ciclo Escolar 2020-2021)

El Plan de Seguridad de nuestra escuela garantiza la seguridad de los alumnos y el personal en caso de emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y las agencias externas para servicios de apoyo continuo a través de una sólida red de servicios de comunicación de la ciudad, el condado, el estado y el gobierno federal. Se realizan simulacros de seguridad en toda la escuela mensualmente. El Plan Escolar se actualiza anualmente y es aprobado por nuestro Consejo de Sitio Escolar y la Junta Escolar del Distrito de la Unión Escolar Bellevue (BUSD, por sus siglas en inglés). La seguridad de la escuela se discute en las reuniones del Consejo de Sitio Escolar, reuniones de la Organización de Padres y Maestros (PTO, por sus siglas en inglés), y durante las reuniones del personal certificado y clasificado. En la Escuela Bellevue creemos que la seguridad de los alumnos es nuestra mayor prioridad. Debido a la educación a distancia y a la orden COVID-19 "Shelter-in-Place", hemos proporcionado protocolos de seguridad adicionales según lo requerido por nuestros oficiales de salud del condado y del estado, y para asegurar la seguridad de nuestro personal y de los alumnos.

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Primaria)

Grado	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Kínder	19	2	2		22	1	3		23		3	
1	24		2		23		2		34		1	1
2	24		2		26		2		24		2	
3	17	1	1		18	1	2		39		1	1
4	28		3		24		2		26		2	
5	29		1		30		2		29		1	
6	23	1	2		27		2		43		1	1
Otro**					8	1			16	2	2	

*Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase)
** Categoría "Otro" es para clases con varios niveles de año.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Secundaria)

Materia	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Artes Lingüísticas del Inglés												
Matemáticas												
Ciencia												
Ciencia Social												

* Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2019-2020)

Cargo	Tasa
Orientadores Académicos*	0

*Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2019-2020)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	

Cargo	Cantidad de FTE * Asignados a la Escuela
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

* Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar (Año Fiscal 2018-2019)

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Sueldo Promedio Docente
Sitio Escolar	13,514	5,503	8,011	74,142
Distrito	N/A	N/A	8,011	74,142
Diferencia Porcentual - Escuela y Distrito	N/A	N/A	0.0	0.0
Estado	N/A	N/A	$7,750	$80,565
Diferencia Porcentual - Sitio Escolar y Estado	N/A	N/A	3.3	-8.3

Nota: Celdas con valores de "N/A" no requieren datos.

Tipos de Servicios Financiados (Año Fiscal 2019-2020)

La Escuela Primaria Bellevue ofrece a los alumnos los siguientes servicios para apoyar y mejorar la instrucción en el salón: Maestro Especialista en Recursos; Maestro de la Clase Especial Diurna; Auxiliares Docentes de Lectoescritura; Especialista del Habla, Lenguaje y Comprensión Auditiva, Psicólogo Escolar, Orientador, Enfermero, Auxiliar de Instrucción de Kínder en Transición (TK, por sus siglas en inglés), Auxiliares de Instrucción de Educación Especial, y Maestros de Educación Física (P.E., por sus siglas en inglés). Además, los tutores y orientadores de CalSERVES y Americorps sirven en nuestros salones como tutores de instrucción y personal de apoyo después de la escuela.

Sueldos Administrativos y Docentes (Año Fiscal 2018-2019)

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$46,671	$50,574
Sueldo de Maestro en el Nivel Intermedio	$66,207	$76,649
Sueldo de Maestro en el Nivel Superior	$90,661	$98,993
Sueldo Promedio de Director (Primaria)	$123,840	$125,150
Sueldo Promedio de Director (Secundaria)		$129,394
Sueldo Promedio de Director (Preparatoria)		$122,053
Sueldo del Superintendente	$169,950	$193,925
Porcentaje del Presupuesto para Sueldos de Maestros	28.0	34.0
Porcentaje del Presupuesto para Sueldos Administrativos	5.0	6.0

Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en https://www.cde.ca.gov/ds/fd/cs/.

Cursos de Colocación Avanzada (AP) (Ciclo Escolar 2019-2020)

Materia	Cantidad de Cursos AP Ofrecidos*	Porcentaje de Alumnos en Cursos AP
Computación		N/A
Inglés		N/A
Bellas Artes y Artes Escénicas		N/A
Idioma Extranjero		N/A
Matemáticas		N/A
Ciencias		N/A
Ciencias Sociales		N/A
Todos los Cursos		

Nota: Celdas con valores de "N/A" no requieren datos.

*Donde hay matriculas estudiantiles en el curso con al menos un alumno.

Formación Profesional (Tres Años Más Recientes)

Medida	2018-19	2019-20	2020-21
Cantidad de Días Escolares Dedicados a Formación del Personal y Continuo Mejoramiento			14

El distrito escolar y la Escuela Bellevue proporcionan formación profesional dirigida a mejorar el rendimiento de los alumnos. Los mayores esfuerzos de mejora este año se han centrado en el desarrollo del idioma inglés y las Evaluaciones del Dominio del Idioma Inglés para California (ELPAC, por sus siglas en inglés). Hemos tenido 4 días de capacitación con Jenn Guerrero para enfocarnos en la mejora de la instrucción para ayudar a apoyar a nuestros alumnos de inglés. También hemos recibido entrenamiento en nuestro nuevo currículo del Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés). El equipo de liderazgo del sitio, incluyendo a los maestros y al director, han participado en 8 días de capacitación con la Red de Apoyo a los Directores de California para enfocarse en el desarrollo y mantenimiento de fuertes comunidades de aprendizaje profesional con una cultura de colaboración. Nuestro distrito también proporciona entrenamiento individualizado a través del uso de un maestro consultor y tiempo de liberación para observar en otras aulas para que los maestros reciban formación profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen semanalmente en la Comunidad de Aprendizaje Profesional (PLC, por sus siglas en inglés) y tiempo de colaboración para analizar los datos de los alumnos, planificar la instrucción y evaluar el aprendizaje de los alumnos. La capacitación tecnológica se ha proporcionado este año para apoyar a los maestros con el aprendizaje a distancia y el uso de la nueva plataforma de datos, Illuminate. El director y los paraprofesionales de lectoescritura han participado en 2 días de capacitación para la intervención del Programa de Instrucción Sistemática Sobre Conciencia Fonética, Método Fonético y Palabras Visuales (SIPPS, por sus siglas en inglés), una intervención de lectoescritura para lectores con dificultades.

Meadow View Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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) https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	http://meadowview.busd.org/
County-District-School (CDS) Code	49706156115695

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	http://www.busd.org/

School Description and Mission Statement (School Year 2020-2021)

Meadow View Elementary is a school with a vision that 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	44
Grade 1	54
Grade 2	66
Grade 3	60
Grade 4	63
Grade 5	55
Grade 6	63
Total Enrollment	405

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	4.7
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	1
White	4.2
Two or More Races	0.5
Socioeconomically Disadvantaged	83.5
English Learners	67.2
Students with Disabilities	16.5
Foster Youth	0.5
Homeless	1.2

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	20		
Without Full Credential	0	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	2	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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 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	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

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 June

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	31	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	24	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	13	N/A	13	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents play an important role in our school community and are formally involved through the School Site Council, the English Language Advisory Committee, Local Control and Accountability Plan, Parent Organization and participation in Town Hall Meetings. We offer evening educational events such as Literacy Night, Math Nights, Movie Nights, Choir performances, Back to School Night and Open House. The newest events we have added are Drive thru events, for example a Halloween parade and Winter Wonderland drive thru.

Parents are also encouraged to volunteer at our school. Parents can assist in the classrooms, or accompany students on field trips, virtually. At Meadow View School we value our parents and community and enjoy working together to benefit our students.
Due to COVID-19 Shelter in Place order we have adapted our traditional community events to adhere to social distancing, Shelter in place and safety guidelines.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	3.0	2.7	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	1.9	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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.

Due to COVID-19 and Shelter in Place 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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	1	3		19	1	2	2	22			
1	21	1	2		23		3		24		2	
2	24		3		24		2		23	2		
3	20	1	1		23		3		24		2	
4	28		3		28		2		29		2	
5	18	1	2		25		2		25		2	
6	23	1	2		22	1	2		29		2	
Other**									18	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,514	5,503	8,011	74,142
District	N/A	N/A	8,011	74,142
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	3.3	-8.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,671	$50,574
Mid-Range Teacher Salary	$66,207	$76,649
Highest Teacher Salary	$90,661	$98,993
Average Principal Salary (Elementary)	$123,840	$125,150
Average Principal Salary (Middle)		$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$169,950	$193,925
Percent of Budget for Teacher Salaries	28.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		15	15

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 School provide professional development targeted to raise student performance on the CAASPP. 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. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a teacher on special assignment 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. This year we have worked with the Sonoma County Office of Ed and have participated in four ELD sessions facilitated by Jenn Guerro. Principal Walker and site leadership have attended Principals Network PD, which guides the development of successful Professional Learning Communities. We have started a new intervention program called, SIPPS. Literacy Paraprofessionals have attended a few professional developments on how to organize and facilitate the program.

Primaria Meadow View
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2019-2020
Publicado Durante el 2020-2021

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en http://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz Escolar de California (*Dashboard*) https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Sobre esta Escuela

Información de Contacto Escolar (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre de la Escuela	Primaria Meadow View
Dirección	2665 Dutton Meadow
Ciudad, Estado, Código Postal	Santa Rosa, California 95407
Teléfono	(707) 541-3715
Director	Jean Walker
Correo Electrónico	jwalker@busd.org
Sitio Web	http://meadowview.busd.org/
Código del Condado-Distrito-Escuela (CDS)	49706156115695

Información de Contacto Distrital (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre del Distrito	Distrito de la Unión Escolar Bellevue
Teléfono	(707) 542-5197
Superintendente	David Alexander
Correo Electrónico	dalexander@busd.org
Sitio Web	http://www.busd.org/

Declaración de Misión y Descripción Escolar (Ciclo Escolar 2020-2021)

La Escuela Primaria Meadow View es una escuela con una visión que establece que, si trabajamos en sociedad con nuestras familias y comunidades, entonces desarrollaremos líderes innovadores y productivos para el futuro, a través de un ambiente escolar seguro respaldado por el plan de seguridad de nuestra escuela. Existe la firme creencia de que todos los alumnos pueden aprender y una vez que se identifican las fortalezas individuales, seremos responsables de proporcionar oportunidades para que nuestros alumnos tengan éxito y, por lo tanto, ganen confianza y autoestima. Este año nos estamos centrando en programas innovadores de la Lectoescritura Temprana y la Tecnología. También estamos participando en el desarrollo de contenidos de área amplia y estándares de desempeño en Artes Lingüísticas y Matemáticas.

La misión de Meadow View es proporcionar un ambiente de aprendizaje académico positivo donde todos los alumnos estarán capacitados para razonar de manera creativa y crítica.

Todos los maestros de clase tienen credenciales completas. Todos los miembros del personal están dedicados a cuidar al Niño Completo a través de un currículo básico de alta calidad. Los alumnos con necesidades especiales tienen acceso completo al currículo básico. Este currículo se alinea con las Normas Básicas Comunes Estatales de California.

Meadow View es una escuela primaria de Kínder – 6to grado, ubicada en el suroeste de la zona rural de Santa Rosa. Tenemos aproximadamente 382 alumnos. Tenemos 15 maestros de educación general, 1 maestro del Programa Especialista en Recursos (RSP, por sus siglas en inglés), 2 maestros internos de la Clase Especial Diurna (SDC, por sus siglas en inglés), 3 auxiliares docentes de Lectoescritura y 6 supervisores de alumnos. Muchos de nuestros alumnos viven a una o más millas de distancia, y son transportados hacia y desde la escuela en autobús. El español es el idioma principal de la mayoría de nuestros alumnos. Meadow View tiene una gran familia extendida, y el plantel es sede de muchos programas y salones que sirven a nuestros alumnos y sus familias, incluidos los voluntarios de AmeriCorp / CalSERVES que sirven como tutores y maestros después de la escuela.

Inscripción Estudiantil por Nivel de Año (Ciclo Escolar 2019-2020)

Nivel de Año	Cantidad de Alumnos
Kínder	44
1° Grado	54
2° Grado	66
3° Grado	60
4° Grado	63
5° Grado	55
6° Grado	63
Inscripción Total	405

Inscripción Estudiantil por Grupo (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	1.5
Nativos Americanos o Nativos de Alaska	0.5
Asiático	4.7
Hispano o Latino	87.7
Nativo de Hawái o Isleño del Pacífico	1
White	4.2
Dos o Más Orígenes Étnicos	0.5
De Escasos Recursos Económicos	83.5
Estudiantes del inglés	67.2
Alumnos con Discapacidades	16.5
Jóvenes de Crianza Temporal	0.5
Indigentes	1.2

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Maestros Certificados

Maestros	Escuela 2018-19	Escuela 2019-20	Escuela 2020-21	Distrito 2020-21
Con Certificación Total	20	20	18	74
Sin Certificación Total	0	2	2	8
Que Enseñan Fuera de su Área de Competencia (con credencial completa)	0	0	0	0

Asignaciones Incorrectas de Maestros y Puestos Vacantes

Indicador	2018-19	2019-20	2020-21
Asignaciones Incorrectas de Maestros de Estudiantes del Inglés	0	0	0
Total de Asignaciones Incorrectas de Maestros*	0	0	0
Puestos de Maestros Vacantes	2	0	0

Nota: "Asignaciones Incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

*Asignaciones Incorrectas de Maestros incluye la cantidad de Asignaciones Incorrectas de Maestros de Estudiantes del Inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2020-2021)

Año y mes en los cuales se recopilaron los datos: Agosto de 2020

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿De La Adopción Más Reciente?	Porcentaje de Alumnos a Quienes No Se Les Asignaron Sus Propios Libros
Lectura/Artes Lingüísticas	Zaner-Bloser Happily Ever After – Kínder en Transición (TK, por sus siglas en inglés), Adoptado en 2012-2013 McGraw-Hill Wonders, Kínder - 6to grado, Adoptado en 2013-2014 Voyager Passport, alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de Kínder - 2do grado, Adoptado en 2014-2015 McGraw-Hill Wonders for English Learners (Wonders de McGraw-Hill para los alumnos de inglés) Componente de desarrollo del idioma inglés de Kínder a 6, adoptado en 2020-2021	Sí	0
Matemáticas	McGraw-Hill My Math - Kínder en Transición (TK, por sus siglas en inglés) – 5to grado, Adoptado en 2014-2015 McGraw-Hill Glencoe California Math - 6to grado, Adoptado en 2014-2015 McGraw-Hill SRA Number Worlds para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de Kínder - 2do grado, Adoptado en 2014-2015	Sí	0
Ciencias	McGraw-Hill Vistas, Adoptado 2007/2008	Sí	0
Historia-Ciencias Sociales	McGraw-Hill CA Science, Adoptado 2006/2007	Sí	0

Nota: Celdas con valor de "N/A" no requieren datos.

Condición de las Instalaciones Escolares y Mejoras Planificadas

Hemos trabajado diligentemente para descubrir las diversas necesidades de nuestro plantel y hemos identificado varios proyectos que se planean abordar durante el período 2019-2024. Los proyectos identificados se pueden encontrar en https://www.busd.org/Page/54 bajo el título "BUSD 2019 - 2024 Facility Plan".

Estatus de Buen Reparo de Instalación Escolar (Año Más Reciente)

Usando los datos FIT **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación de estatus de reparo para sistemas incluidos
- Descripción de cualquier mantenimiento necesario para garantizar buen estado de reparo
- El año y mes en cual se recopilaron los datos
- La tasa para cada sistema inspeccionado
- La clasificación general

Año y mes del informe FIT más reciente: Junio del 2020

Sistema Inspeccionado	Clasificación	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Bueno	
Interior: Superficies Interiores	Bueno	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Bueno	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/ Cercos	Bueno	
Clasificación General	Ejemplar	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a Octavo y Onceavo Grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Artes Lingüísticas del Inglés/Lectoescritura (3°-8° y 11° grado)	31	N/A	34	N/A	50	N/A
Matemáticas (3°-8° y 11° grado)	17	N/A	24	N/A	39	N/A

Nota: Celdas con valor de "N/A" no requieren datos.

Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil

Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto y Octavo Grado y Escuela Preparatoria
Porcentaje de Alumnos con Desempeño a Nivel Competente o Avanzado

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Ciencia (5°, 8° y Escuela Preparatoria)	13	N/A	13	N/A	30	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.
Nota: La nueva Prueba de Ciencia de California (CST, por sus siglas en inglés) fue inicialmente administrada de forma operacional en el ciclo escolar 2018-2019.

Resultados del Examen CAASPP en Ciencia por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Programas de Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Participación en Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Cursos para la Admisión a la Universidad Estatal de California (CSU)/Universidad de California (UC)

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2019-20	
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2018-19	

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física.

Resultados del Examen de Condición Física de California (Ciclo Escolar 2019-2020)

Grado	Porcentaje de Alumnos Cumpliendo Cuatro de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Cinco de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Seis de Seis Normas de Condición Física
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (Prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar.

Oportunidades para Participación de los Padres (Ciclo Escolar 2020-2021)

Los padres juegan un papel importante en nuestra comunidad escolar y se involucran formalmente a través del Consejo de Sitio Escolar, el Consejo Asesor del Distrito para el Idioma Inglés, el Plan de Control y Responsabilidad Local, la Organización de Padres y la participación en las Reuniones del Ayuntamiento. Ofrecemos eventos educativos nocturnos como la Noche de lectoescritura, Noches de matemáticas, Noches de cine, actuaciones de coro, Noche de regreso a la escuela y Visita Escolar . Los eventos más recientes que hemos añadido son los recorridos en coche, por ejemplo un desfile de Halloween y un recorrido en coche por el País de las Maravillas de Invierno.

También se anima a los padres a ser voluntarios en nuestra escuela. Los padres pueden ayudar en los salones de clase, o acompañar a los alumnos en los viajes de campo, virtualmente. En la escuela Meadow View valoramos a nuestros padres y a la comunidad y disfrutamos trabajando juntos para beneficiar a nuestros alumnos.
Debido a la orden COVID-19 Refugio en Lugar (Shelter in Place) hemos adaptado nuestros eventos comunitarios tradicionales para adherirnos al distanciamiento social, al Refugio en Lugar y a las pautas de seguridad.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de inclusión estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria; y
- Tasas de graduación de escuela preparatoria.

Tasa de Graduación y Abandono Escolar (Tasa Cohorte de Cuatro Años)

Indicador	Escuela 2016-17	Escuela 2017-18	Escuela 2018-19	Distrito 2016-17	Distrito 2017-18	Distrito 2018-19	Estado 2016-17	Estado 2017-18	Estado 2018-19
Tasa Abandono									
Tasa Graduación				--			82.7	83	84.5

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Suspensiones y Expulsiones
(datos recopilados entre julio y junio, cada ciclo escolar completo respectivamente)

Tasa	Escuela 2017-18	Escuela 2018-19	Distrito 2017-18	Distrito 2018-19	Estado 2017-18	Estado 2018-19
Suspensiones	2.0	3.0	2.7	2.3	3.5	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.1	0.1

Suspensiones y Expulsiones Exclusivamente para Ciclo Escolar 2019-2020
(datos recopilados entre julio y febrero, ciclo escolar parcial debido a la pandemia COVID-19)

Tasa	Escuela 2019-20	Distrito 2019-20	Estado 2019-20
Suspensiones	1.1	1.9	
Expulsiones	0	0	

Nota: Los datos de tasa de suspensiones y expulsiones para 2019-2020 no son comparables a los datos del previo año ya que el ciclo escolar 2019-2020 es un ciclo escolar parcial debió a la pandemia COVID-19. Como tal, fuera inapropiado hacer comparaciones en tasas de suspensiones y expulsiones en el ciclo escolar 2019-2020 comparado a previos años.

Plan de Seguridad Escolar (Ciclo Escolar 2020-2021)

El Plan de Seguridad de nuestra escuela garantiza la seguridad de los alumnos y el personal en caso de emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y las agencias externas para servicios de apoyo continuo a través de una sólida red de servicios de comunicación de la ciudad, el condado, el estado y el gobierno federal. Se realizan simulacros de seguridad en toda la escuela mensualmente. El Plan Escolar se actualiza anualmente y es aprobado por la Junta Escolar y el Consejo de sitio escolar. La Seguridad Escolar se discute en las reuniones del Consejo de Sitio Escolar, en las reuniones de café de los padres, y durante las reuniones del personal certificado y clasificado. En la Escuela Meadow View creemos que la seguridad de los alumnos es nuestra mayor prioridad.

Debido a COVID-19 y a "Shelter in Place" hemos proporcionado protocolos de seguridad adicionales como lo requiere nuestro condado y estado para asegurar la seguridad de nuestro personal y alumnos.

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Primaria)

Grado	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Kínder	19	1	3		19	1	2		22		2	
1	21	1	2		23		3		24		2	
2	24		3		24		2		23		2	
3	20	1	1		23		3		24		2	
4	28		3		28		2		29		2	
5	18	1	2		25		2		25		2	
6	23	1	2		22	1	2		29		2	
Otro**									18	2	1	

*Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase)
** Categoría "Otro" es para clases con varios niveles de año.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Secundaria)

Materia	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Artes Lingüísticas del Inglés												
Matemáticas												
Ciencia												
Ciencia Social												

* Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2019-2020)

Cargo	Tasa
Orientadores Académicos*	0

*Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2019-2020)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	

Cargo	Cantidad de FTE * Asignados a la Escuela
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

* Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar (Año Fiscal 2018-2019)

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Sueldo Promedio Docente
Sitio Escolar	13,514	5,503	8,011	74,142
Distrito	N/A	N/A	8,011	74,142
Diferencia Porcentual - Escuela y Distrito	N/A	N/A	0.0	0.0
Estado	N/A	N/A	$7,750	$80,565
Diferencia Porcentual - Sitio Escolar y Estado	N/A	N/A	3.3	-8.3

Nota: Celdas con valores de "N/A" no requieren datos.

Tipos de Servicios Financiados (Año Fiscal 2019-2020)

La escuela Meadow View proporciona a los alumnos los siguientes servicios para apoyar y mejorar la instrucción en el salón; Maestro Especialista en Recursos; Maestro de Clase Especial Diurna; Capacitador de Apoyo Académico; Especialista en Habla, Lenguaje y Comprensión Auditiva; Psicólogo Escolar; Orientador; Enfermera, Auxiliares de Educación Especial; Maestros de Educación Física (P.E., por sus siglas en inglés) para Kínder – 6to grado. Los auxiliares docentes de lectoescritura en cada clase apoyan la Instrucción en Inglés/Artes Lingüísticas.

Sueldos Administrativos y Docentes (Año Fiscal 2018-2019)

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$46,671	$50,574
Sueldo de Maestro en el Nivel Intermedio	$66,207	$76,649
Sueldo de Maestro en el Nivel Superior	$90,661	$98,993
Sueldo Promedio de Director (Primaria)	$123,840	$125,150
Sueldo Promedio de Director (Secundaria)		$129,394
Sueldo Promedio de Director (Preparatoria)		$122,053
Sueldo del Superintendente	$169,950	$193,925
Porcentaje del Presupuesto para Sueldos de Maestros	28.0	34.0
Porcentaje del Presupuesto para Sueldos Administrativos	5.0	6.0

Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en https://www.cde.ca.gov/ds/fd/cs/.

Cursos de Colocación Avanzada (AP) (Ciclo Escolar 2019-2020)

Materia	Cantidad de Cursos AP Ofrecidos*	Porcentaje de Alumnos en Cursos AP
Computación		N/A
Inglés		N/A
Bellas Artes y Artes Escénicas		N/A
Idioma Extranjero		N/A
Matemáticas		N/A
Ciencias		N/A
Ciencias Sociales		N/A
Todos los Cursos		

Nota: Celdas con valores de "N/A" no requieren datos.

*Donde hay matriculas estudiantiles en el curso con al menos un alumno.

Formación Profesional (Tres Años Más Recientes)

Medida	2018-19	2019-20	2020-21
Cantidad de Días Escolares Dedicados a Formación del Personal y Continuo Mejoramiento		15	15

La formación profesional continua es una parte importante para mejorar nuestro programa escolar. Nuestro distrito escolar invierte mucho en formación profesional y, como resultado, nuestros alumnos reciben una excelente instrucción. El distrito escolar y la escuela Meadow View proporcionan formación profesional dirigido a aumentar el rendimiento estudiantil en la Evaluación de Desempeño y Progreso Estudiantil de California (CAASPP, por sus siglas en inglés). Los principales esfuerzos de mejora de este año se han centrado en el Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) y la capacitación de las Evaluaciones del Dominio del Idioma Inglés para California (ELPAC, por sus siglas en inglés). El Equipo de Liderazgo del sitio, incluido el director y los maestros, ha estado participando en la Red de Apoyo al Director de California que se enfoca en desarrollar y mantener una comunidad de aprendizaje profesional fuerte con una cultura de colaboración. El 100% de los maestros de nuestra escuela han participado en una capacitación avanzada diseñada para promover habilidades específicas o información relacionada con estas prioridades y metas escolares. Nuestro distrito también brinda capacitación individualizada mediante el uso de un Maestro en Asignación Especial y tiempo libre para observar en otros salones para que los maestros reciban formación profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen al menos semanalmente en Comunidades de Aprendizaje Profesional (PLC, por sus siglas en inglés) y tiempo de colaboración para analizar los datos estudiantiles, planificar la instrucción y evaluar el aprendizaje estudiantil. La tecnología se usa ampliamente para desglosar y analizar los datos estudiantiles para guiar la instrucción. Este año hemos trabajado con la Oficina de Educación del Condado de Sonoma y hemos participado en cuatro sesiones de ELD facilitadas por Jenn Guerro. El director Walker y los líderes del sitio han asistido a la Red de Directores de Capacitación Profesional (PD, por sus siglas en inglés), que guía el desarrollo de exitosas Comunidades de Aprendizaje Profesional. Hemos comenzado un nuevo programa de intervención llamado, SIPPS. Los paraprofesionales de lectoescritura han asistido a algunas capacitaciones profesionales sobre cómo organizar y facilitar el programa.

Kawana Springs Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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) https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	http://kawana.busd.org
County-District-School (CDS) Code	49706156051593

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	http://www.busd.org

School Description and Mission Statement (School Year 2020-2021)

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, advocating for social and racial justice, 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-4, and will add a consecutive grade level each year until the entire school is Dual Immersion. We also have a Mainstream English program for grades 5 and 6, as well as two Special Education classes. We have approximately 350 students.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	51
Grade 1	56
Grade 2	35
Grade 3	39
Grade 4	48
Grade 5	61
Grade 6	47
Total Enrollment	337

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.3
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.3
White	5.3
Two or More Races	0.9
Socioeconomically Disadvantaged	77.2
English Learners	57.9
Students with Disabilities	8.9
Foster Youth	0.6
Homeless	4.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	16		
Without Full Credential	0	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	1	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 June

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	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	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	34	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	24	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	13	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents play an important role in our school community and are formally involved in Kawana Springs Elementary through the PTO, the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and the LCAP Committee. It is through these organizations that we strive to increase parental involvement and offer parent training workshops. Some parents serve the school as classroom volunteers and many provide assistance for specific school programs, activities or special events. Many families take part in our Family Literacy Nights, Family Math Nights, PTO activities, Holiday Family Night and the Cougarfest and Barbeque. Kawana Springs encourages volunteers in all areas. Due to Distance Learning and Covid-19 Shelter in place orders, we have adapted our traditional community events to adhere to social distancing guidelines and health and safety measures.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.0	2.7	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.7	1.9	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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.

Due to COVID-19 and Shelter in Place 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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		2		23		3	2	26			
1	24		2		21	1	1		24		2	
2	22	1	1		22		2		22	1		
3	21	1	2		21		2		20	1	1	
4	30		1		31		2		30		1	
5	28		2		29		1		31		1	
6	24	1	2		20	1	2		31		1	
Other**					8	1			21	1	3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,514	5,503	8,011	74,142
District	N/A	N/A	8,011	74,142
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	3.3	-8.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Kawana Springs is fortunate to have the following support personnel; Instructional assistants in our Special Day Classes, Resource Specialist Program, and a bilingual assistant to serve students as needed. We also have two literacy paraprofessionals working in grades 1-4 supporting Spanish literacy instruction and intervention. We have specialists to serve Special Education students. We offer after school English Language Development intervention for small groups.

We also have several grants which fund our tutoring program and "Cool School," our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,671	$50,574
Mid-Range Teacher Salary	$66,207	$76,649
Highest Teacher Salary	$90,661	$98,993
Average Principal Salary (Elementary)	$123,840	$125,150
Average Principal Salary (Middle)		$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$169,950	$193,925
Percent of Budget for Teacher Salaries	28.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			14

Ongoing professional development is an important part of improving our school program. The major improvement efforts this year have focused on providing technology support to teachers during Distance Learning. We have also provided training fpr teachers in English Language Development for English Learners. A site leadership team including 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. In addition, literacy paraprofessionals have been trained to use SIPPS, an intervention program for English Literacy, and we have offered IEP translation training for bilingual paraprofessionals.

Escuela Primaria Kawana Springs
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2019-2020
Publicado Durante el 2020-2021

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en http://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz Escolar de California (*Dashboard*) https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Sobre esta Escuela

Información de Contacto Escolar (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre de la Escuela	Escuela Primaria Kawana Springs
Dirección	2121 Moraga Dr.
Ciudad, Estado, Código Postal	Santa Rosa, California 95404
Teléfono	(707) 545-4283
Director	Denise McCullough
Correo Electrónico	dmccullough@busd.org
Sitio Web	http://kawana.busd.org
Código del Condado-Distrito-Escuela (CDS)	49706156051593

Información de Contacto Distrital (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre del Distrito	Distrito de la Unión Escolar Bellevue
Teléfono	(707) 542-5197
Superintendente	David Alexander
Correo Electrónico	dalexander@busd.org
Sitio Web	http://www.busd.org

Declaración de Misión y Descripción Escolar (Ciclo Escolar 2020-2021)

La misión de la Escuela Primaria Kawana Springs es motivar a nuestros alumnos a alcanzar su máximo potencial e inspirar una pasión por el aprendizaje.

Apoyamos al niño integral asegurando el éxito académico y socio-emocional de todos los alumnos, promoviendo la fluidez y la lectoescritura en español e inglés a través de nuestro creciente programa de inmersión en dos idiomas, honrando y celebrando el multiculturalismo, abogando por la justicia social y racial, y proporcionando programas de enriquecimiento que mejoran la experiencia educativa general de nuestros alumnos.

Valoramos el respeto y el cuidado de los demás y de nuestro entorno, el trabajo en equipo y la comunicación positiva, y modelamos las expectativas de nuestros alumnos.

Damos la bienvenida a nuestra comunidad para que trabaje con nosotros para lograr nuestra visión.

La Escuela Primaria Kawana Springs es una escuela primaria de Kínder de Transición (TK, por sus siglas en inglés) a 6º, ubicada cerca de la Feria de Santa Rosa. Tenemos un programa de Inmersión Doble en Español en los grados de Kinder a 4º, y añadiremos un grado consecutivo cada año hasta que toda la escuela sea de Inmersión Doble. También tenemos un programa de inglés general para los grados 5º y 6º, así como dos clases de educación especial. Tenemos aproximadamente 350 alumnos.

Inscripción Estudiantil por Nivel de Año (Ciclo Escolar 2019-2020)

Nivel de Año	Cantidad de Alumnos
Kínder	51
1° Grado	56
2° Grado	35
3° Grado	39
4° Grado	48
5° Grado	61
6° Grado	47
Inscripción Total	337

Inscripción Estudiantil por Grupo (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	0.3
Nativos Americanos o Nativos de Alaska	0.3
Asiático	1.5
Filipino	0.3
Hispano o Latino	91.1
Nativo de Hawái o Isleño del Pacífico	0.3
White	5.3
Dos o Más Orígenes Étnicos	0.9
De Escasos Recursos Económicos	77.2
Estudiantes del inglés	57.9
Alumnos con Discapacidades	8.9
Jóvenes de Crianza Temporal	0.6
Indigentes	4.5

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Maestros Certificados

Maestros	Escuela 2018-19	Escuela 2019-20	Escuela 2020-21	Distrito 2020-21
Con Certificación Total	17	16	17	74
Sin Certificación Total	0	2	2	8
Que Enseñan Fuera de su Área de Competencia (con credencial completa)	0	0	0	0

Asignaciones Incorrectas de Maestros y Puestos Vacantes

Indicador	2018-19	2019-20	2020-21
Asignaciones Incorrectas de Maestros de Estudiantes del Inglés	0	0	0
Total de Asignaciones Incorrectas de Maestros*	0	0	0
Puestos de Maestros Vacantes	0	1	0

Nota: "Asignaciones Incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

*Asignaciones Incorrectas de Maestros incluye la cantidad de Asignaciones Incorrectas de Maestros de Estudiantes del Inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2020-2021)

Año y mes en los cuales se recopilaron los datos: Agosto de 2020

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿De La Adopción Más Reciente?	Porcentaje de Alumnos a Quienes No Se Les Asignaron Sus Propios Libros
Lectura/Artes Lingüísticas	Zaner-Bloser Happily Ever After – Kínder en Transición (TK, por sus siglas en inglés), adoptado en 2012-2013 McGraw-Hill Wonders Reading y Programa de Artes Lingüísticas, adoptado en 2013-2014 Maravillas / Versión en Español de Wonders – Kínder – 4to grado Voyager Passport Language Arts para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de 5to y 6to grado, adoptado en 2014-2015 McGraw-Hill Wonders for English Learners, Kínder a 6, adoptado en 2020-21	Sí	0

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿De La Adopción Más Reciente?	Porcentaje de Alumnos a Quienes No Se Les Asignaron Sus Propios Libros
Matemáticas	McGraw-Hill My Math - Kínder en Transición (TK, por sus siglas en inglés) – 5to grado, Adoptado en 2014-2015 Matemáticas / Versión en Español de My Math - Kínder – 3er grado McGraw-Hill Glencoe California Math - 6to grado, Adoptado en 2014-2015 McGraw-Hill SRA Number Worlds para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de 5to y 6to grado, Adoptado en 2014-2015	Sí	0
Ciencias	McGraw-Hill CA Science, Adoptado 2006/2007	Sí	0
Historia-Ciencias Sociales	McGraw-Hill Vistas, Adoptado 2007/2008	Sí	0

Nota: Celdas con valor de "N/A" no requieren datos.

Condición de las Instalaciones Escolares y Mejoras Planificadas

Hemos trabajado diligentemente para descubrir las diversas necesidades de nuestro plantel y hemos identificado varios proyectos que se planean abordar durante el período 2019-2024. Los proyectos identificados se pueden encontrar en https://www.busd.org/Page/54 bajo el título "BUSD 2019 - 2024 Facility Plan".

Estatus de Buen Reparo de Instalación Escolar (Año Más Reciente)

Usando los datos FIT **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación de estatus de reparo para sistemas incluidos
- Descripción de cualquier mantenimiento necesario para garantizar buen estado de reparo
- El año y mes en cual se recopilaron los datos
- La tasa para cada sistema inspeccionado
- La clasificación general

Año y mes del informe FIT más reciente: Junio de 2020

Sistema Inspeccionado	Clasificación	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Bueno	

Sistema Inspeccionado	Clasificación	Reparación Necesaria y Acción Tomada o Planeada
Interior: Superficies Interiores	Adecuado	El interior de estos espacios necesita ser remodelado. Hay áreas en las paredes y la base de la cala que necesitan ser reparadas y pintadas. Las reparaciones se están llevando a cabo.
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Bueno	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/ Cercos	Bueno	
Clasificación General	Bueno	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a Octavo y Onceavo Grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Artes Lingüísticas del Inglés/Lectoescritura (3°-8° y 11° grado)	34	N/A	34	N/A	50	N/A
Matemáticas (3°-8° y 11° grado)	26	N/A	24	N/A	39	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.
Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.
Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil

Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto y Octavo Grado y Escuela Preparatoria
Porcentaje de Alumnos con Desempeño a Nivel Competente o Avanzado

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Ciencia (5°, 8° y Escuela Preparatoria)	16	N/A	13	N/A	30	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.
Nota: La nueva Prueba de Ciencia de California (CST, por sus siglas en inglés) fue inicialmente administrada de forma operacional en el ciclo escolar 2018-2019.

Resultados del Examen CAASPP en Ciencia por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Programas de Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Participación en Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Cursos para la Admisión a la Universidad Estatal de California (CSU)/Universidad de California (UC)

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2019-20	
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2018-19	

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física.

Resultados del Examen de Condición Física de California (Ciclo Escolar 2019-2020)

Grado	Porcentaje de Alumnos Cumpliendo Cuatro de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Cinco de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Seis de Seis Normas de Condición Física
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (Prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar.

Oportunidades para Participación de los Padres (Ciclo Escolar 2020-2021)

Los padres juegan un papel importante en nuestra comunidad escolar y están formalmente involucrados en la Escuela Primaria Kawana Springs a través de la Organización de Padres y Maestros (PTO, por sus siglas en inglés), el Consejo del Sitio Escolar (SSC, por sus siglas en inglés), el Comité Asesor del Idioma Inglés (ELAC, por sus siglas en inglés), el Comité Asesor del Idioma Inglés del Distrito (DELAC, por sus siglas en inglés) y el Comité del Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés). Es a través de estas organizaciones que nos esforzamos por aumentar la participación de los padres y ofrecer Talleres de Capacitación para Padres. Algunos padres sirven a la escuela como voluntarios en el salón y muchos brindan asistencia para programas escolares específicos, actividades o eventos especiales. Muchas familias participan en nuestras Noches de Lectoescritura Familiar, Noches de Matemáticas en Familia, actividades de PTO, el Baile Spring Fling, y el Cougarfest y barbacoa. Kawana Springs da la bienvenida a los voluntarios en todas las áreas.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de inclusión estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria; y
- Tasas de graduación de escuela preparatoria.

Tasa de Graduación y Abandono Escolar (Tasa Cohorte de Cuatro Años)

Indicador	Escuela 2016-17	Escuela 2017-18	Escuela 2018-19	Distrito 2016-17	Distrito 2017-18	Distrito 2018-19	Estado 2016-17	Estado 2017-18	Estado 2018-19
Tasa Abandono									
Tasa Graduación				--			82.7	83	84.5

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Suspensiones y Expulsiones
(datos recopilados entre julio y junio, cada ciclo escolar completo respectivamente)

Tasa	Escuela 2017-18	Escuela 2018-19	Distrito 2017-18	Distrito 2018-19	Estado 2017-18	Estado 2018-19
Suspensiones	0.0	1.0	2.7	2.3	3.5	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.1	0.1

Suspensiones y Expulsiones Exclusivamente para Ciclo Escolar 2019-2020
(datos recopilados entre julio y febrero, ciclo escolar parcial debido a la pandemia COVID-19)

Tasa	Escuela 2019-20	Distrito 2019-20	Estado 2019-20
Suspensiones	1.7	1.9	
Expulsiones	0	0	

Nota: Los datos de tasa de suspensiones y expulsiones para 2019-2020 no son comparables a los datos del previo año ya que el ciclo escolar 2019-2020 es un ciclo escolar parcial debió a la pandemia COVID-19. Como tal, fuera inapropiado hacer comparaciones en tasas de suspensiones y expulsiones en el ciclo escolar 2019-2020 comparado a previos años.

Plan de Seguridad Escolar (Ciclo Escolar 2020-2021)

El Plan de Seguridad de nuestra escuela garantiza la seguridad de los alumnos y del personal en caso de emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y agencias externas para servicios de apoyo continuo a través de una fuerte red de servicios de comunicación de la ciudad, el condado, el estado y el gobierno federal. Los simulacros de seguridad en toda la escuela se llevan a cabo mensualmente. El Plan Escolar se actualiza anualmente y es aprobado por la Junta Escolar y el Consejo de Sitio Escolar. La Seguridad Escolar se discute en las reuniones del Consejo de Sitio Escolar, en las reuniones de café de los padres, y durante las reuniones del personal certificado y clasificado.

Debido a COVID-19 y a "Shelter in Place" (Refugio en el Lugar) hemos proporcionado protocolos de seguridad adicionales como lo requiere nuestro condado y estado para asegurar la seguridad de nuestro personal y alumnos.

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Primaria)

Grado	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Kínder	22		2		23		3		26		2	
1	24		2		21	1	1		24		2	
2	22	1	1		22		2		22		1	
3	21	1	2		21		2		20	1	1	
4	30		1		31		2		30		1	
5	28		2		29		1		31		1	
6	24	1	2		20	1	2		31		1	
Otro**					8	1			21	1	3	

*Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase)
** Categoría "Otro" es para clases con varios niveles de año.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Secundaria)

Materia	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Artes Lingüísticas del Inglés												
Matemáticas												
Ciencia												
Ciencia Social												

* Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2019-2020)

Cargo	Tasa
Orientadores Académicos*	0

*Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2019-2020)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

* Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar (Año Fiscal 2018-2019)

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Sueldo Promedio Docente
Sitio Escolar	13,514	5,503	8,011	74,142
Distrito	N/A	N/A	8,011	74,142
Diferencia Porcentual - Escuela y Distrito	N/A	N/A	0.0	0.0
Estado	N/A	N/A	$7,750	$80,565
Diferencia Porcentual - Sitio Escolar y Estado	N/A	N/A	3.3	-8.3

Nota: Celdas con valores de "N/A" no requieren datos.

Tipos de Servicios Financiados (Año Fiscal 2019-2020)

Kawana Springs es afortunada de contar con el siguiente personal de apoyo: asistentes de instrucción en nuestras clases especiales diurnas, programa de especialistas en recursos y un asistente bilingüe para atender a los alumnos según sea necesario. También tenemos dos paraprofesionales de alfabetización que trabajan en los grados 1º al 4º apoyando la instrucción e intervención de la lectoescritura en español. Tenemos especialistas para servir a los alumnos de Educación Especial. Ofrecemos intervención en el desarrollo del idioma inglés después de la escuela para grupos pequeños.

También tenemos varias subvenciones que financian nuestro programa de tutoría y "Cool School", nuestro programa de lectura y tarea después de la escuela, el cual es un programa de intervención para alumnos de 1er – 6to grado con dificultades académicas.

Sueldos Administrativos y Docentes (Año Fiscal 2018-2019)

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$46,671	$50,574
Sueldo de Maestro en el Nivel Intermedio	$66,207	$76,649
Sueldo de Maestro en el Nivel Superior	$90,661	$98,993
Sueldo Promedio de Director (Primaria)	$123,840	$125,150
Sueldo Promedio de Director (Secundaria)		$129,394
Sueldo Promedio de Director (Preparatoria)		$122,053
Sueldo del Superintendente	$169,950	$193,925
Porcentaje del Presupuesto para Sueldos de Maestros	28.0	34.0
Porcentaje del Presupuesto para Sueldos Administrativos	5.0	6.0

Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en https://www.cde.ca.gov/ds/fd/cs/.

Cursos de Colocación Avanzada (AP) (Ciclo Escolar 2019-2020)

Materia	Cantidad de Cursos AP Ofrecidos*	Porcentaje de Alumnos en Cursos AP
Computación		N/A
Inglés		N/A
Bellas Artes y Artes Escénicas		N/A
Idioma Extranjero		N/A
Matemáticas		N/A
Ciencias		N/A
Ciencias Sociales		N/A
Todos los Cursos		

Nota: Celdas con valores de "N/A" no requieren datos.

*Donde hay matriculas estudiantiles en el curso con al menos un alumno.

Formación Profesional (Tres Años Más Recientes)

Medida	2018-19	2019-20	2020-21
Cantidad de Días Escolares Dedicados a Formación del Personal y Continuo Mejoramiento			14

La formación profesional continua es una parte importante para mejorar nuestro programa escolar. Los mayores esfuerzos de mejora de este año se han centrado en proporcionar apoyo tecnológico a los maestros durante el aprendizaje a distancia. También hemos proporcionado entrenamiento a los maestros de fpr en el desarrollo del idioma inglés para los alumnos de inglés. Un equipo de liderazgo del sitio, que incluye al director y a los maestros, ha estado participando en la Red de Apoyo al Director de California, que se centra en el desarrollo y el mantenimiento de una sólida comunidad de aprendizaje profesional con una cultura de colaboración y orientada a los resultados. Los maestros se reúnen semanalmente en equipos de la Comunidad de Aprendizaje Profesional (PLC, por sus siglas en inglés) con un enfoque en el aprendizaje y la instrucción de los alumnos. Además, los paraprofesionales de lectoescritura han sido capacitados para utilizar el Programa de Instrucción Sistemática Sobre Conciencia Fonética, Método Fonético y Palabras Visuales (SIPPS, por sus siglas en inglés), un programa de intervención para la lectoescritura en inglés, y hemos ofrecido capacitación de traducción del Plan/Programa de Educación Individual (IEP, por sus siglas en inglés) para paraprofesionales bilingües.

Taylor Mountain Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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) https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	taylormountain.busd.org
County-District-School (CDS) Code	49706150113506

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	www.busd.org

School Description and Mission Statement (School Year 2020-2021)

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 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. This year students in 3rd-6th grade have 1-1 Chromebook access with grades K-2 having 1:2 Chromebook access.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	69
Grade 1	47
Grade 2	64
Grade 3	59
Grade 4	63
Grade 5	70
Grade 6	66
Total Enrollment	438

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.3
Asian	2.3
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.5
White	12.1
Two or More Races	0.2
Socioeconomically Disadvantaged	88.1
English Learners	57.3
Students with Disabilities	17.6
Foster Youth	1.1
Homeless	4.8

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	22		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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	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	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

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 June

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	34	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	24	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	13	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 evening educational events such as Literacy Night, Math Nights, Movie Nights, Choir performances, Back to School Night and Open House. Many parents serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program, that is offered by CalSERVES, has a multitude of evening events that are well attended by our families. 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. Due to distance learning and the COVID-19 Shelter-in-Place order, we have adapted our typical community school events to adhere to social distancing guidelines and health/safety measures.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	3.3	2.7	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	1.9	0.0
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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.

Due to COVID-19 and Shelter in Place 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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	3		24		2	3	22			
1	22		3		16	1	2		22		2	
2	23		3		23		3		23	2		
3	24		3		23		3		24		2	
4	25	1	2		31		2		31		2	
5	30		2		29		2		31		2	
6	30		2		24	1	2		31		2	
Other**					14	1			13	3	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,514	5,503	8,011	74,142
District	N/A	N/A	8,011	74,142
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	3.3	-8.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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 (K-6th); Special Education Aides, Transitional Kindergarten aide.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,671	$50,574
Mid-Range Teacher Salary	$66,207	$76,649
Highest Teacher Salary	$90,661	$98,993
Average Principal Salary (Elementary)	$123,840	$125,150
Average Principal Salary (Middle)		$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$169,950	$193,925
Percent of Budget for Teacher Salaries	28.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		14	15

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 CAASPP. 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.

Primaria Taylor Mountain
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2019-2020
Publicado Durante el 2020-2021

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en http://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz Escolar de California (*Dashboard*) https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Sobre esta Escuela

Información de Contacto Escolar (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre de la Escuela	Primaria Taylor Mountain
Dirección	1210 East Bellevue Ave.
Ciudad, Estado, Código Postal	Santa Rosa, CA 95407-2764
Teléfono	(707) 542-3671
Director	Margaret Jacobson
Correo Electrónico	mjacobson@busd.org
Sitio Web	taylormountain.busd.org
Código del Condado-Distrito-Escuela (CDS)	49706150113506

Información de Contacto Distrital (Ciclo Escolar 2020-2021)

Entidad	Información de Contacto
Nombre del Distrito	Distrito de la Unión Escolar Bellevue
Teléfono	(707) 542-5197
Superintendente	David Alexander
Correo Electrónico	dalexander@busd.org
Sitio Web	www.busd.org

Declaración de Misión y Descripción Escolar (Ciclo Escolar 2020-2021)

La Escuela Primaria Taylor Mountain, establecida en 2007, es la escuela primaria más nueva de Kínder en Transición (TK, por sus siglas en inglés) a sexto grado en el Distrito de la Unión Escolar Bellevue. La Escuela Primaria Taylor Mountain se encuentra al lado de un campo abierto, un arroyo y la montaña Taylor. Es un hermoso entorno escolar en el hermoso condado de Sonoma. La declaración de la misión, o el "por qué", de la Escuela Primaria Taylor Mountain y nuestra comunidad escolar es brindarles a los alumnos lo que necesiten. Todo el personal trabaja diligentemente para brindar apoyo a los alumnos, tanto académica como socioemocionalmente. El objetivo de Taylor Mountain ha sido continuar con los altos estándares académicos establecidos por el distrito y establecer un sentido de comunidad. Taylor Mountain se compromete a apoyar a los alumnos que atendemos de una manera académica, emocional y físicamente, en un ambiente escolar positivo y seguro. Existe la firme creencia de que todos los alumnos pueden aprender a través de la identificación de fortalezas individuales. Somos responsables de proporcionar oportunidades para que nuestros alumnos tengan éxito y, por lo tanto, ganen confianza y autoestima. La colaboración dentro de la comunidad es una parte esencial de nuestra escuela. Los alumnos de Taylor Mountain reciben apoyo académico y de comportamiento también a través de nuestro programa extracurricular, CalSERVES, que atiende a alumnos de Kínder de Transición (TK, por sus siglas en inglés) a sexto grado. Además, tenemos la suerte de ofrecer clubes y actividades después de la escuela para nuestros alumnos, algunos de los cuales incluyen: voleibol, baloncesto, lecciones semanales de piano con Move Over Mozart y ofertas especiales en colaboración con la Academia Sonoma.

Las expectativas para los alumnos, el personal y la comunidad de Taylor Mountain son altas. El personal colabora semanalmente para planificar lecciones, analizar evaluaciones estudiantiles y reagruparse para recibir instrucción. El personal es profesional, atento y comprometido a brindar a nuestros alumnos la mejor educación posible. Un currículo claramente articulado basado en estándares se entrega a todos los alumnos, lo que les permite alcanzar su potencial. Los objetivos bien definidos fomentan la creatividad e inician un alto rendimiento académico para todos. El uso extensivo de la tecnología se emplea para ayudar con la desagregación y el análisis de los datos de las pruebas estudiantiles para guiar la instrucción. Además, todo el personal de instrucción participa en actividades de formación del personal enfocadas en estrategias de instrucción y el análisis de los datos de las pruebas estudiantiles. Taylor Mountain continúa avanzando en términos de proporcionar acceso tecnológico a nuestros alumnos. Este año, los alumnos de 3er a 6to grado tienen acceso a Chromebooks en una proporción de 1-1, y los grados Kínder – 2do grado tienen acceso a Chromebooks en una proporción de 1:2. Este año los alumnos de 1ro a 6to grado tienen acceso a Chromebook 1 a 1, y los de grado de Kínder tienen acceso a iPad 1 a 1. Todos los alumnos tienen acceso a auriculares personales y a un ratón de computadora.

Inscripción Estudiantil por Nivel de Año (Ciclo Escolar 2019-2020)

Nivel de Año	Cantidad de Alumnos
Kínder	69
1° Grado	47
2° Grado	64
3° Grado	59
4° Grado	63
5° Grado	70
6° Grado	66
Inscripción Total	438

Inscripción Estudiantil por Grupo (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	0.7
Nativos Americanos o Nativos de Alaska	2.3
Asiático	2.3
Hispano o Latino	80.6
Nativo de Hawái o Isleño del Pacífico	0.5
White	12.1
Dos o Más Orígenes Étnicos	0.2
De Escasos Recursos Económicos	88.1
Estudiantes del inglés	57.3
Alumnos con Discapacidades	17.6
Jóvenes de Crianza Temporal	1.1
Indigentes	4.8

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Maestros Certificados

Maestros	Escuela 2018-19	Escuela 2019-20	Escuela 2020-21	Distrito 2020-21
Con Certificación Total	20	22	18	74
Sin Certificación Total	0	1	3	8
Que Enseñan Fuera de su Área de Competencia (con credencial completa)	0	0	0	0

Asignaciones Incorrectas de Maestros y Puestos Vacantes

Indicador	2018-19	2019-20	2020-21
Asignaciones Incorrectas de Maestros de Estudiantes del Inglés	0	0	0
Total de Asignaciones Incorrectas de Maestros*	0	0	0
Puestos de Maestros Vacantes	0	0	0

Nota: "Asignaciones Incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

*Asignaciones Incorrectas de Maestros incluye la cantidad de Asignaciones Incorrectas de Maestros de Estudiantes del Inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2020-2021)

Año y mes en los cuales se recopilaron los datos: Agosto de 2018

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿De La Adopción Más Reciente?	Porcentaje de Alumnos a Quienes No Se Les Asignaron Sus Propios Libros
Lectura/Artes Lingüísticas	McGraw-Hill Wonders – Kínder – 6to grado, Adoptado en 2013-2014 Voyager Passport para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de Kínder – 6to grado, Adoptado en 2014-2015 Wonders de McGraw-Hill para alumnos de inglés K-6, Desarrollo del idioma inglés, adoptado en 2020-2021	Sí	0
Matemáticas	McGraw-Hill My Math – Kínder – 5to grado, Adoptado en 2014-2015 McGraw-Hill Glencoe California Math - 6to grado, Adoptado en 2014-2015 McGraw-Hill SRA Number Worlds para los alumnos de la Escuela Especial Diurna (SDC, por sus siglas en inglés) de Kínder – 6to grado, Adoptado en 2014-2015	Sí	0
Ciencias	McGraw-Hill CA Science, Adoptado 2006/2007	Sí	0
Historia-Ciencias Sociales	McGraw-Hill Vistas, Adoptado 2007/2008	Sí	0

Nota: Celdas con valor de "N/A" no requieren datos.

Condición de las Instalaciones Escolares y Mejoras Planificadas

La limpieza y el mantenimiento de las instalaciones son prioridades extremadamente altas en nuestra escuela. En el verano de 2018, el sistema de Climatización (HVAC, por sus siglas en inglés) fue reemplazado por completo, lo que permite la calefacción y el aire acondicionado en todas las salas del plantel. Hay algunos edificios (4) que requieren tejas donde existe la cresta del techo. Estos están siendo reemplazados.

Hemos trabajado diligentemente para descubrir las diversas necesidades de nuestro plantel y hemos identificado varios proyectos que se planean abordar durante el período 2019-2024. Los proyectos identificados se pueden encontrar en https://www.busd.org/Page/54 bajo el título "BUSD 2019 - 2024 Facility Plan".

Estatus de Buen Reparo de Instalación Escolar (Año Más Reciente)

Usando los datos FIT **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación de estatus de reparo para sistemas incluidos
- Descripción de cualquier mantenimiento necesario para garantizar buen estado de reparo
- El año y mes en cual se recopilaron los datos
- La tasa para cada sistema inspeccionado
- La clasificación general

Año y mes del informe FIT más reciente: Junio de 2020

Sistema Inspeccionado	Clasificación	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Bueno	
Interior: Superficies Interiores	Bueno	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Bueno	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/ Cercos	Bueno	
Clasificación General	Ejemplar	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a Octavo y Onceavo Grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Artes Lingüísticas del Inglés/Lectoescritura (3°-8° y 11° grado)	34	N/A	34	N/A	50	N/A
Matemáticas (3°-8° y 11° grado)	30	N/A	24	N/A	39	N/A

Nota: Celdas con valor de "N/A" no requieren datos.

Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil

Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto y Octavo Grado y Escuela Preparatoria
Porcentaje de Alumnos con Desempeño a Nivel Competente o Avanzado

Materia	Escuela 2018-19	Escuela 2019-20	Distrito 2018-19	Distrito 2019-20	Estado 2018-19	Estado 2019-20
Ciencia (5°, 8° y Escuela Preparatoria)	16	N/A	13	N/A	30	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.
Nota: La nueva Prueba de Ciencia de California (CST, por sus siglas en inglés) fue inicialmente administrada de forma operacional en el ciclo escolar 2018-2019.

Resultados del Examen CAASPP en Ciencia por Grupo Estudiantil
Tercer a Octavo y Onceavo Grado (Ciclo Escolar 2019-2020)

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	N/A	N/A	N/A	N/A	N/A
Masculinos	N/A	N/A	N/A	N/A	N/A
Femeninas	N/A	N/A	N/A	N/A	N/A
Afroamericanos	N/A	N/A	N/A	N/A	N/A
Nativo Americano o Nativo de Alaska	N/A	N/A	N/A	N/A	N/A
Asiático	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispano o Latino	N/A	N/A	N/A	N/A	N/A
Nativo de Hawái o Isleño del Pacífico	N/A	N/A	N/A	N/A	N/A
Blanco	N/A	N/A	N/A	N/A	N/A
Dos o Más Orígenes Étnicos	N/A	N/A	N/A	N/A	N/A
De Escasos Recursos Económicos	N/A	N/A	N/A	N/A	N/A
Estudiantes del inglés	N/A	N/A	N/A	N/A	N/A
Alumnos con Discapacidades	N/A	N/A	N/A	N/A	N/A
Alumnos Recibiendo Servicios de Educación Migrante	N/A	N/A	N/A	N/A	N/A

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Jóvenes de Crianza Temporal	N/A	N/A	N/A	N/A	N/A
Indigentes	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

Programas de Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Participación en Educación para Carrera Técnica (Ciclo Escolar 2019-2020)

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Cursos para la Admisión a la Universidad Estatal de California (CSU)/Universidad de California (UC)

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2019-20	
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2018-19	

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física.

Resultados del Examen de Condición Física de California (Ciclo Escolar 2019-2020)

Grado	Porcentaje de Alumnos Cumpliendo Cuatro de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Cinco de Seis Normas de Condición Física	Porcentaje de Alumnos Cumpliendo Seis de Seis Normas de Condición Física
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.
Nota: Los datos de 2019-2020 no están disponibles. Debido a la pandemia COVID-19, se emitió la Orden Ejecutiva N-30-20 que dispensó el requisito de pruebas a nivel estatal para el ciclo escolar 2019-2020.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (Prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar.

Oportunidades para Participación de los Padres (Ciclo Escolar 2020-2021)

Los padres juegan un papel importante en nuestra comunidad escolar y están formalmente involucrados en la Escuela Primaria Taylor Mountain a través de nuestra Asociación de Padres y Maestros (PTA, por sus siglas en inglés), Consejo Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés), el Consejo del Sitio Escolar (SCC, por sus siglas en inglés) y oportunidades de voluntariado. Nos esforzamos por aumentar la participación de los padres, así como por ofrecer eventos familiares por la noche y durante la jornada escolar. Ofrecemos eventos educativos vespertinos como la Noche de Lectoescritura, Noches de Matemáticas, Noches de Películas, Actuaciones del Coro, Noche de Regreso a la Escuela y Visita Escolar. Muchos padres sirven como voluntarios en los salones para programas y eventos especiales de la escuela, además de brindar asistencia general cuando es necesario. Nuestro programa extracurricular, ofrecido por CalSERVES, tiene una multitud de eventos nocturnos a los que nuestras familias asisten. Toda la comunicación escrita y verbal de la escuela se traduce al inglés y al español, incluidos los próximos eventos que figuran en nuestra marquesina, así como la información contenida en el sitio web de nuestra escuela. También empleamos el uso del Blackboard, el cual es un programa que nos permite contactar a nuestros padres por teléfono y correo electrónico y dejar mensajes e información pertinentes de la escuela. Debido a la educación a distancia y a la orden COVID-19 "Shelter-in-Place", hemos adaptado nuestros eventos escolares típicos de la comunidad para adherirnos a las pautas de distanciamiento social y a las medidas de salud/seguridad.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de inclusión estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria; y
- Tasas de graduación de escuela preparatoria.

Tasa de Graduación y Abandono Escolar (Tasa Cohorte de Cuatro Años)

Indicador	Escuela 2016-17	Escuela 2017-18	Escuela 2018-19	Distrito 2016-17	Distrito 2017-18	Distrito 2018-19	Estado 2016-17	Estado 2017-18	Estado 2018-19
Tasa Abandono									
Tasa Graduación				--			82.7	83	84.5

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Suspensiones y Expulsiones
(datos recopilados entre julio y junio, cada ciclo escolar completo respectivamente)

Tasa	Escuela 2017-18	Escuela 2018-19	Distrito 2017-18	Distrito 2018-19	Estado 2017-18	Estado 2018-19
Suspensiones	3.9	3.3	2.7	2.3	3.5	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.1	0.1

Suspensiones y Expulsiones Exclusivamente para Ciclo Escolar 2019-2020
(datos recopilados entre julio y febrero, ciclo escolar parcial debido a la pandemia COVID-19)

Tasa	Escuela 2019-20	Distrito 2019-20	Estado 2019-20
Suspensiones	1.3	1.9	0.0
Expulsiones	0.0	0.0	0.0

Nota: Los datos de tasa de suspensiones y expulsiones para 2019-2020 no son comparables a los datos del previo año ya que el ciclo escolar 2019-2020 es un ciclo escolar parcial debió a la pandemia COVID-19. Como tal, fuera inapropiado hacer comparaciones en tasas de suspensiones y expulsiones en el ciclo escolar 2019-2020 comparado a previos años.

Plan de Seguridad Escolar (Ciclo Escolar 2020-2021)

El Plan de Seguridad de nuestra escuela garantiza la seguridad de los alumnos y el personal en caso de emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y las agencias externas para servicios de apoyo continuo a través de una sólida red de servicios de comunicación de la ciudad, el condado, el estado y el gobierno federal. Se realizan simulacros de seguridad a nivel escolar mensualmente. El Plan Escolar se actualiza anualmente y es aprobado por la Junta Escolar y el Consejo de sitio escolar. La Seguridad Escolar se discute en las reuniones del Consejo de Sitio Escolar, en las reuniones de café de los padres, y durante las reuniones del personal certificado y clasificado. En la Escuela Meadow View creemos que la seguridad de los estudiantes es nuestra mayor prioridad.

Debido a COVID-19 y a "Shelter in Place" hemos proporcionado protocolos de seguridad adicionales como lo requiere nuestro condado y estado para asegurar la seguridad de nuestro personal y alumnos.

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Primaria)

Grado	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Kínder	22	1	3		24		2		22		3	
1	22		3		16	1	2		22		2	
2	23		3		23		3		23		2	
3	24		3		23		3		24		2	
4	25	1	2		31		2		31		2	
5	30		2		29		2		31		2	
6	30		2		24	1	2		31		2	
Otro**					14	1			13	3	1	

*Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase)
** Categoría "Otro" es para clases con varios niveles de año.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Secundaria)

Materia	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio Tamaño	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+	2019-20 Tamaño Promedio Tamaño	2019-20 # de Clases* Tamaño 1-20	2019-20 # de Clases* Tamaño 21-32	2019-20 # de Clases* Tamaño 33+
Artes Lingüísticas del Inglés												
Matemáticas												
Ciencia												
Ciencia Social												

* Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2019-2020)

Cargo	Tasa
Orientadores Académicos*	0

*Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2019-2020)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	

Cargo	Cantidad de FTE * Asignados a la Escuela
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

* Un equivalente de tiempo complete (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar (Año Fiscal 2018-2019)

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Sueldo Promedio Docente
Sitio Escolar	13,514	5,503	8,011	74,142
Distrito	N/A	N/A	8,011	74,142
Diferencia Porcentual - Escuela y Distrito	N/A	N/A	0.0	0.0
Estado	N/A	N/A	$7,750	$80,565
Diferencia Porcentual - Sitio Escolar y Estado	N/A	N/A	3.3	-8.3

Nota: Celdas con valores de "N/A" no requieren datos.

Tipos de Servicios Financiados (Año Fiscal 2019-2020)

La Escuela Primaria Taylor Mountain proporciona a los alumnos los siguientes servicios para apoyar y mejorar la instrucción en el salón de clases: Maestro Especialista en Recursos; Maestro de Clase Especial Diurna; Especialista en Habla, Lenguaje y Audición; Psicólogo; Consejero; Enfermera; Paraprofesionales de Lectoescritura (Kínder-6to); Ayudantes de Educación Especial, Asistente de Kínder de Transición.

Sueldos Administrativos y Docentes (Año Fiscal 2018-2019)

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$46,671	$50,574
Sueldo de Maestro en el Nivel Intermedio	$66,207	$76,649
Sueldo de Maestro en el Nivel Superior	$90,661	$98,993
Sueldo Promedio de Director (Primaria)	$123,840	$125,150
Sueldo Promedio de Director (Secundaria)		$129,394
Sueldo Promedio de Director (Preparatoria)		$122,053
Sueldo del Superintendente	$169,950	$193,925
Porcentaje del Presupuesto para Sueldos de Maestros	28.0	34.0
Porcentaje del Presupuesto para Sueldos Administrativos	5.0	6.0

Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en https://www.cde.ca.gov/ds/fd/cs/.

Cursos de Colocación Avanzada (AP) (Ciclo Escolar 2019-2020)

Materia	Cantidad de Cursos AP Ofrecidos*	Porcentaje de Alumnos en Cursos AP
Computación		N/A
Inglés		N/A
Bellas Artes y Artes Escénicas		N/A
Idioma Extranjero		N/A
Matemáticas		N/A
Ciencias		N/A
Ciencias Sociales		N/A
Todos los Cursos		

Nota: Celdas con valores de "N/A" no requieren datos.

*Donde hay matriculas estudiantiles en el curso con al menos un alumno.

Formación Profesional (Tres Años Más Recientes)

Medida	2018-19	2019-20	2020-21
Cantidad de Días Escolares Dedicados a Formación del Personal y Continuo Mejoramiento		14	15

La formación profesional continua es una parte importante para mejorar nuestro programa escolar. Nuestro distrito escolar invierte mucho en la formación profesional y, como resultado, nuestros alumnos reciben una excelente instrucción. El distrito escolar y la Escuela Primaria Taylor Mountain proporcionan formación profesional dirigido a aumentar el rendimiento estudiantil en la Evaluación de Desempeño y Progreso Estudiantil de California (CAASPP, por sus siglas en inglés). Los principales esfuerzos de mejora de este año se han centrado en el Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) y la capacitación de las Evaluaciones del Dominio del Idioma Inglés para California (ELPAC, por sus siglas en inglés). El Equipo de Liderazgo del sitio, incluido el director y los maestros, ha estado participando en la Red de Apoyo al Director de California que se enfoca en desarrollar y mantener una comunidad de aprendizaje profesional dinámica con una cultura de colaboración. El 100% de los maestros de nuestra escuela han participado en capacitación avanzada diseñada para promover habilidades específicas o información relacionada con estas prioridades y objetivos escolares. Nuestro distrito también proporciona capacitación individualizada mediante el uso de un maestro consultor y tiempo libre para observar en otros salones para que los maestros reciban formación profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen al menos semanalmente en las Comunidades de Aprendizaje Profesional (PLC, por sus siglas en inglés) y tiempo de colaboración para analizar los datos estudiantiles, planificar la instrucción y evaluar el aprendizaje estudiantil. La tecnología se usa ampliamente para desglosar y analizar los datos estudiantiles para guiar la instrucción.

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 which is not available for General Public View due to the safety planning nature of the plan. For further explanation or request for information please contact the District Office at 707-542-5197.

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. Due to the short timeline to post this plan to our website by February 1, 2021, it is our intention to further engage with employees in the further development and evolution of this plan. This plan is pending Board approval February 16, 2021 or by special board meeting.

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 Infection and COVID-19 Outbreaks
  - 3205.2, Major COVID-19 Outbreaks
  - 3205.3, Prevention in Employer-Provided Housing
  - 3205.4, COVID-19 Prevention in Employer-Provided Transportation to and from Work
  - The Additional Considerations provided at the end of this program, if applicable.
- 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.

Board Approved: pending

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

We screen our employees by:

As a preventative measure our BUSD sites are implementing a screening protocol as recommended by the Center of Disease Control (CDC).

All 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.

All employees will complete a temperature check when entering campus and complete the above mentioned questionnaire. Employees will maintain face coverings during temperature checks and temperature checks will be conducted with non-contact thermometers.

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 CDPH "COVID-19 Industry Guidance: Schools and School Based Programs" and 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 social distancing protocols by District staff; parents; volunteers, students or members of public should be directed to the Employee's direct Supervisor or Human Resources whenever appropriate.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

Nonessential visitors, volunteers, and community members will be asked not to come to a BUSD site unless a virtual option (e.g. video conferencing) is not available. Anyone entering a BUSD campus will be subject to the same precautionary measures including a temperature

check and COVID-19 symptom check protocol as outlined above. Attendance at staff meetings, IEPs, back to school nights, 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.

Signs that promote protective measures and physical distancing will be posted in visible locations throughout the District.

Seating at tables or desks is spaced according to current county and state guidelines. The recommended 6ft distance is relevant to the distance between people; portions of desks or tables may be within the recommended 6ft distance between people.

Layouts and social distancing include positioning staff work areas so that they are a safe distance away from high traffic areas. This may include the need for moving desks, rerouting traffic, or installation of plexiglass or other types of dividers. For all positions that perform one-on-one legally required student assessment (e.g. school psychologists, speech, nurses, educational specialist teachers, and any other BUSD staff), safety protocols will be followed for all testing and services.

Common or shared spaces such as cafeterias, playgrounds, and staff room will operate with staggered schedules that are determined by the site administrators. The schedules will promote social distancing guidelines to ensure staff and student safety while in these areas.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, 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.

Staff will be provided with the option of a district purchased face shield. Shields should be used by all who are engaged in instructional activities, tasks where the ability to see one's facial expression or lip movements is necessary or when there is an issue of personal safety. (e.g. DHH students/teachers or anyone who is incapacitated and is unable to remove their face covering without assistance). Plexiglass barriers will be provided for main office areas and district office locations.

Face-covering may be removed during breaks during 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.

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.
- 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 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.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

a. For staff engaged in symptom screening-
    i. Physical barriers (such as a plexi or plastic partition), surgical masks, face shields, disposable gloves and no-touch thermal scan thermometers.

b. For front office and food service-
    i. Physical barriers in the front office or food service point of sale (such as plexi or plastic partition), and areas where unit members are required to interact with the public, face coverings and disposable gloves.

d. For Instructional Assistants, other special services and technical Employees-
    i. Face coverings, shields, disposable gloves, plexi or plastic partitions will be provided as needed.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems 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.

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

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. Schedules are implemented to provide for increased cleaning and disinfecting throughout the day. 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 and the CDC. 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.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by the employee who used it. Employees will use the District approved disinfectant and cleaner.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users.

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 when the physical distancing requirements are not feasible or maintained.

Investigating and Responding to COVID-19 Cases

This will 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. In addition, health care insurance provides testing. Employees may have testing appointments during work hours and will coordinate with their Supervisor.

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:

    1) Please report a positive test to your direct supervisor
    2) If you are symptomatic and have not been tested, please report to your direct supervisor
    3) Supervisors will follow reporting guidelines to the Superintendent and the COVID-19 Coordinator
    4) Report possible hazards in writing to your direct supervisor

- Employees can report symptoms 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.
- Where testing is not required, how employees can access COVID-19 testing

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.

- 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 will 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.
- Information regarding COVID-19-related benefits 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.
    · Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
    · The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
    · The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
    · Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
    · COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

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 in our workplace, we will limit transmission by:

· Ensuring that COVID-19 cases are excluded from the workplace until the return-to-work requirements are met.
· Excluding employees with COVID-19 exposure from the workplace for the recommended 14 days after the last known COVID-19 exposure to a COVID-19 case.
· Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related.

This will be accomplished by coordinating with his/her immediate supervisor or Human Resources to determine leave 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.

· Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.

· 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 to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

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.
- At least 10 days have passed since COVID-19 symptoms first appeared.

· COVID-19 cases who tested positive but never developed COVID-19 symptoms will 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.

· If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

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 symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be

provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	

Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):			

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 may have had COVID-19 exposure and their authorized representatives.	**Date:**	
	Names of employees that were notified:	
Independent contractors and other employers present at the workplace during the high-risk exposure period.	**Date:**	

	Names of individuals that were notified:		
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:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Bellevue Union School District
Injury Illness Prevention Program

(revised 1/2021)

The following Injury and Illness Prevention Program (IIPP) was designed based on the California Department of Industrial Relations IIPP. The IIPP should be completed using the following process:

The following persons have overall responsibility for ensuring that this District Site has an effective IIPP.

Roger Farrell, BUSD Director of Maintenance and Operations

Site Principal

Dr. David Alexander, BUSD Superintendent

A copy of the IIPP specific to the site can be provided for public viewing upon request in the front office of the site. All site copies can be found at the Bellevue Union School District Main Office, located at 3150 Education Drive, Santa Rosa, CA 95407.

Compliance

Through a variety of training exercises and a clear understanding of our Civility Policy, pages 29-31 of our BUSD Employee Handbook it is our hope and expectation that our employees will learn how to best model for one another and students how to consistently perform safe and healthy work practices.

Disciplinary processes for our staff that struggle to perform consistent safe and healthy work practices shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented. Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal. All steps will be performed in accordance with BUSD Board Policies/Administrative Regulations, Collective Bargaining Agreements as well as Federal, State &/or Local Government Fair Labor Standards Act.

Regular occurring safety meetings, posting of signs, unsafe reporting mechanisms and supportive roles that Supervisors will perform are other means that will be exercised to help provide a safe and healthy work environment.

Communication

Safety Meeting Schedules - See **Appendix A**

All Bellevue Union School District Employees are encouraged to make reports known by way of:

- Reporting the health or safety concern directly to their Site Principal by way of email.
- Reporting the health of safety concern directly to our District's Maintenance Help Request system which can be performed by emailing
  mohelp@busd.org
- If there is concern of reprisal an anonymous request can be made by calling:
  Internally within the BUSD Internal Phone Extension System by calling
  7-2-3-3 (SAFE)
  Or
  by calling an External Phone Number of ***707-387-4203***
  The phone call will be transcripted and emailed to mohelp@busd.org , therefore, please speak clearly and in a relatively slow pace in order to properly transcribe your concerns.

In each of these options the following information must be provided:

1. *Specific Name of the site*
2. *Specific Location at the site*
3. *Specific Area within the location at the site*
4. *Detailed description of the hazard*
5. *Detailed description of why it is believed to be a hazard*

An alternate mode of communication is provided by going to the State of California Department of Industrial Relations and filing a workplace safety complaint:

American Canyon District Office

3419 Broadway Street, Suite H8
American Canyon, CA 94503

To file a complaint, call (707) 649-3700

www.dir.ca.gov/dosh/Complaint.htm

Hazard Assessment

- Every Other Year Redwood Empire School Insurance Group conducts an injury and loss mitigation evaluation of each of our BUSD Sites. With the introduction of COVID-19 the physical inspections have been reduced to an evaluation of most common concerns and past concerns at specific sites for the District personnel to provide reports of the present state of conditions.

- Annually our Director of Maintenance and Operations and/or Maintenance Technician conducts an annual inspection of all occupied spaces at our sites to determine the condition of Natural Gas systems, Mechanical/HVAC systems, Sewer systems, Interior Surfaces, Overall Cleanliness, Pest/Vermin Infestation, Electrical systems, Restrooms, Sinks/Drinking Fountains, Fire Safety equipment/systems, Hazardous Materials, Structures, Roofs, Playgrounds/General School Grounds, Windows, Doors, Gates and Fences. The status of these is reported through the State of California Facility Inspection Tool.

- Every 6 months a visual inspection is performed to identify the condition of asbestos containing building materials.

- In no less than a Quarterly basis our Director of Maintenance and Operations conducts a general inspection of accessible areas throughout each BUSD Site. This inspection is similar in nature to the comprehensive inspection of the State of California Facility Inspection Tool.

- Upon completion of all work order repairs performed by our Maintenance Tech, Groundskeeper and/or Director of Maintenance it is standard practice for us to quickly survey conditions of the area we are working and record any other concerns identified with the use of our work order reporting system which is via email at mohelp@busd.org .

- As a Member District to Redwood Empire School Insurance Group (RESIG) a request can be made through your Supervisor for an ergonomic assessment to eliminate work related ergonomic risk factors or reduce workplace acquired injuries. See BUSD HR Director for a copy of the request form.

Accident/Exposure Reporting and Investigation

If ***You*** are injured on the job:

- Notify your supervisor
- Call RESIG's nurse at ***707-836-7457*** (the nurse is available to take your call 24 hours a day, 7 days a week)
- The nurse will direct you for the appropriate medical treatment
- Complete and return all paperwork you receive from RESIG

Every Supervisor is required to complete a Supervisor's Report of Injury/Illness/Exposure within 24 hours of receiving notification of a work related injury/illness/exposure. See BUSD HR Director for a copy of the report form.

Every Employer must immediately report any serious, work-related, injury, illness, or death of an employee to the nearest Cal/OSHA office. Immediately means as soon as possible but not longer than 8 hours after the employer has knowledge of the incident, or with "diligent inquiry" would have known.

In Sonoma County call the Cal/OSHA District Office in American Canyon:

Cal/OSHA Enforcement Unit District Office
American Canyon District Office
3419 Broadway Street Suite H8 American Canyon, CA 94503
(707) 649-3700 Fax (707) 649-3712

When in doubt, report to the nearest Cal/OSHA district office, especially if the employee is sent to a hospital, treated or transported by an EMT or a Fire Department. These entities may report the injury/illness directly to Cal/OSHA, thus putting your district at risk for a significant fine for not reporting an illness or injury within 8 hours.

Investigations may be conducted by:

- Cal OSHA
- Redwood Empire School Insurance Group (RESIG)
- BUSD Superintendent
- BUSD Director of Human Resources
- BUSD Director of Maintenance and Operations
- BUSD Personnel's Immediate Supervisor

Accident investigations shall be conducted by trained individuals, and with the primary focus of understanding why the accident or near miss occurred and what actions can be taken to preclude recurrence. In large organizations this responsibility may be assigned to the safety

director. In smaller organizations the responsibility may lie directly with the supervisor responsible for the affected area or employee. Questions to ask in an accident investigation include:

1. What happened?
   The investigation should describe what took place that prompted the investigation: an injury to an employee, an incident that caused a production delay, damaged material or any other conditions recognized as having a potential for losses or delays.
2. Why did the incident happen?
   The investigation must obtain all the facts surrounding the occurrence: what caused the situation to occur; who was involved; was/were the employee(s) qualified to perform the functions involved in the accident or near miss; were they properly trained; were proper operating procedures established for the task involved; were procedures followed, and if not, why not; where else this or a similar situation might exist, and how it can be corrected.
3. What should be done?
   The person conducting the investigation must determine which aspects of the operation or processes require additional attention. It is important to note that the purpose here is not to establish blame, but to determine what type of constructive action can eliminate the cause(s) of the accident or near miss.
4. What action has been taken?
   Action already taken to reduce or eliminate the exposures being investigated should be noted, along with those remaining to be addressed. Any interim or temporary precautions should also be noted. Any pending corrective action and reason for delaying its implementation should be identified.

Corrective action should be identified in terms of not only how it will prevent a recurrence of the accident or near miss, but also how it will improve the overall operation. This will assist the investigation in proposing his/her solutions to management. The solution should be a means of achieving not only accident control, but also total operation control.

If you have a safety and health committee, its members should review investigations of all accidents and near-miss incidents to assist in recommending appropriate corrective actions to prevent a similar recurrence.

Thorough investigation of all accidents and near misses will help you identify causes and needed corrections, and can help you determine why accidents occur, where they happen, and any accident trends. Such information is critical to preventing and controlling hazards and potential accidents.

Hazard Correction

Cal OSHA Hazard Assessment Checklists will be routinely used as a guide to identify potential hazards within and throughout our BUSD Site.

Identified Hazards and Correction records shall be maintained in our work order system and other hazard reporting mechanisms.

Hazard Correction and prioritization may be directed and/or conducted by:

- Cal OSHA
- Redwood Empire School Insurance Group (RESIG)
- BUSD Superintendent
- BUSD Director of Human Resources
- BUSD Director of Maintenance and Operations
- BUSD Personnel's Immediate Supervisor
- BUSD Site Custodian(s) or other Maintenance Staff
- BUSD Approved Contractors

Training and Instruction

Below is a list of training that is provided by Bellevue Union School District and is to be completed no less than an annual basis by all BUSD Personnel as specified by their immediate work assignment(s):

- Anti-Harassment (Prevention of Sexual Harassment training for staff and supervisors)
- Child Abuse Mandated Reporter
- Safe Cleaning and Disinfection Practices
- Bloodborne Pathogens Awareness
- Fire Extinguisher Maintenance and Use
- Ladder Safety
- Safe Lifting Practices
- Electrical Safe Work Practices
- Personal Protective Equipment use and management
- Safety Data Sheet Management and Understanding
- Asbestos and Lead Safe Work Practices
- Safe Pressure Washing Practices
- AED use and Maintenance
- Hands Only CPR and First Aid
- Maintenance Staff: Knowing your Role in Safety Plan
- Natural Gas Leak Detection Investigation and Response

Safety Meeting Schedules - See **Appendix A**

COVID-19 Prevention

- Physical barriers (plexi or plastic partitions) were acquired and are installed for use in the District site offices, food service points of sale and other areas deemed necessary where public interfaced.

- As a preventive measure the BUSD sites implemented a health screening protocol as recommended by the Centers for Disease Control and Prevention (CDC). All staff and vendors complete a health screening questionnaire http://bit.ly/busdcovid . If individuals are symptomatic in any areas and/or 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. All employees will complete a temperature check when entering campus and complete the above mentioned questionnaire. Employees will maintain face coverings during temperature checks and temperature checks will be conducted with non-contact thermometers.

- An effective cleaning and disinfectant solution known as Buckeye International E23 Neutral Disinfectant - EPA REG. NO. 47371-129-559 was identified and widely made available for all staff throughout our BUSD sites to encourage and expedite cleaning and disinfecting practices.

- Auto-Dilution dispensing systems with quick coupling systems were installed in all of our custodial closets to minimize our staff's exposure to the solution in concentrate form. A sufficient inventory has been maintained and made readily available for our maintenance staff.

- Safe cleaning and disinfection practices as recommended by CDC (Centers for Disease Control and Prevention) have been taught and modeled for our BUSD Maintenance Staff and will continue to be taught regularly. Handouts with this instruction and information have been distributed to our BUSD Maintenance staff and their Supervisors.

- HEPA filtered vacuum cleaners have been provided for our custodial staff to help eliminate dust and redistribution of dust through the vacuum cleaning process.

- Victory VP300 Electrostatic backpack sprayers have been secured to help expedite and make the disinfection process easier and more efficient for our custodial/maintenance staff.

- Proper Personal Protective Equipment and a sufficient inventory is being maintained for our staff and students and is made readily available.

- Signage to encourage proper hand washing has been distributed and posted in every student and staff restroom.

- Foam dispensing Hand Sanitizer and Hand Soap dispensers have been installed in every restroom and adjacent to every sink to expedite the emulsification of the hand soap/sanitizer to make hand washing more effective.

- Paper towels dispensers are readily available at every hand wash station to assist with the removal of residual foreign bodies that may have not rinsed off during the handwashing process.

- MERV 13 filters have been installed in every HVAC equipped space to improve the air purification within the occupied spaces throughout our BUSD sites and are routinely replaced.

- Alen i75 HEPA filtered air purifying systems have been acquired and set up to operate 24 hours a day 7 days a week within staff and student occupied spaces.

Recordkeeping

- Every Other Year Redwood Empire School Insurance Group conducts an injury and loss mitigation evaluation of each of our BUSD Sites. With the introduction of COVID-19 the physical inspections have been reduced to an evaluation of most common concerns and past concerns at specific sites for the District personnel to provide reports of the present state of conditions. These records are retained by the Director of Maintenance and Operations on the District server.

- Annually the Director of Maintenance and Operations and/or Maintenance Technician conducts an annual inspection of all occupied spaces at our sites to determine the condition of Natural Gas systems, Mechanical/HVAC systems, Sewer systems, Interior Surfaces, Overall Cleanliness, Pest/Vermin Infestation, Electrical systems, Restrooms, Sinks/Drinking Fountains, Fire Safety equipment/systems, Hazardous Materials, Structures, Roofs, Playgrounds/General School Grounds, Windows, Doors, Gates and Fences. The status of these is reported through the State of California Facility Inspection Tool. These records are retained by our Director of Maintenance and Operations on the District server. These records are reflected in the annual School Accountability Report Card.

- Every 6 months a visual inspection is performed to identify the condition of asbestos containing building materials. These records are reflected in the AHERA report that is available upon request at each of our BUSD Sites or at our BUSD District Office.

- In no less than a Quarterly basis our Director of Maintenance and Operations conducts a general inspection of accessible areas throughout each BUSD Site. This inspection is similar in nature to the comprehensive inspection of the State of California Facility Inspection Tool. These records are recorded within our District Work Order system software or are identified as needing to be a part of our facilities repair/renovation/modernization plan.

- Upon completion of all work order repairs performed by our Maintenance Tech, Groundskeeper and/or Director of Maintenance it is standard practice for us to quickly survey conditions of the area we are working and record any other concerns identified with the use of our work order reporting system which is via email at mohelp@busd.org . These records are recorded within our District Work Order system software.

- As a Member District to Redwood Empire School Insurance Group (RESIG) a request can be made through your Supervisor for an ergonomic assessment to eliminate work related ergonomic risk factors or reduce workplace acquired injuries. See BUSD HR Director for a copy of the request form. These records are retained in the HR Directors personnel files.

- Participation and completion of training is retained in the HR Directors files and/or in our Director of Maintenance files.

- Records of anonymous reports of potential injury, illness and/or exposure causing hazards are retained in our District Leadership IIPP reports.

- Records of reports of injury, illness and/or exposure experienced by staff are retained by our Director of HR

BUSD IIPP Training Schedule 2020-2021

Schedule	Hosted by	Training Topic
1/2021	Director of Maint. & Ops.	Safe Lifting Practices
2/2021	Director of Maint. & Ops.	Ladder Safety
3/2021	Director of Maint. & Ops.	Maintenance Staff: Knowing your Role in Safety Plan
3/2021	All BUSD Supervisors	Explanation of our Injury Illness Prevention Plan
4/2021	Director of Maint. & Ops.	Electrical Safe Work Practices
5/2021	Director of Maint. & Ops.	Personal Protective Equipment use and management
5/2021	Director of Maint. & Ops.	Safety Data Sheet Management and Understanding
6/2021	Director of Maint. & Ops.	Safe Pressure Washing Practices
6/2021	Director of Maint. & Ops.	Safe Lifting Practices
7/2021	Director of Maint. & Ops.	Fire Extinguisher Maintenance and Use
7/2021	Director of Maint. & Ops.	AED use and Maintenance
7/2021	Director of Maint. & Ops.	Hands Only CPR and First Aid
8/2021	HR/Target Solutions	Anti-Harassment (Prevention of Sexual Harassment training for staff and supervisors)
8/2021	HR/Target Solutions	Child Abuse Mandated Reporter
8/2021	HR/Target Solutions	Bloodborne Pathogens Awareness
9/2021	Director of Maint. & Ops.	Asbestos and Lead Safe Work Practices
10/2021	Director of Maint. & Ops.	Ladder Safety
11/2021	Director of Maint. & Ops.	Safe Cleaning and Disinfection Practices
12/2021	Director of Maint. & Ops.	Natural Gas Leak Detection Investigation and Response

APPENDIX A

Bellevue Union School District

Agenda Item for Board Meeting of February 16, 2021

Agenda Category: Review and Action

Agenda Item Title: 2021 CSBA Delegate Assembly Election

Prepared By: Moriah Hart, Executive Assistant

Background:
BUSD is located in the CSBA Subregion 3-A. This year there is one regional vacancy for CSBA Delegate Assembly. 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.

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 **MONDAY, MARCH 15, 2021**. 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 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐ Omar Medina (Santa Rosa City SD)

SOP

_____ _____
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.

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 3-A (Sonoma)
Jeremy Brott (Bennett Valley Union SD), term expires 2022
Laurie Fong, term expires 2021

Subregion 3-B (Napa)
Indira Lopez (Calistoga Joint USD), term expires 2021

Subregion 3-C (Solano)
Diane Ferrucci (Benicia USD), term expires 2021
David Isom (Fairfield-Suisun USD), term expires 2021
Vacant, term expires 2022

Subregion 3-D (Marin)
Vacant, term expires 2022

County Delegate:
Vacant, term expires 2021

Counties

Sonoma (Subregion A)
Napa (Subregion B)
Solano (Subregion C)
Marin (Subregion D)

COPY

Delegate Assembly
Biographical Sketch Form for 2021 Election

California School Boards Association

Deadline: Thursday, January 7, 2021 | 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 no later than 11:59 p.m.. on January 7, 2021. 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, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Omar A. Medina **Date:** 1/6/21

Name: Omar Medina **CSBA Region & subregion #:** 3/A

District or COE: Santa Rosa City Schools District **Years on board:** 2

Profession: _____ **Contact Number (☒ Cell ☐ Home ☐ Bus.):** 707-318-6631

Primary E-mail: omedina@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.

My aim is to provide better representation for my region as well as my insight from my years of advoczcy experience. I bring several years of serving on non-profit boards, including serving as President of the Norht Bay Organizing Project, and I also served on the Executive Council of SEIU 1021 as the Counties Industiries chair, representing over a dozen Northern California counties.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I serve as a director on the Santa Rosa City Schools Board. In my community I also serve as the chait of the Sonoma County Latino PAC, and work as the Coordinator for Undocufund, helping raise funds and provide financial assistance to need families in Sonoma County.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing boards right now is resource management, trying to do more with less. Especially with the migration of families out of California. CSBA is an essential organization that can help advocate to state officials to help us better meet these needs via more resources.

Bellevue Union School District

Agenda Item for Board Meeting of February 16, 2021

Agenda Category:	Review and Action
Agenda Item Title:	Consider Approval of Resolution No. 11: Declaring Instructional Method for 2020-2021Timeline Extended for Non-Use of In-person Direct Instruction to March 16, 2021 Unless Otherwise Safe to Return.
Prepared By:	David Alexander, Ed.D., Superintendent

Background:

The Governing Board of the Bellevue Union School District on August 4, 2020 determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

Senate Bill 98 ("SB 98"), signed by the Governor on June 29, 2020, addresses the ability of Local Educational Agencies ("LEAs") to offer distance learning in the 2020-2021 school year. Education Code Section 43503 subparagraph (2) of subdivision (a) was added by SB 98 to allow LEAs to offer distance learning under either of the following circumstances:

"(A) On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officers.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, who are self-quarantining because of exposure to COVID-19."; and

The June 12, 2020, Sonoma County Roadmap to Reopening Schools incorporates the state and local public health guidance that Sonoma County LEAs must follow. The Governing Board of the Bellevue School District determined that at that time in-person direct instruction could not be provided in compliance with the Sonoma County Roadmap to Reopening Schools. The Governing Board of the Bellevue Union School District determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

On December 8, 2020, the Governing Board of the Bellevue Union School District determined that in-person direct instruction would continue to be not offered as an instructional model and

extend the original timeline (from August 17, 2020 until January 5, 2021) to February 8, 2021 unless otherwise safe to return to school sites due to the most current COVID-19 status within our county and community.

Due to the most current COVID-19 status within our county and community the Governing Board of the Bellevue Union School District at a special board meeting held on February 3, 2021 requested the superintendent to prepare a resolution stating that BUSD will be extending the original timeline to March 16, 2021 or until deem safe to return to in-person learning.

Recommended Action:
It is recommended that the Board of Trustees approve Resolution No. 11: Declaring Instructional Method for 2020-2021Timeline Extended for Non-Use of In-person Direct Instruction to March 16, 2021 Unless Otherwise Safe to Return.

Supporting Documents:
Resolution No. 11: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to March 16, 2021 Unless Otherwise Safe to Return.

Bellevue Union School District

Resolution Declaring Instructional Method for 2020-2021Timeline Extended for Non-Use of In-person Direct Instruction to March 16, 2021 Unless Otherwise Safe to Return.

Resolution No. 11

WHEREAS, BE IT FURTHER RESOLVED THAT, the Governing Board of the Bellevue Union School District on August 4, 2020 determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

WHEREAS, Section 34 of Senate Bill 98 ("SB 98"), signed by the Governor on June 29, 2020, addresses the ability of Local Educational Agencies ("LEAs") to offer distance learning in the 2020-2021 school year; and

WHEREAS, Education Code Section 43503 subparagraph (2) of subdivision (a) was added by SB 98 to allow LEAs to offer distance learning under either of the following circumstances:

"(A) On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officers.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, who are self-quarantining because of exposure to COVID-19."; and

WHEREAS, the June 12, 2020, Sonoma County Roadmap to Reopening Schools incorporates the state and local public health guidance that Sonoma County LEAs must follow; and

WHEREAS, the Governing Board of the Bellevue Union School District ("District") has reviewed the Sonoma County Roadmap to Reopening Schools in determining which instructional model best meets the needs of the District, its students and staff, in light of the District's available infrastructure and safety concerns.

WHEREAS, the Governing Board of the Bellevue School District determined that at that time in-person direct instruction could not be provided in compliance with the Sonoma County Roadmap to Reopening Schools.

WHEREAS, the Governing Board of the Bellevue Union School District determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

WHEREAS, On December 8, 2020, the Governing Board of the Bellevue Union School District determined that in-person direct instruction would continue to be not offered as an instructional model and extend the original timeline (from August 17, 2020 until January 5, 2021) to February 8, 2021 unless otherwise safe to return to school sites due to the most current COVID-19 status within our county and community.

WHEREAS, the district will adhere to the current California Department Public Health: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

NOW THEREFORE, BE IT RESOLVED THAT, due to the current COVID-19 status within our county and community the Governing Board of the Bellevue Union School District has determined that in-person direct instruction will continue to be not offered as an instructional model and extend the original timeline (from August 17, 2020 until February 8, 2021) to March 16, 2021 unless otherwise safe to return to school sites.

PASSED AND ADOPTED by the Governing Board of the Bellevue Union School District as its meeting on the 16th day of February, 2021 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

Adele Walker

President, Governing Board

Bellevue Union School District

Bellevue Union School District

Agenda Item for Board Meeting of February 16, 2021

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution No 12: 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. Recent research is showing students who connect to school through the arts are more likely to be in school, be on time and to graduate! They're also five times less likely to drop out of school! One of our LCAP goals in the further development of our Visual and Performing Arts (VAPA) programming.

Recommended Action:

Review and approve.

Supporting Documents:

Resolution No 12: Recognizing March as Arts Education Month

BELLEVUE UNION SCHOOL DISTRICT
SANTA ROSA, CALIFORNIA
RESOLUTION NO. 12

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 2020 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

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

2020-2021

Payroll Totals

Payroll Regular 1/29/2021	
Certificated	$730,924.22
Classified	$259,542.38
	$990,446.60
Supplemental Payroll 1/08/2021	
Certificated	$5,127.80
Classified	$4,006.07
	$9,133.87
Manual Payroll 1/16/2021	
Certificated	$ 0.00
Classified	$ 0.00
	$ 0.00
Totals	**$999,580.47**

Checks Dated 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1816891	01/07/2021	Advanced Security Systems-SR	01-5800	KW : Fire Monitoring	226.50	
				M&O: Burglar Alarm Monitoring	372.00	
				M&O: Burglary Alarm Monitoring Fee	142.50	
				M&O: ELC Burglar Alarm Monitoring	144.00	
				M&O: KW Burglar Alarm Monitoring	142.50	
				MV Annex Burglar Alarm Monitoring	147.00	1,174.50
1816892	01/07/2021	SYNCB/Amazon	01-4310	PreK & Supplies	324.21	
			01-4350	Baby doll clothes	28.33	
				Clear Mouth Mask	17.74	
				DO : Office Supplies Purchases	126.41	
				Wall Mounted	53.88	
			01-5840	ITECH: Supplies 2020/2021	1,247.04	1,797.61
1816893	01/07/2021	Applied Signs	25-6200	Front Sign		1,000.00
1816894	01/07/2021	Valley Comfort Heating & Air	01-5800	Open PO : 2020/21		719.32
1816895	01/07/2021	Brelje & Race Consulting Civil Engineers	21-6200	Meadow View ES - Topographical drawings		1,920.00
1816896	01/07/2021	Brelje & Race Consulting Civil Engineers	21-6200	Bellevue ES - Topographical drawings		5,000.00
1816897	01/07/2021	AT & T	01-5911	Open PO CALNET3		2.09
1816898	01/07/2021	Citi Cards	01-5800	District Credit Card		865.80
1816899	01/07/2021	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		45.45
1816900	01/07/2021	Discovery Office Systems	01-4310	DO: Service Contract all sites 2020/21		4,748.76
1816901	01/07/2021	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	750.00	
				Open PO KS/ELC Monthly Patrols	1,500.00	
				Open PO MV Monthly Patrols	750.00	
				Open PO TM Monthly Patrols	750.00	3,750.00
1816902	01/07/2021	TIAA Commerical Finance	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	302.98	
				Lease Agreement for Copiers Acc# 20399421-1	1,270.51	1,573.49
1816903	01/07/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	60.40	
				M&O: Custodial Supplies @ TM	199.31	
				M&O; Custodial Supplies @ KW	17.00	
				M&O; Custodial Supplies @ MV	40.55	317.26
1816904	01/07/2021	Ghilotti Construction	21-6200	M&O Sewer & Retrofit		19,326.55
1816905	01/07/2021	Gold Star Foods, Inc.	13-5800	CAFE: Food Storage		.90
1816906	01/07/2021	Greg Pahlow	01-5800	Open PO-Eletrical work 2020/2021		665.00
1816907	01/07/2021	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites 2020/2021		950.00
1816908	01/07/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2020/21	175.00	
				Pest Control Preventative Maintenance	700.00	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.

ESCAPE ONLINE

Checks Dated 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1816909	01/07/2021	Kenneth Charles Schwinn	01-5800	DO: Home Study Coordinatior		2,500.00
1816910	01/07/2021	Rexel USA, INC Platt Electric Supply	01-4370	DO- OPEN PO Replace Light Bulds	111.52	
			01-4380	DO- OPEN PO Replace Light Bulds	111.52	223.04
1816911	01/07/2021	Marylou Herrera DBA Red Light Learning	01-5803	Translation Services-		385.00
1816912	01/07/2021	RGM Kramer Inc	21-6200	BUSD Summer Project 2019/20	20,000.00	
			25-5800	DO : General Management Services	2,025.00	22,025.00
1816913	01/07/2021	SHI International Corp	01-5800	Back Covers for tablets	487.13	
				LED TV Smart	178,151.65	178,638.78
1816914	01/07/2021	Soliant	01-5800	School SLPA -Reg		1,980.00
1816915	01/07/2021	WEX BANK	01-4362	DO : Fuel Card		287.51
1817835	01/14/2021	Employment Development Departm ent	01-9555	L0799257568		1,953.22
1817836	01/14/2021	California's Valued Trust	01-9570	Health Ins Premiums		143,129.52
1817837	01/14/2021	State Of California	01-9555	Q4- Payroll Taxes		1,457.04
1817838	01/14/2021	The Standard Insurance Co	01-9575	The Standard		1,669.71
1818807	01/21/2021	Craig, Nina S	01-4310	US Postal Service MEXICO		63.20
1818808	01/21/2021	Advanced Security Systems-SR	01-5800	M&O: Burglar Alarm Monitoring MEDIA & LIBRARY	144.00	
				MV : Fire Monitoring	226.50	
				MV: Office Alarm Security	144.00	514.50
1818809	01/21/2021	Alsco (American Linen)	13-5800	Open PO- KS 20/21	49.43	
				Open PO- MV 20/21	274.24	
				Open PO- TM 2020/2021	62.60	386.27
1818810	01/21/2021	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	51.77	
			01-5858	DO: FSA Admin Fee 6 Employees	8.23	60.00
1818811	01/21/2021	Advanced Reproduction Center	01-4310	2021-22 Student Registration Packets		2,078.23
1818812	01/21/2021	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		457.47
1818813	01/21/2021	Bartley Pump Inc	01-5800	Open PO -Bartley Pump		1,060.50
1818814	01/21/2021	Becoming Independent	01-5800	BUSD Shredding Services		35.00
1818815	01/21/2021	Bodil Wibe	01-5800	DO; Special Ed Physcial Therapy Services 2020/2021		765.00
1818816	01/21/2021	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2020/2021	421.71	
				OPEN PO: MV Food for Food Svc 2020/2021	211.27	632.98
1818817	01/21/2021	AT & T	01-5911	Open PO CALNET3		655.48
1818818	01/21/2021	California Association Of Scho ol Business Officials	01-5200	HR Summit		89.00
1818819	01/21/2021	Christy White Associates	01-5821	2019-20 District Audit	1,332.77	

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 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1818819	01/21/2021	Christy White Associates	01-9510	2019-20 District Audit	6,992.23	8,325.00
1818820	01/21/2021	Clover Stornetta Farms Inc	13-4715	MV- Student Milk 2020/21		113.00
1818821	01/21/2021	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable 20/21		124.35
1818822	01/21/2021	Center for the Collaborative Classroom	01-5200	RSP - Invervention Program		21,187.50
1818823	01/21/2021	Rodney Justin Cook Cook Fire Protection	13-5800	BV-Kitchen Hood Fire Suppression System	245.35	
				MV--Kitchen Hood Fire Suppression System	201.75	
				TM-Kitchen Hood Fire Suppression System	169.05	616.15
1818824	01/21/2021	TIAA Commerical Finance	01-5600	Lease Agreement for Copiers Acc# 20399421-1		687.52
1818825	01/21/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	869.94	
				M&O; Custodial Supplies @ KW	98.58	
			01-5800	M&O: Custodial Equipment Repairs	70.22	1,038.74
1818826	01/21/2021	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2020/2021	282.86	
			01-4390	Open PO - General Dist Maint 2020/2021	95.85	378.71
1818827	01/21/2021	Gold Star Foods, Inc.	13-4710	OPEN PO MV Food Supply 20/21	432.04	
			13-5800	CAFE: Food Storage	453.60	885.64
1818828	01/21/2021	Greg Pahlow	01-5800	Open PO-Eletrical work 2020/2021		890.00
1818829	01/21/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2020/21		175.00
1818830	01/21/2021	Mr. Music Foundation	01-4310	8 virual Music Classes		800.00
1818831	01/21/2021	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		80,308.86
1818832	01/21/2021	Office Depot Inc	01-4310	TM: School Order 2020/2021	197.39	
			01-4350	OPen PO- District Office Supplies	190.69	388.08
1818833	01/21/2021	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2020/21		1,398.36
1818834	01/21/2021	PG&E	01-5520	Open PO -PG & E 2020/21		219.21
1818835	01/21/2021	Presence Learning Inc	01-5899	ELC: SLP Service 2020/2021		13,447.59
1818836	01/21/2021	Pro-ed, Inc.	01-4310	Assessment Kit		1,024.05
1818837	01/21/2021	Recology Sonoma Marin	01-5560	BUS BARN: -Garage 2020/21		621.61
1818838	01/21/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	843.15	
				Open PO for Water bill MV & Spa	953.07	1,796.22
1818839	01/21/2021	Spurr	01-5510	Open PO Spurr		934.58
1818840	01/21/2021	T-Mobile	01-4342	Mobile Internet		4,380.00
1818841	01/21/2021	US Bank Equipment Finance	01-5632	OpenPO - Lease Bellevue School		176.61
1818842	01/21/2021	Verizon	01-5800	Lines		266.07
1818843	01/21/2021	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		132.73
1818844	01/21/2021	Bartley Pump Inc	01-5800	Open PO -Bartley Pump		542.41

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 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1818845	01/21/2021	Brokaw Design	21-6200	HVAC at Kindergarten and Wheelchair Lift at Stage		2,600.00
1818846	01/21/2021	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		128.00
1818847	01/21/2021	DK Landscaping	01-5800	M&O: OPEN PO for Landscape service		2,735.00
1818848	01/21/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV		132.22
1818849	01/21/2021	Language People	01-5803	Language Services		144.00
1818850	01/21/2021	PG&E	01-5520	Open PO -PG & E 2020/21		233.13
1818851	01/21/2021	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up 2020/2021	693.76	
				KW/ELC- Garage & Recycling 2020/2021	693.76	
				MV: Garage & Recycling Pick up 2020/21	752.47	
				TM- Garage & Recycling 2020/2021	752.47	2,892.46
1818852	01/21/2021	Redwood Pediatric Therapy Asso	01-5100	DO : Occupational Therapy Contract 2020/21		9,692.30
1818853	01/21/2021	RGM Kramer Inc	25-5800	DO : General Management Services		2,025.00
1818854	01/21/2021	Soliant	01-5800	School SLPA -Reg		1,584.00
1818855	01/21/2021	US Bank Equipment Finance	01-5632	OpenPO - Lease Bellevue School		547.30
1819763	01/28/2021	Craig, Nina S	01-4310	US Postal MEXICO - student work		63.20
1819764	01/28/2021	Black, Lawrence	01-4344	Ship Access Point for RMA etc		19.97
1819765	01/28/2021	Kesler, Ritamary	01-5862	LIVE SCAN		25.00
1819766	01/28/2021	SYNCB/Amazon	01-4350	DO : Office Supplies Purchases	129.68	
			01-5840	ITECH: Supplies 2020/2021	14.15	143.83
1819767	01/28/2021	Apple, Inc	01-5800	Laptops		5,550.24
1819768	01/28/2021	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		458.21
1819769	01/28/2021	Valley Comfort Heating & Air	01-5800	Open PO : 2020/21		465.00
1819770	01/28/2021	Brelje & Race Consulting Civil Engineers	21-6200	Meadow View ES - Topographical drawings		1,280.00
1819771	01/28/2021	Brenda Stracener	01-5800	DO: EC Program Support		11,000.00
1819772	01/28/2021	BWS Distributors	01-5800	Rain Gear 2020/21		189.77
1819773	01/28/2021	AT & T	01-5911	Open PO CALNET3		318.83
1819774	01/28/2021	Citi Cards	01-5800	District Credit Card		771.47
1819775	01/28/2021	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		27.45
1819776	01/28/2021	Discovery Office Systems	01-4310	Open PO-Service & Supplies 2020/21		584.06
1819777	01/28/2021	Ellevation Education	01-4310	Language Re- Disignation		17,770.43
1819778	01/28/2021	TIAA Commerical Finance	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	302.98	
				Lease Agreement for Copiers Acc# 20399421-1	1,270.51	1,573.49
1819779	01/28/2021	FedEx	01-5800	DO: Fedex Shipments		70.10

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 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1819780	01/28/2021	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC		50.03
1819781	01/28/2021	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2020/2021	23.54	
			01-4390	Open PO - General Dist Maint 2020/2021	7.97	31.51
1819782	01/28/2021	Greenacre Homes	01-5800	ESY June & July	3,972.36	
				NPS : E.S.D	7,649.81	
				NPS: A.J.L	5,822.99	
				NPS: M.P	6,058.54	23,503.70
1819783	01/28/2021	Greg Pahlow	01-5800	Open PO-Eletrical work 2020/2021		345.00
1819784	01/28/2021	Lakeshore Learning	01-4310	SIPPS program Material		1,431.60
1819785	01/28/2021	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 20/21		59.00
1819786	01/28/2021	Office Depot Inc	01-4310	SIPPS material	268.73	
			01-4350	Office Supplies	134.78	403.51
1819787	01/28/2021	Rexel USA, INC Platt Electric Supply	01-4370	DO- OPEN PO Replace Light Bulds	203.62	
			01-4380	DO- OPEN PO Replace Light Bulds	203.62	407.24
1819788	01/28/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	843.15	
				Open PO for Water bill KW	897.97	
				Open PO for Water bill MV & Spa	673.39	
				Open PO for Water bill TM	2,054.46	
			01-5858	Open PO for Water bill KW	6.72	
				Open PO for Water bill TM	228.60	4,704.29
1819789	01/28/2021	Soliant	01-5800	School SLPA -Reg		1,980.00
1819790	01/28/2021	Spurr	01-5510	Open PO Spurr		4,359.24
1819791	01/28/2021	SWRCB Accounting Office ATTN: Drinking Water Program	01-5800	DO: Water System 07/01/2020-06/30-2021		1,300.20
1820999	02/04/2021	Advantage Marketing	01-5800	TK/K Registration & BUSD program		2,826.46
1821000	02/04/2021	Greenback Gambit Inc	01-4390	RESIG ergo Work station		850.85
1821001	02/04/2021	Anova Education & Behavior	01-5800	NPS: A. W	12,880.64	
				NPS: B. T	12,486.84	25,367.48
1821002	02/04/2021	Buchanan Food Service	01-4380	M&O:Distilled Vinegar for Landscaping		196.48
1821003	02/04/2021	BWS Distributors	01-5800	Rain Gear 2020/21		167.64
1821004	02/04/2021	Dennis Carrera	01-5803	DO: Spanish & English Interpreting (ELC)		540.00
1821005	02/04/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	16.85	
				M&O; Custodial Supplies @ KW	74.38	91.23
1821006	02/04/2021	Frontline Technologies	01-5200	Business Information Systems Training		695.00
1821007	02/04/2021	Greenacre Homes	01-5800	NPS : E.S.D		1,613.66
1821008	02/04/2021	Home Depot USA INC	01-4380	Home Depot		184.77
1821009	02/04/2021	Kelly-Moore Paint Co Inc	01-4380	OPEN PO - Paint for all Sites		245.38
1821010	02/04/2021	Kenneth Charles Schwinn	01-5800	DO: Home Study Coordinatior		2,500.00

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.

ESCAPE ONLINE

Checks Dated 01/01/2021 through 02/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1821011	02/04/2021	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2020/2021		9,200.00
1821012	02/04/2021	Napa County Office Of Ed	01-5100	DO: CalServes Contract- Americop Mentors	12,780.00	
			01-5800	DO: Calserves ASES After School Program	130,351.82	
				DO: CalServes Contract - Counselors	53,660.60	196,792.42
1821013	02/04/2021	Rexel USA, INC Platt Electric Supply	25-5800	Light Fixtures		312.97
1821014	02/04/2021	Marylou Herrera DBA Red Light Learning	01-5803	Translation Services-		119.55
1821015	02/04/2021	RGM Kramer Inc	21-6200	Construction Management Services		69,231.00
1821016	02/04/2021	Soliant	01-5800	School SLPA -Reg		5,577.00
1821017	02/04/2021	West County Transportation	01-5100	Open PO-Special Ed. Transportation 2020/2021		121,720.76
1821018	02/04/2021	WEX BANK	01-4362	DO : Fuel Card		311.82
				Total Number of Checks	**127**	**1,086,780.42**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	109	878,991.75
12	Child Development Fund	1	80,308.86
13	Cafeteria Fund	7	2,759.29
21	Building Fund	7	119,357.55
25	Capital Facilities Fund	4	5,362.97
	Total Number of Checks	**127**	1,086,780.42
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**1,086,780.42**

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 16, 2021

7. Consent Calendar

    7.1. Revised Student OneCard MOU with BUSD and Sonoma County Library
    7.2. Board Meeting Minutes
        7.2.1. Regular Board Meeting Minutes January 19, 2021
        7.2.2. Special Board Meeting Minutes February 3, 2021
        7.2.3. Special Board Meeting Minutes February 9, 2021
    7.3. Acknowledge Donations/Grants
        7.3.1. Donors Choose, Motivating 6th graders with a Monthly Surprise, Kawana Springs, Ashley Bridges
        7.3.2. Donors Choose, Writing Tools for Students!, Bellevue, Ballard
        7.3.3. Donors Choose, TpT $200, Bellevue, Logsdon
        7.3.4. Donors Choose, At Home Learning Kits - Materials! Butterfly Kits!, Bellevue, Simpson
        7.3.5. Donors Choose, At Home Learning Kits - Materials!, Bellevue, King
        7.3.6. Donors Choose, Engaging Tools!, Bellevue, Lewis
        7.3.7. Donors Choose, Learning Tools!, Bellevue, McBride
        7.3.8. Don Hoover $300 - First grade families, Bellevue, Boyce
        7.3.9. Roger Dormire - $1,000 - First grade supplies, Bellevue, Boyce
        7.3.10. Willie Taylor - Cookie Kits from Melissan's Cookie Company for First graders, Bellevue, Boyce
    7.4. 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.

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MEMORANDUM OF UNDERSTANDING FOR PARTICIPATION IN THE SONOMA COUNTY LIBRARY'S STUDENT ONECARD PROGRAM

This Memorandum of Understanding ("MOU") is by and between the Sonoma County Library, a Joint Powers Authority public library established pursuant to Government Code section 6506, *et seq*. ("Library"), and Bellevue Union School District, a school district within the County of Sonoma ("School District"), for participation in the Library's Student OneCard Program.

R E C I T A L S

1. The California Legislature has declared in Education Code section 18010 that the public library is a supplement to the formal system of free public education, and a source of information and inspiration to persons of all ages, cultural backgrounds, and economic statuses.

2. Consistent with Legislative intent, the parties to this MOU desire to improve the Library's service to students enrolled in the School District to supplement their formal education, as well as provide resources for School District teachers to utilize in teaching students, through the School District's participation in the Library's Student OneCard Program.

3. The Library created its Student OneCard Program to support student access to Library resources to satisfy their educational needs as well as provide opportunities for Library staff to support students in their studies and efforts toward graduation by assisting them with increased literacy skills, access to multi-learning resources in all academic subject areas, online homework assistance in both English and Spanish, and resources for preparation for college attendance.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein, the parties hereto agree as follows:

A G R E E M E N T

I. Student OneCard Program

The Library's Student OneCard is a special library account available to all students in grades Pre-Kindergarten through High School through their participating school districts located in the County of Sonoma. The Library creates Student OneCard accounts by using data electronically transferred from the School District's student information systems. The Library then generates Student OneCard accounts for each student, and provides those accounts to students for their use. To utilize the accounts, students must provide their Student OneCard district prefix as well as provide their School District-issued student ID number.

The special features of Student OneCards include:

- No Physical Card: There will be no physical library card issued for Student OneCard accounts; instead, students will use a prefix assigned to their School District and will access materials using that prefix plus their student ID numbers.

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- Electronic Resources and Services: Student OneCards provide unlimited access to most electronic resources and services offered by the Library, including e-books, e-audio, online tutoring, and online test preparation.

- Physical Materials from Library Branches: Students may use their Student OneCards to access and check out most of the physical materials available from Library branches (this feature is only available through the Full Access Option, per Section II.A, below).

- Loan Period and Item Limits: The Student OneCard loan period for all types of materials is 3 weeks, and students may have up to10 items checked out at a time.

- No Fines: There are no fines for overdue materials checked out on Student OneCard accounts.

- Fees: Students are responsible to pay replacement fees for lost items checked out using their Student OneCards; however, the Library will forgive up to two replacement fees for lost items per student per year.

- Materials Not Included: Student OneCards cannot be used to check out DVDs, games, streaming media (subject to change), or museum passes.

- Use In Addition to Regular Library Card: Students may hold both regular library cards as well as Student OneCards, and obtain loans of materials on each of those cards simultaneously.

II. School District Participation Options

The Library provides two options for School District to participate in the Student OneCard Program. School District shall notify Library which option it chooses prior to providing student information to the Library for issuance of the accounts. Library will issue Student OneCard accounts for each student whose name School District has provided within 30 days of receipt of that information.

The two options to participate in the Library's Student OneCard Program are as follows. School District must select a service option by checking one box, below.

☐ A. Full Access Option: Through the Full Access Option, Student OneCards can be used to obtain online electronic resources and services through the Library's and partnering websites, as well as physical hard copy materials from any branch of the Library. To be provided with the Full Access Option, School District must provide the Library with the names as well as the home addresses and school ID numbers of enrolled students. Release of this information to Library is authorized by law. (*See e.g.,* 20 U.S.C. § 1232g(a)(5)(A), (b)(1).)

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☐ B. Electronic-Only Access Option: Through the Electronic-Only Access Option, Student OneCards can be used only to obtain online electronic resources and services through the Library's and partnering websites; access to physical hard copy materials will not be available with this option. School Districts choose this option by solely providing the names of their enrolled students and school ID numbers to the Library. Release of this information to Library is authorized by law. (*See e.g.,* 20 U.S.C. § 1232g(a)(5)(A), (b)(1).)

III. School District Information Required to Create Student OneCard Accounts

To participate in the Student OneCard Program, School District shall provide the Library with student directory information on a quarterly basis to account for changes in enrollment (August 1, November 1, and March 1). All student directory information shall be provided in .csv format, and shall include only the following:

1. Student's Name, in "last, first" format;
2. Student's Year of Birth, in yyyy format;
3. Student's Home Address with street number, street, city, state, and zip code (necessary only for Full Access Option);
4. Student's School District-issued ID number, prefixed by School District's code [BUSD];

Aside from providing the required information in a timely manner regarding students authorized to participate in the program, and the options for parents/guardians to allow their children to participate in the program as set forth in Section V, below, School District has no additional responsibilities to support the Student OneCard Program.

IV. Confidentiality of Student Information Received by Library

The Library shall maintain all student information received from the School District as confidential, as required by Government Code section 6267 and other applicable law, and utilize it only as necessary to perform this MOU and to provide Library services to the students.

Specifically, Government Code section 6267 prohibits the Library from disclosing students' names, addresses, or their other "patron use records," unless the request for that information is made by the student (or a parent/guardian if the student is under the age of 13), or by another person so authorized in writing. The term "patron use records" includes the following: (a) any written or electronic record that is used to identify the patron student, including, but not limited to, a patron's name, address, telephone number, or e-mail address, provided in order to become eligible to borrow or use books and other materials; and (b) any written record or electronic transaction that identifies a student patron's borrowing information or use of library information resources, including, but not limited to, database search records, borrowing records, class records, and any other personally identifiable uses of library resources information requests, or inquiries. (*See* Gov't Code § 6267.)

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The Library shall also comply with its Confidentiality of Records Policy, which incorporates Government Code section 6267 and related laws designed to protect the confidentiality of Library patrons' information. The Library provides its staff with periodic training on its Confidentiality of Records Policy to ensure compliance.

V. Parent/Guardian Request to Opt Out

Parents/guardians may notify the School District that they do not want their children's directory information shared by the School District. Such a notification will serve as a request to "opt-out" of their children's participation in the Student OneCard Program, and such children will not be provided with Student OneCard accounts.

Further, as required by California Education Code section 49073(d), parents/guardians of homeless children must "opt in" to allow the School District to provide their children's information to the Library.

School District shall offer parents/guardians who have generally "opted out" of the release of their children's directory information, and parents/guardians of homeless children, the ability to "opt in" to the Student OneCard program.

The Library shall provide forms available to the public on its website to allow parents/guardians to "opt in" or "opt out" of their children's participation in the Student OneCard Program. Such forms must be submitted to School District, which shall remove those student names from the information provided to the Library.

VI. Term and Termination

The term of this MOU shall commence on the Effective Date and shall continue indefinitely unless terminated by one of the parties in writing pursuant to a 60-day notice to terminate.

VII. Mutual Indemnification

Library and School District each agree to accept all responsibility for loss or damage to any person or entity, and to defend, indemnify, hold harmless and release each other (including their respective commissioners, board members, officials, agents, employees and volunteers) from and against any and all actions, claims, damages, disabilities, or expenses that may be asserted by any person or entity, including themselves, resulting from Library or School District's own respective negligence or willful misconduct arising out of or in connection with the performance of this MOU. Each party shall notify the other party immediately in writing of any claim or damage related to activities performed under this MOU. The parties shall cooperate with each other in the investigation and disposition of any claim arising out of the activities under this MOU, providing that nothing shall require either party to disclose any records which are confidential or privileged by operation of law. This indemnification provision survives any termination of this MOU.

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VIII. Miscellaneous

A. Method and Place of Giving Notice: All notices provided under this MOU shall be made in writing and shall be given by personal delivery, U.S. Mail or courier service, and also by email delivery. Such notices shall be addressed as follows:

TO LIBRARY:
Sonoma County Library – Administrative HQ
Attn: Ann Hammond, Library Director
6135 State Farm Drive
Rohnert Park, CA 94928
Email: AHammond@sonomalibrary.org

TO SCHOOL DISTRICT:
David Alexander, Superintendent
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

When a notice is given by a generally recognized overnight courier service, it shall be deemed received on the next business day. When a copy of a notice is sent by email, it shall be deemed received upon transmission as long as (1) the original copy of the notice is promptly deposited in the U.S. mail and postmarked on the date of the email, (2) the sender has a written confirmation of the email, and (3) the email is transmitted before 5 p.m. (recipient's time). In all other instances, notices shall be effective upon receipt by the recipient. Changes may be made in the names and addresses of the person to whom notices are to be given by giving written notice pursuant to this Section.

B. No Third Party Beneficiaries: Nothing contained in this MOU shall be construed to create, and the parties do not intend to create, any rights in third parties.

C. Merger and Modification: This writing is intended both as the final expression of the MOU between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the MOU, pursuant to Code of Civil Procedure section 1856. No modification of this MOU shall be effective unless and until such modification is evidenced by a writing signed by both parties.

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IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the dates set forth below, the last of which shall be deemed the Effective Date for purposes of this MOU.

SONOMA COUNTY LIBRARY:

By:_____
Ann Hammond, Library Director

Date: _____

SCHOOL DISTRICT:

By:_____

Date: _____

DocuSigned by:
David Alexander
2E1426D0DD02400...

DocuSigned by:
Chris Kim
E6BD1BA8DC7449C...

BUSD January 19, 2021 Board Meeting Minutes

1. Open Session 5:30 P.M.

   1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:31 by Trustee Adele Walker, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

   1.2. Public Comment On Closed Session: N/A

2. Adjourn To Closed Session: 5:32 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: 6:11 P.M.

   3.1. Flag Salute: David Alexander led the flag salute.

   Members Present: Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, John Jarvis and David Alexander

   Members Absent: Lisa Reyes

   Late Arrivals: None

   Early Departures: None

   District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Tracy Whitacker, Larry Black, Roger Farrell, Siara Goyer, Aracely Romo-Flores

   Others Present: See zoom screen shot

   3.2. Report on Closed Session NA

   3.3. Consider Agenda Adjustment NA

   3.4. Public Comment: NA

4. Information/Discussion Item

   4.1. COVID-19 Updates, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator & David Alexander, Ed.D. Superintendent

5. Discussion Item

5.1. Learning Loss Programs/Summer School

The Board has directed the Superintendent to see if there is an interest among families/staff for a summer school/learning loss mitigation and to prioritize based on need.

6. Recognition Item

6.1. School Board Recognition Month Proclamation

7. Action

7.1. On a motion by Jamie Padilla, second by John Jarvis, the Board approved Resolution No. 10 - Bellevue Union School District Accounting of Developer Fees for the 2019-20 Fiscal Year

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

7.2. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved the SARCs for: Bellevue, Kawana, Meadow View, Taylor Mountain

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

7.3. On a motion by Jaimee Padilla, second by John Jarvis, the Board approved the Williams Quarterly Uniform Complaint Report Summary (October 1-December 31, 2020)

Action: Approved

Vote	4	Ayes
	0	Noes

	1	Absent - Lisa Reyes

7.4. Ratification of Bills and warrants

Payroll Regular 12/30/2020	
Certificated	$ 739,526.48
Classified	$ 261,298.92
	$1,000,825.40
Supplemental Payroll 12/10/2020	
Certificated	$ 3,199.42
Classified	$ 5,645.60
	$ 8,845.02
Manual Payroll 12/16/2020	
Certificated	$ 0.00
Classified	$ 0.00
	$ 0.00
Totals	**$1,009,670.42**

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	1,199,016.54
12 Child Dev Fund	90,342.39
13 Cafeteria Fund	28,948.15
21 Building Fund	93,891.15
25 Cap Facilities Fund	3,876.44
Total Payables	$1,416,074.67

On a motion by John Jarvis, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

8. Consent Calendar

8.1. Board Meeting Minutes
  8.1.1. Regular Board Meeting Minutes December 8, 2020
  8.1.2. Special Board Meeting December 14, 2020
8.2. 2020-21 Certificated Seniority List
8.3. 2020-21 Classified Seniority List
8.4. Surplus Technology Equipment
8.5. Acknowledge and Accept Grants/donations
  8.5.1. Kawana Student Support Fund of Community Foundation Sonoma County, $800 for Mr. Music, Kawana Springs
  8.5.2. Conscious Kids: Anti-racist Children's Book Education Fund: a set of books to support classroom conversations on race, racism, and resistance, Kawana Springs, Ashley Bridges
  8.5.3. Synopsys Outreach Foundation Science Project Package Program: Tri-fold boards and science notebooks and Scientific Plant Starter Set, Kawana Springs, Ashley Bridges
  8.5.4. Taste and Teach program: $100 Raley's gift card and binder of printed teaching resources, Kawana Springs, Ashley Bridges
8.6. Interdistrict Requests 2020-21
8.7. Interdistrict Requests 2021-22
8.8. Personnel Activity Log

On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved the Consent calendar

Action:Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

9. Reports

9.1. California School Employees Association, Chapter 501

NA

9.2. Bellevue Education Association

Rebecca Hansen, for the BEA, “Good Evening Dr. Alexander and Members of the Board,

I hope everyone had a safe and relaxing break. It has been awhile since BEA has had the opportunity to address you all.

At the forefront of everyone’s mind...Reopening schools.

I would like to start by repeating a sentiment shared at our last bargaining session:

Please do not misinterpret our concerns regarding reopening as a lack of desire to return to the classroom. Nothing could be further from the truth. We want nothing more than to be able to teach our students in person, and for things to go back to normal. Every teacher I've spoken to shares this sentiment. We miss our students and colleagues, we miss our classrooms, we miss teaching face to face. We are in this profession because of our love and commitment to shaping young minds. The fact that this pandemic has greatly altered our ability to do so is a painful reality that impacts us every single day. We will be relieved and grateful when the time comes to go back to the classroom, safely.

Unfortunately, the current state of the pandemic in Sonoma County, and particularly in BUSD area code, is frightening. As Tracy showed earlier, we are way above where we want to be in terms of cases. As of yesterday, there are 5,800 active cases in the county. That number is currently down from 7,200 a few days ago. But still….close to 250 people have died, just in our county. Some jokingly say we are now in the deep purple tier, however the implications are no joke. BEA is committed to ensuring the safety of our members.

EERC is a monthly meeting between BEA and BUSD management with the intention of keeping open communication and addressing minor district issues. In December, Dr. Alexander asked to schedule a district wide meeting to discuss the reopening plan. We had this meeting last Thursday where we had the opportunity to voice our concerns. After this meeting, some expressed relief and felt heard by the admin, some expressed fear. We still have many questions, but understand that not all can be answered at this time.

We have a lot of anxiety. And to top it off, we experienced high winds and an earthquake last night which doesn't help!

Vaccines make us hopeful. A majority, if not all, members feel strongly that reopening should not take place until all personnel have had the opportunity to be fully vaccinated.

We all agree that Distance Learning is not ideal. However, at this point in the year, a lot of the frustrations we felt in the beginning have subsided. Members have reported feeling more confident and comfortable with the programs, Students are stepping up more and more. Parents are responsive. We seem to have hit a "groove" which has made us more successful. Our students are learning and growing!

This past Friday, our negotiating team met with BUSD to continue the conversation and discuss the beginnings of an MOU. We have a TREMENDOUS amount of work to do in order to reach consensus and ratification. The bargaining team addressed issues of logistics: How will arrival and departure be managed? How will the students be expected to move from one location to another while maintaining social distancing? There are also issues of discipline: What is the plan for students who take their masks off repeatedly or are breaching the distance requirement? Issues of preparedness: How will training on the new equipment be managed? How much time will teachers be given to ready our classrooms? And as you can imagine, there is so much more...

We understand that many questions that arose are site level decisions and as such could not be addressed in bargaining.

At this time we have some reasonable requests. The first being, can we please not reopen until teachers have been given time to be fully vaccinated? This includes both doses. We would also like to be able to review each of the site level plans for classroom setup, schedules, cleaning, logistical plans for student movement, time to set up classrooms, time to prepare schedules and lessons reflective of hybrid models.

Keep in mind, a return to the classroom will not be normal. Our students will not be going back to the classroom they once had. There will be six feet requirements, mask requirements, and the students will have to learn new routines for everything. The workload for teachers will be extensive as we will be teaching in person while managing students on Zoom doing both synchronous and asynchronous work.

Although we understand that the district cannot make a decision yet, some feel that perhaps extending Distance Learning until the end of the school year may be the lesser of two evils.

Finally, I am asking you, members of the Board and Dr. Alexander to please send members a clear message...we will not reopen our classrooms until it is safe for all stakeholders.

This isn't an easy task and we thank you for hearing our concerns, fears, and hesitations. We want to go back to normal, but we know this will take time.

9.3. Principal Report

Principal Jean Walker, Meadow View reported out -

Good Evening Dr. Alexander and Members of the Board.
Happy New Year!. We were all very grateful for the holiday break to unplug and renew as we get ready for the 2021 new year. As a district we continue to be busy serving our students and families.
We wanted to update you on our Academic focus for this month:
● We attended another PLC network conference on January 12th . This month's focus was learning how to give feedback, which is a way to improve our instructional practice as educators.
● All sites have finalized after school intervention plans for our English Learners. Our focus of these groups will be on the language needs of our students.
● Last Wednesday instructional staff and admin participated in an ELD training facilitated by Jenn Guerrero. She used input from a staff survey to develop this PD which focused on oral language production, designated ELD, and tools and resources for designated ELD.
● Teachers participated in a hybrid instructional model planning meeting last Thursday. This was an opportunity for staff to give feedback on different hybrid

model options by sharing their thoughts, concerns and questions.
Community and Engagement:
● All sites are continuing to meet with Site Council, ELAC, and parent coffees. These continue to serve as a great platform for our parents to discuss and provide feedback for current instructional models, reopening plans, and safety.
● Since Kinder registration has opened up we are all working on different ways of connecting with future families to ensure that they feel welcomed and their questions are answered.

All in all, we are working hard to provide a high quality education for our students, while maintaining safe and positive environments conducive to distance learning. We thank you for your continuous support and we want to recognize the unsaid actions that are occurring throughout the district.
Thank you

9.4. Board Reports/Board Items

Jamie Padilla mentioned seeing several videos from Bellevue and Meadow View including hand washing and students of the month. “Thank you for going the extra mile.”

John Jarvis said that it was a fantastic start of a new year. He said he was relieved to hear the BEA report and to see that they are listing student safety. BUSD was one of the first districts that said it was not safe to be on campus. We are already thinking safety and how to not put anyone at risk, it’s fantastic. He said he’s also seen the video Ms. Padilla mentioned and they are fantastic.

Stephanie Merrida-Grant said that we still look forward to the day when we can be in the classroom, but that safety is #1. Thank you for your hard work. 2021 is a time for more positivity and an end to the pandemic. She said she was wishing for a future where kids can be kids, adults can engage in person and everyone can be kept safe. She thanked everyone from the bottom of her heart.

Adele Walker also thanked everyone. She said it is hard work and she’s with the rest of the School Board, safety first is the priority. She is hopeful for a better new year.

9.5. Superintendent Report

9.5.1. Enrollment Update

Superintendent Alexander welcomed everyone saying on behalf of our leadership, staff and board thank you and welcome back to a new calendar year. 2020 was a difficult year, from politics, to violence, to fires and living in a pandemic.

We as a school district do everything we are able to do to offer a quality education. And to do so I again am appreciative of our entire staff, our teachers, our support staff, our leadership and our board of trustees.

As we move forward we continue our focus on:

1. The health and safety of our community. This includes our students, families and staff
2. Preparing for return to in person learning

I am reminded, and keep all our county in my thoughts and prayers, of our many families who are struggling through this pandemic. Please reach out to any of our staff if we can do anything for you.

Thank you and stay safe

10. Planning

January 27, 2021	Special Board Meeting	5:00pm	Bellevue Union School District Office
February 16, 2021	Regular Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: www.busd.org

~~11. Returned to Closed Session~~

Open Session Adjournment Time: 7:09pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

BUSD February 3, 2021 Board Meeting Minutes

1. Open Session 6:00 P.M.

   1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 6:00 by Trustee Adele Walker, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

   1.2. Flag Salute: David Alexander led the flag salute.

   Members Present: Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, John Jarvis and David Alexander

   Members Absent: None

   Late Arrivals: None

   Early Departures: None

   District Office Staff Present: David Alexander, Tracy Whitacker

   Others Present: Tiffany Kampmann, Jean Walker, Nina Craig

2. Public Comment: NA

3. Information/Discussion Item

   3.1. Follow up to "Resolution No 9: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction."

   The Board directed the superintendent to draw up a resolution to extend the non-use of in-person instruction to March 16th or when deemed safe to return to in-person learning. In addition, the board requested the superintendent to communicate to the public in the weekly newsletter that the schools may not reopen for in-person learning until the end of the year or until it is deemed safe to return.

4. Planning

February 9, 2021	Special Board Meeting	5:00pm	BUSD District Office
February 16, 2021	Regular Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: www.busd.org

Open Session Adjournment Time: 6:41pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

BUSD February 9, 2021 Board Meeting Minutes

1. Open Session 5:00 P.M.

   1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:25 by Trustee Adele Walker, at the Bellevue Union School District Office - Board Room.

   1.2. Flag Salute: David Alexander led the flag salute.

   Members Present: Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, John Jarvis, and David Alexander

   Members Absent: None

   Late Arrivals: None

   Early Departures: None

   District Office Staff Present: David Alexander, Moriah Hart

   Others Present: Babs Cavanaugh

   1.3. Public Comment: NA

2. Governance Workshop

3. Planning

February 16, 2021	Regular Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: www.busd.org
March 9, 2021	Regular Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: www.busd.org

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Open Session Adjournment Time: 8:05pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District Personnel Activity Log

For the period: January 19, 2021 to February 15, 2021
Date of Board Approval: February 16, 2021

Hiring

Classified:

1. Laura Garcia Vazquez, 0.5 FTE Student Supervisor, Kawana Springs Elementary School
   Effective: TBD

Change of Contract

Classified:

1. Jeremiah Clements, 0.5 FTE Student Supervisor, Taylor Mountain Elementary (Previously: 0.4375 FTE Student Supervisor, Taylor Mountain Elementary)
   Effective 02/01/2021

2. Alma Perez-Ramirez, 0.8125 FTE Instructional Assistant & Student Supervisor, Taylor Mountain Elementary (Previously: 0.625 FTE Instructional Assistant, Taylor Mountain Elementary)
   Effective: TBD

3. Natali Ramirez, 1.0 FTE Office Manager, Meadow View Elementary (Previously: 0.5 FTE Parent Liaison and 0.5 FTE Student Supervisor, Meadow View Elementary
   Effective 08/2021

Resignation:

Classified:

1. Kalila Feinman, 0.5 FTE Literacy Paraprofessional, Kawana Springs Elementary
   Effective: 1/5/2021

2. Laura Valdez, 0.5 FTE Student Supervisor, Taylor Mountain Elementary
   Effective: 01/18/2021

Retirement:

Classified:

1. Ana Peoples, 1.0 FTE Office Manager, Meadow View Elementary
   Effective: 6/17/2021

Certificated:

1. Margaret Close, 1.0 FTE Classroom Teacher, Taylor Mountain Elementary
   Effective: End of 2020-2021 School Year

2. Juliet Wilson, 1.0 FTE Classroom Teacher, Meadow View Elementary
   Effective: End of 2020-2021 School Year

BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/28/2020	9/13/2020	10/15/2020	11/10/2020	12/14/2020	1/11/2021	2/6/2021	3/6/2021	4/3/2021	5/8/2021	6/5/2021
Bellevue	393	395	401	402	404	403	406				
Kawana	345	343	344	343	341	341	338				
Meadow View	366	368	376	379	381	382	384				
Taylor Mountain	415	419	418	418	419	419	419				
Total Enrollment	**1519**	**1525**	**1539**	**1542**	**1545**	**1545**	**1547**	**0**	**n/a**	**TBD**	**TBD**

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		
Charter	0	37	71	94	145	144	0	0	0		
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**TBD**	**TBD**

Attendance (P2, Average Attendance over 8 Months) April 15th

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/22	2021/23	2020/23
Bellevue	403	406	391	366	387	397					
Kawana	388	381	365	337	337	322					
Meadow View	397	409	425	437	406	382					
Taylor Mountain	502	503	483	456	413	415					
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*	*95.02%*					
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: 2/11/21