BELLEVUE UNION SCHOOL DISTRICT

N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday

September 17, SITE TOUR 5:30PM & OPEN SESSION AT 6:00PM AT

THE TAYLOR MOUNTAIN ELEMENTARY SCHOOL MPR 1210 BELLEVUE AVE EAST, SANTA ROSA, CALIFORNIA.

DATED: September13, 2019

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

POSTED: September 13, 2019

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
Taylor Mountain Elementary School
1210 Bellevue Ave East, Santa Rosa, CA 95407
Tuesday, September 17, 2019

AGENDA

1. Open Session 5:30 pm

   1.1. Call To Order

   1.2. Site Tour

2. Reconvene to Open Session 6:00pm

   2.1. Flag Salute

   2.2. Consider Agenda Adjustment

   2.3. Report on Previous Closed Session

      2.3.1. Public Employee Performance Evaluation § 54957
         2.3.1.1. Superintendent

   2.4. Public Comment

   At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to speak should complete a Speaker's Card and present it to the Board Secretary. After receiving recognition from the President, please stand and address the Board. 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.

3. Informational Items

   3.1. 2019 Summer Facility Bond Projects Summary, Roger Farrell, Director Operations & Maintenance

4. Action
   4.1. Consider Approval of Resolution No 4 – Resolution for Exemption to the Separation-From-Service Requirement Pursuant to Section 24214.5 or 26812 of the Education Code
   4.2. Consider Approval of Provisional Internship Permit for Vicente Sosa. Mild to Moderate Special Day Class 4-6 at Meadow View. Employment Based on the Credential Waiver in 2019-2020.
   4.3. Consider Approval of BUSD Comprehensive Safety Plan
   4.4. Consider Approval of Tentative Agreement Between BUSD and CSEA for 2018-19

4.5. Consider Approval of MOU Between BUSD and BEA regarding Article 8 E5: Class Size Overage Payments
4.6. Consider Approval of Superintendent's Employment Agreement and Evaluation
4.7. Ratification of Bills and Warrants

5. Consent Calendar

5.1. Acknowledge and Accept Grants & Donations
5.1.1. Sonoma County Shade Company - BUSD Violins - $250
5.2. Board Meeting Minutes
5.2.1. Special Board Meeting September 10, 2019
5.2.2. Special Board Meeting August 27, 2019
5.2.3. Regular Board Meeting August 20, 2019
5.3. Service Specification - Violin Instructor
5.4. Personnel Activity Log

6. Reports

6.1. California School Employees Association, Chapter 501
6.2. Bellevue Education Association
6.3. Principal Reports
6.4. Board Reports/Board Items
6.5. Superintendent Report
6.5.1. Enrollment Updates

7. Planning

October 15, 2019	Regular Board Meeting	5:30 pm	Bellevue Elementary MPR

8. Closed Session

8.1. 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.

9. Adjourn To Closed Session

9.1. Closed Session Agenda

9.1.1. Public Employment § 54957
9.1.2. Conference With Labor Negotiator §54957.6
9.1.2.1. BEA

10. Return to Open Session

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 September 17, 2019

Agenda Category: Review and Action

Agenda Item Title: Action on Resolution for Exemption to the Separation-From-Service requirement pursuant to Section 24214.5 or 26812 of the Education Code.

Prepared By: Siara Goyer, Human Resources Manager

Background:

This agenda item presents for Board approval the exemption to the Separation-From-Service requirement pursuant to section 24214.5 or 26812 of the Education Code.

The District is in critical need of a Speech and Language Pathologist. With the approval of this Resolution, we can bring back a recent retiree part time to support the students of Bellevue Union School District.

Cost:

N/A

Recommended Action:

Review and approve Resolution #4- Resolution for Exemption to the Separation-From-Service requirement pursuant to Section 24214.5 or 26812 of the Education Code

Supporting Documents:

Resolution #4- Resolution for Exemption to the Separation-From-Service requirement pursuant to Section 24214.5 or 26812 of the Education Code

BELLEVUE UNION SCHOOL DISTRICT
RESOLUTION NO. 4

RESOLUTION FOR EXEMPTION TO THE SEPERATION-FROM-SERVICE REQUIREMENT PURSUANT TO SECTION 24214.5 OR 26812 OF THE EDUCATION CODE

WHEREAS, pursuant to Education Code section 24214.5 and 26812, there is a 180 calendar day separation-from-service requirement for all retired CalSTRS members and participants; and,

WHEREAS, all retired CalSTRS members and participants are subject to a restriction if they perform retired member activities as defined by section 22164.5 of the Education Code or retired participant activities as defined by section 26135.7 of the Education Code, during the first 180 calendar days after their most recent retirement; and,

WHEREAS, if the retired CalSTRS member or participant performed retired member or participant activities during this period, CalSTRS will reduce his or her retirement benefit or annuity one dollar for each dollar earned for performing retired member or participant activities during the 180-day period; and,

WHEREAS, there is an exemption from the 180 calendar day separation-from-service requirement for a member or participant who retires for service and is at or above normal retirement age; and,

WHEREAS, in order to qualify for this narrow exemption, the employer must appoint the retired member or participant to a critically needed position that has been approved by the governing body of the employer in a public meeting as reflected in a resolution; and,

WHEREAS, this approval by the governing body of the employer in a public meeting as reflected in a resolution must be finalized and communicated to CalSTRS before the member or participant commences to perform retired member or participant activities; and,

WHEREAS, the *Superintendent* must complete the *Request for Separation-from-Service Requirement Exemption* form, which must be submitted to CalSTRS and received by CalSTRS before the member or participant commences to perform retired member or participant activities,

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the district is in critical need of a *Speech and Language Pathologist* to provide support to students. Multiple attempts to staff this position have been unsuccessful.

AND BE IT FURTHER RESOLVED that the Board wishes to meet this critical need by hiring *Marie-Jeanne Berat*, a member or participant who retired for service less than 180 days ago or who will retire;

AND BE IT FURTHER RESOLVED that this appointment is needed to fill this critical need before the 180 calendar day separation-from-service requirement is fulfilled;

AND BE IT FURTHER RESOLVED that this member or participant did not receive a retirement incentive or any financial inducement to retire from any public employer;

AND BE IT FURTHER RESOLVED that the retired member's or participant's termination of employment is not the basis for the need to acquire his or her services;

AND BE IT FURTHER RESOLVED that the earnings for retired member activities during the 180 calendar days will still be subject to the annual postretirement earnings limit for the Defined Benefit Program;

AND BE IT FURTHER RESOLVED that this member or participant will not commence to perform retired member or participant activities before this approval is authorized by the governing body of the employer in a public meeting as reflected in a resolution and received by CalSTRS;

AND BE IT FURTHER RESOLVED that this member or participant will not commence to perform retired member or participant activities before the *Superintendent* completes the *Request for Separation-from- Service Requirement Exemption* form and this is transmitted to and received by CalSTRS.

PASSED AND ADOPTED this 17th day of September, 2019 by the Board of Trustees of the Bellevue Union School District by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

President
Board of Trustees
Bellevue Union School District

Attested:
I certify that the foregoing resolution was adopted by the Board of Trustees of the Bellevue Union School District, County of Sonoma, on the date shown above.

_____

Clerk
Board of Trustees
Bellevue Union School District

Bellevue Union School District

Agenda Item for Board Meeting of September 17, 2019

Agenda Category: Review and Action

Agenda Item Title: Approval of Provisional Internship Permit for Vicente Sosa. Mild to Moderate Special Day Class 4-6 at Meadow View. Employment Based on the Credential Waiver in 2019-20

Prepared By: Siara Goyer, Human Resources Manager

Background:

This is a request to approve a Provisional Internship Permit for Mr. Vicente Sosa. BUSD has completed a diligent search to fill a vacant teacher position (Mild to Moderate Special Day Class, Grades 4-6) at Meadow View without success. This PIP will allow BUSD to hire Vicente Sosa with a Provisional Permit.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.

Cost:

$0.00

Recommended Action:

Acknowledge and Accept.

Supporting Documents:

1. EDUCATION SPECIALIST PROVISIONAL INTERNSHIP PERMIT Evaluation Worksheet

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

EDUCATION SPECIALIST PROVISIONAL INTERNSHIP PERMIT
Evaluation Worksheet

Name: _____Degree Major: _____

Select area(s) of specialization:

❑ Mild/Moderate ❑ Moderate/Severe ❑ Visual Impairments ❑ Physical & Health Impairments
❑ Deaf & Hard of Hearing ❑ Early Childhood Special Education (this authorization cannot stand alone)
❑ Language and Academic Development

Complete the requirements in **one** of the options listed below:

❑ Option 1

Verify a minimum of three years of successful full-time classroom experience (or the equivalent in part-time experience) working with special education students. Experience as an aide is acceptable. This experience must be verified by a letter from the employing agency and included in the application packet.

❑ Option 2

Verify completion of a minimum of nine semester units of course work* in special education or in a combination of special education and regular education.

❑ Option 3

Must have either a degree major in liberal studies or 40 semester units including 10 semester units of course work* in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.

LANGUAGE STUDIES (Literature, Composition, Foreign Language, Language Acquisition, Speech, Linguistics, English)	Grade	Qtr	Sem	**LITERATURE** (American, Foreign)	Grade	Qtr	Sem
HISTORY				**SOCIAL SCIENCE** (History, Government, Geography, Economics, Political Science, Sociology, Anthropology, Psychology)			
MATHEMATICS				**SCIENCE** (Biology, Chemistry, Physics, Geosciences)			

HUMANITIES (Art, Music, Dance, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Philosophy, Foreign Languages, Ethnic Studies, Linguistics)				**VISUAL/PERFORMING ARTS** (Art, Music, Dance, Aesthetics, Criticism, Drama, Production)			
PHYSICAL EDUCATION (Physical Fitness and/or Movement Skills, Recreation, Sports)				**HUMAN DEVELOPMENT** (Intellectual, Social, Physical, Emotional and/or Moral Development During Childhood and Adolescence, Health Science, Nutrition, Psychology)			

❑ **Option 4**

Must have either a degree major or at least 18 semester units, or 9 upper division semester units, of course work in a subject that can be listed on a Single Subject Credential. When evaluating for one of the science subjects, at least nine semester units must be in the specific science area. For Foundational-Level General Science, an individual must either verify a bachelor's or higher degree in science (does not include health science) or verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

Dept.	Course Number	Course Title	Semester Units	Quarter Units	Grade

TOTAL UNITS _____

** All course work must meet the following criteria:*

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)



Bellevue Union School District

Comprehensive Safety Plan 2019 - 2020

Bellevue Union School District
Comprehensive Safety Plan 2019/2020
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
3) Contact Information
4) Room Extensions
5) Teacher Rooms
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 being developed with Police & Fire (Site visits are being coordinated) (EXCLUDED FROM GENERAL PUBLIC VIEW)**
8) Child Abuse Reporting Procedures
9) Suspension/Expulsion Policies & Procedures
10) Staff notification of dangerous pupils procedures
11) Bullying
12) Sexual Harassment
13) School Discipline Rules and Procedures
14) School Wide dress code
15) Safety Planning Committee - CA EC Section 32281
    a) Planning Steps
    b) Sign In Sheets
16) Search & Rescue and Patient Triage instructions and materials

17) Assessment of Current Status of School Crime - Reference 2018/2019 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.

Bellevue Union School District
Comprehensive Safety Plan
2019/2020
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) Contact Information

Emergency Responder Contact Information

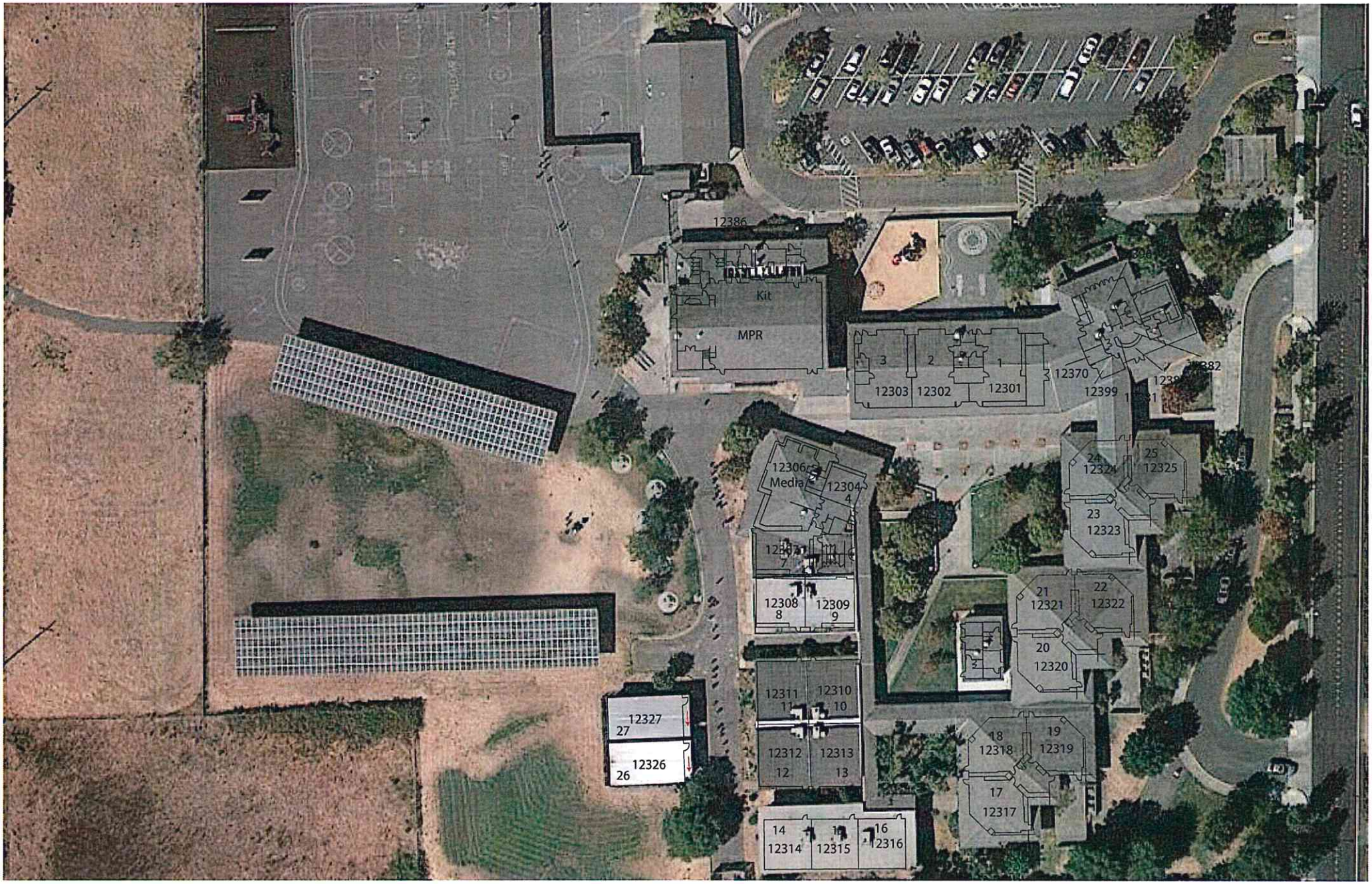
In the event of an EMERGENCY dial **9-1-1**

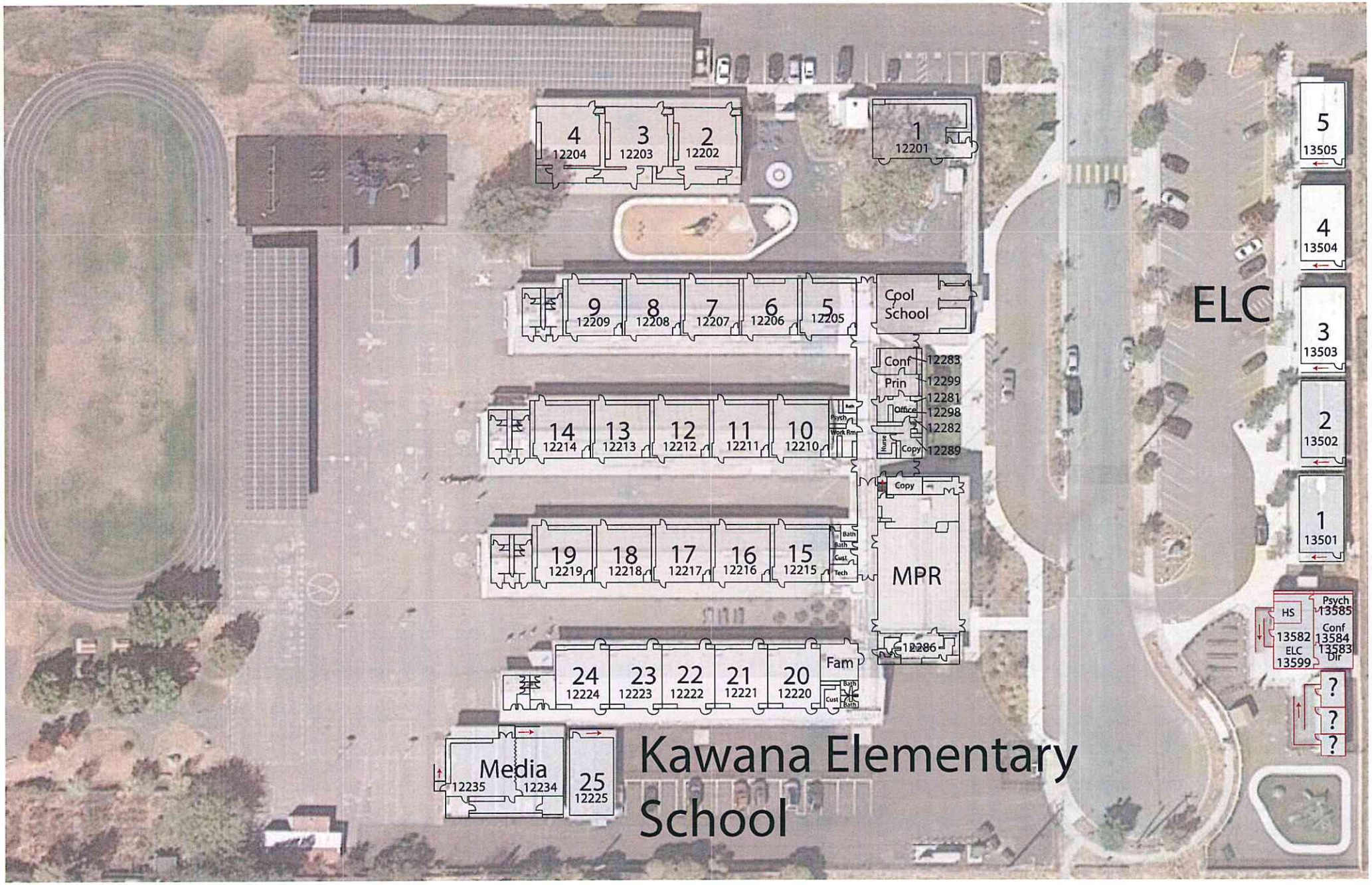
Non-Emergency Contact Information

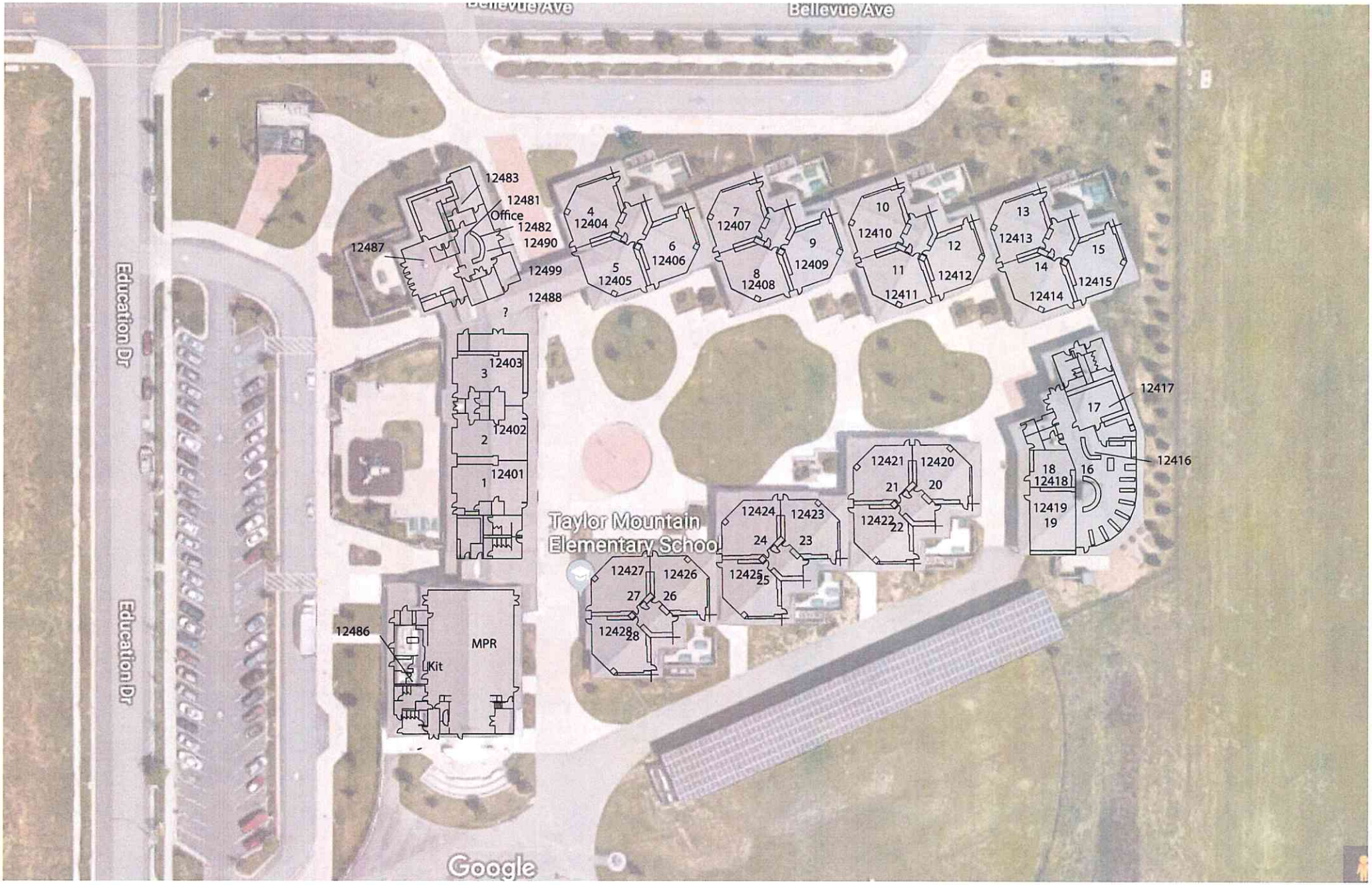
707-528-5222	Santa Rosa Police Department
707-565-2121	Sonoma Co. Sheriff
707-641-8300	Sonoma Co. CHP
707-565-7100	Animal Control
707-528-5151	Santa Rosa Fire Department/Ambulance
707-565-1152	Sonoma Co. Emergency Services Dept.
707-565-4304	Child Protective Services

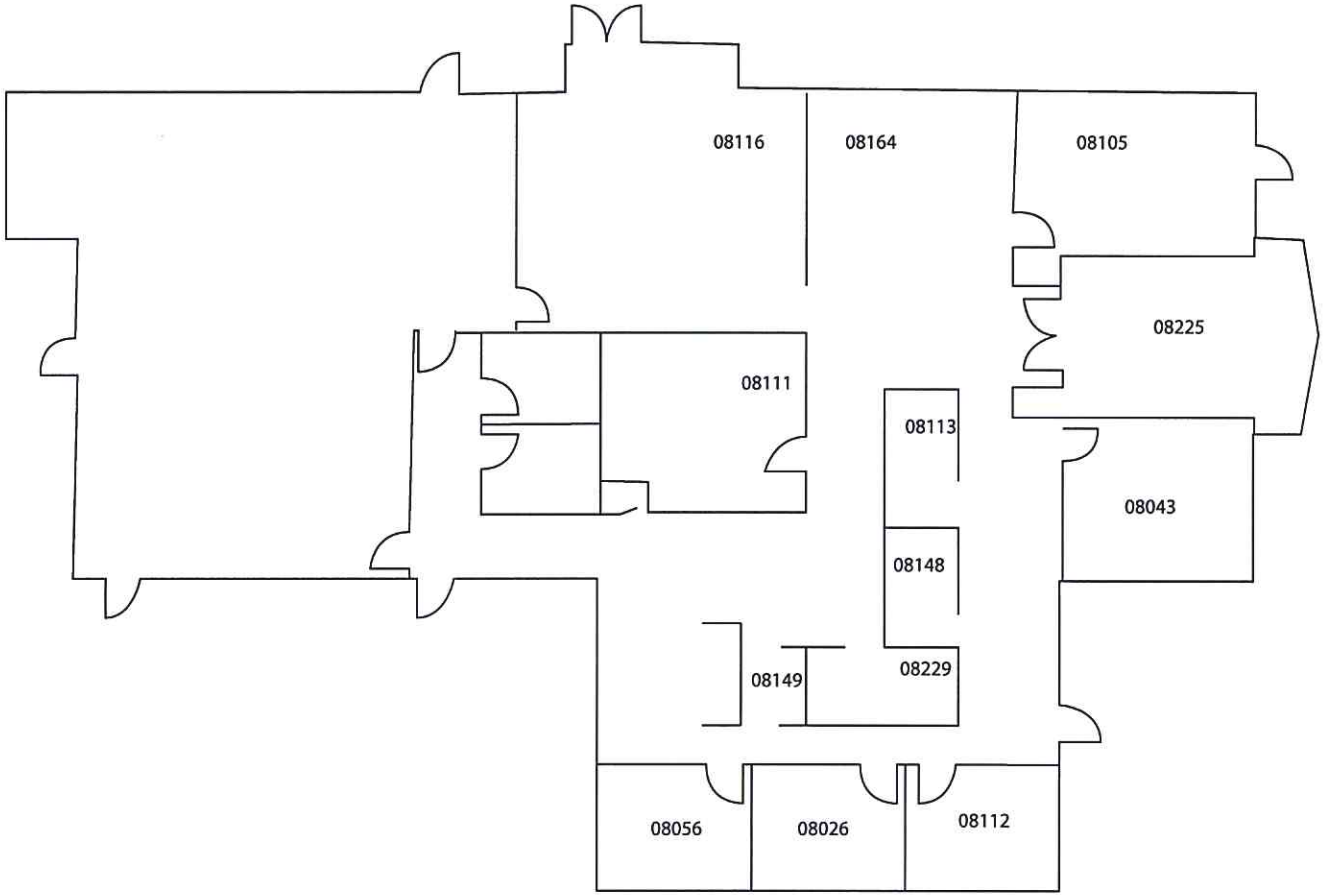
4) Room Extensions


A7
12303
A6
A5
12115
A4
12114
A3
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A2
12112
A1
12111
Kit
12186
MPR
B5
12125
B4
12124
B3
12123
B2
12122
B1
12121
C4
12134
C3
12133
C2
12132
C1
12131
Staff
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Office
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Office
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Copy
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12210
Psych
Work Rm
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12218
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Bath
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Cust
Tech
MPR
12286
HS
13582
Psych
13585
Conf
13584
ELC
13599
13583
Dir
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12224
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Fam
Bath
Cust
Bath
Media
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12234
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12225
Kawana Elementary School


Bellevue Ave
Bellevue Ave
Education Dr
Education Dr
12483
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Office
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12486
MPR
Kit
Taylor Mountain
Elementary School
Google


08116
08164
08105
08225
08111
08113
08043
08148
08149
08229
08056
08026
08112

5) Teacher Rooms **(EXCLUDED FROM GENERAL PUBLIC VIEW)**

6) 2-Way Radios - Channels and Protocols

BUSD 2-Way Radio Channels			
Baofeng 2-Way Radio			
Channel 16	All School Site Radio Traffic		
Channel 10	School Site Incident Command / Section Chiefs		
FCC Motorola CP200d 2-Way Radio			
Channel 1	All Radio Traffic for Logistics, Operations, Planning		
Channel 2	Incident Command		

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!

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 an urgent emergency message (see "Emergency Calls" below).
- **Do not respond if you aren't sure the call is for you.** Wait until you hear your call sign to respond.
- **Never transmit sensitive, confidential, financial or emergency responder information.** Assume your conversations can be heard by others. Child names. Specific ailments.
- **Perform radio checks to ensure your radio is in good working condition.**
    - Ensure the battery is charged and the power is on.
    - Keep the volume high enough to be able to hear calls.
    - Regularly make radio checks to make sure everything is working and that you are still in range to receive signals.
- **Think before you speak**.
    - Decide what you are going say and to whom it is meant for.
    - Make your conversations as concise, precise, and clear as possible.
    - Avoid long and complicated sentences. If your message is long, divide it into separate shorter messages.
    - Do not use abbreviations unless they are well understood by your group.

4 Golden Rules of Radio Communication

1. **Clarity**: Your voice should be clear. Speak a little slower than normal. Speak in a normal tone, do not shout.
2. **Simplicity**: Keep your message simple enough for intended listeners to understand.
3. **Brevity**: Be precise and to the point.
4. **Security**: Do not transmit confidential information on a radio unless you know the proper security technology is in place. Remember, frequencies are shared, you do not have exclusive use of the frequency.

Speaking The Language

General Terms	Meaning
Radio Check	What is my signal strength? Can you hear me?
Go Ahead	You are ready to receive transmission.
Stand-by	You acknowledge the other party, but I am unable to respond immediately.
Roger or **Ten Four**	Message received and understood.
Negative	Same as "No".
Affirmative	Same as "Yes". Avoid "yup" or "nope" as they are difficult to hear.
Repeat Traffic	Re-transmit your message
Over	Your message is finished.
Out	All conversation is finished, the channel is clear for others to use.
Emergency, Emergency, Emergency	You are interrupting in the middle of communication because you have an emergency.
Read you loud & clear	Response to "Radio Check". Means your transmission signal is good. Also use "**Read you 5-by-5**".
Come in	You are asking the other party to acknowledge they hear you.
Copy	You understand what was said.
Wilco	Means "I will comply".
Repeat	Used before you repeat something. ex: *"I require 9-5, **repeat** 9-5, gallons of diesel fuel. Over"*

These terms can be combined such as "Roger Wilco" means "I understand and will comply", or "Over and Out" means "I've finished talking and I'm signing off".

Making a Call

Follow these easy steps to make a call.

1. First listen to **ensure the channel is clear** for you.
2. **Press the PTT** (Push-To-Talk) button.
3. After 2 seconds:
    - **Say *"recipient's call sign"* twice**
    - followed by **"THIS IS" and *"your call sign"*.**
    - **In other words "HEY YOU" . . . . . "IT'S ME" . . . . . "GO AHEAD"**
4. Once the person replies (acknowledges you are calling them), **say your message.**

Here's a typical radio conversation:

***You*:**	"Principal Tawney, Principal Tawney, This is Student Supervisor Jim, Come in, Over" *(Title then Name is their call sign, Title then Name is your call sign)*
***Recipient*:**	"Student Supervisor Jim, This is Principal Tawney, Go Ahead, Over"
You:	*Say your message and then say:* "Over"
***Recipient*:**	"Roger Wilco, Over"
***You*:**	"This is Principal Tawney, Over and Out"

Did you notice how at the beginning and end of the transmission you pronounce your **Title & Name**? Because there can sometimes be many people listening on the frequency, pronouncing your **Title & Name**, and the **Title & Name** of the party you are calling, lets everyone know who the transmission is for. Communicating this way might feel a little odd at first, but you'll soon get used to it. With practice it will start to feel natural.

Emergency Calls

If you have an emergency message and need to interrupt others' conversations:

- Wait and listen until you hear "Over".
- Press PTT and say ***"EMERGENCY, EMERGENCY, EMERGENCY your call sign, I have an emergency message for (recipient's call sign), Do you copy, Over"***.
- Common Emergency Traffic: "LOCKDOWN" Repeat 3X / "ACTIVE SHOOTER" Repeat 3X
- ***"ALL CLEAR"*** Repeated 3X is communicated ***ONLY*** by the Incident Commander

RADIO TRAFFIC CHANNELS

Channel 1 - All Traffic - Logistics, Operations, Planning

Channel 2 - Incident Command/Section Chiefs

Who has radios?

Principal &/or Site Incident Commander

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!

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- **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.
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2. **Simplicity**: Keep your message simple enough for intended listeners to understand.
3. **Brevity**: Be precise and to the point.
4. **Security**: Do not transmit confidential information on a radio unless you know the proper security technology is in place. Remember, frequencies are shared, you do not have exclusive use of the frequency.

Speaking The Language

General Terms	Meaning
Radio Check	What is my signal strength? Can you hear me?
Go Ahead	You are ready to receive transmission.
Stand-by	You acknowledge the other party, but I am unable to respond immediately.
Roger or **Ten Four**	Message received and understood.
Negative	Same as "No".
Affirmative	Same as "Yes". Avoid "yup" or "nope" as they are difficult to hear.
Repeat Traffic	Re-transmit your message
Over	Your message is finished.
Out	All conversation is finished, the channel is clear for others to use.
Emergency, Emergency, Emergency	You are interrupting in the middle of communication because you have an emergency.
Read you loud & clear	Response to "Radio Check". Means your transmission signal is good. Also use "**Read you 5-by-5**".
Come in	You are asking the other party to acknowledge they hear you.
Copy	You understand what was said.
Wilco	Means "I will comply".
Repeat	Used before you repeat something. ex: *"I require 9-5, **repeat** 9-5, gallons of diesel fuel. Over"*

These terms can be combined such as "Roger Wilco" means "I understand and will comply", or "Over and Out" means "I've finished talking and I'm signing off".

Making a Call

Follow these easy steps to make a call.

1. First listen to **ensure the channel is clear** for you.
2. **Press the PTT** (Push-To-Talk) button.
3. After 2 seconds:
    - **Say *"recipient's call sign"* twice**
    - followed by **"THIS IS" and *"your call sign"*.**
    - **In other words "HEY YOU" . . . . . "IT'S ME" . . . . . "GO AHEAD"**
4. Once the person replies (acknowledges you are calling them), **say your message.**

Here's a typical radio conversation:

***You*:**	"Principal Tawney, Principal Tawney, This is Student Supervisor Jim, Come in, Over" *(Title then Name is their call sign, Title then Name is your call sign)*
***Recipient*:**	"Student Supervisor Jim, This is Principal Tawney, Go Ahead, Over"
You:	*Say your message and then say:* "Over"
***Recipient*:**	"Roger Wilco, Over"
***You*:**	"This is Principal Tawney, Over and Out"

Did you notice how at the beginning and end of the transmission you pronounce your **Title & Name**? Because there can sometimes be many people listening on the frequency, pronouncing your **Title & Name**, and the **Title & Name** of the party you are calling, lets everyone know who the transmission is for. Communicating this way might feel a little odd at first, but you'll soon get used to it. With practice it will start to feel natural.

Emergency Calls

If you have an emergency message and need to interrupt others' conversations:

- Wait and listen until you hear "Over".
- Press PTT and say ***"EMERGENCY, EMERGENCY, EMERGENCY your call sign, I have emergency message for (recipient's call sign), Do you copy, Over"***.
- Common Emergency Traffic: "LOCKDOWN" Repeat 3X / "ACTIVE SHOOTER" Repeat 3X
- ***"ALL CLEAR"*** Repeated 3X is communicated ***ONLY*** by the Incident Commander

RADIO TRAFFIC CHANNELS

Channel 16 - All Traffic
Channel 10 - Incident Command/Section Chiefs

Who has radios?

Principal (Site Incident Commander)
Office Manager
Student Supervisors
Custodian and Grounds person
Kitchen
Student Supervisors

7) **Disaster Plans & Procedures (EXCLUDED FROM GENERAL PUBLIC VIEW)**

(BUSD Disaster Plans based upon 5 Mission Areas of the Plan - PRESIDENTIAL POLICY DIRECTIVE (PPD) 8)

a) Incident Command System
b) Earthquake Plan
c) Fire Plan
d) Attack & Disturbance Plan
e) Bomb Threat Plan
f) Medical Plan
g) Poisoning Plan
h) HAZ MAT / BIO-Terror Threat Plan
i) Student & Staff Release Plan
j) **Tactical Plan being developed with Police & Fire (Site visits are being coordinated) (EXCLUDED FROM GENERAL PUBLIC VIEW)**

The Disaster Plans that our Bellevue Union School District has crafted for the safety and well being of our students, guests and staff have by 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 occurs after an incident. To help avoid confusion over terms and allow for ease of reference, this is referred to as "before," "during" and "after."

Provided by: RESIG www.resig.org

Quick Response Guide

Drop, Cover, Hold On



- Drop to the floor and move away from the windows
- Move under the closest piece of sturdy furniture
- Hold on to the furniture, place your free hand over the back of your neck
- Stay under furniture until shaking has stopped
- Outside: move away from buildings, trees and wires, and drop to the ground, cover the back of your neck with your arms and hands.
- Wait for direction from administration

Evacuation



- Grab emergency supplies
- Escort students to evacuation site
- Take roll, record names of missing students
- Green card: display if all are present and un-injured
- Red card: display to indicate missing or injured students/staff
- Wait for direction from administration/responders

Run Hide Fight



RUN
- Locate threat and run away from it
- Know escape routes
- Leave belongings
- Keep hands visible for law enforcement

HIDE
- Lock and barricade doors
- Cover windows, close blinds and curtains
- Stay low to the ground, spread out, if possible
- Be quiet, silence cell phones

FIGHT
- Be prepared to fight
- Improvise a weapon
- Create distractions: yell, make trip hazards, throw items, turn off lights, blast fire extinguisher

Lockdown



- Shut and lock doors and all windows
- Pull draperies or close blinds and blacken any doorway windows
- DO NOT open the door for anyone or peek out the windows
- Move students and staff out of the line of sight, often away from windows, staying low and quiet. Take roll, record names of missing students
- Turn off lights. Silence cell phones
- Wait for a communication of "all clear" or you are escorted out by Fire/Law

Shelter-in-place



- Shut and lock all doors and windows
- Pull draperies or close blinds
- Seal doors and windows if directed
- Take roll or record names of those in the room
- If outdoors, move to the nearest building
- Wait for a communication of "all clear"

Emergency Numbers

District Office: _____

Fire Department: _____

Law Enforcement: _____

Ambulance: _____

Poison Control: 1-800-222-1222

_____

_____

Trigger Incident



Response Teams

- Know the location of your team's safety equipment
- The classroom emergency kit is located _____
- Wait to be deployed by your team leader or Section Chief
- Remember to sign-in and out at the beginning and end of your shift

8) Child Abuse Reporting Procedures

Child Abuse Reporting Procedures

Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

1. Child Abuse
    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of 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 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 is 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 2018

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

9) Suspension/Expulsion Policies & Procedures

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit sexual assault.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

16. A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
    a. While on school grounds.
    b. While going to or coming from school.
    c. During the lunch period, whether on or off the campus.
    d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

1. The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:
2. Causing serious physical injury to another person, except in self defense.
3. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
4. Unlawful possession of any controlled substance, as defined under Ed. Code.
5. Robbery or extortion.
6. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance as defined by Education Code.
4. Committing or attempting to commit a sexual assault as defined in the Education Code.

Staff Training

All teachers participate in training and are given notice of any students with prior suspensions at the start of the academic year as well as when new students enroll at the school.

10) Staff notification of dangerous pupils procedures

Staff Notification of Dangerous Students

Staff Training

All teachers participate in training and are given notice of any students with prior suspensions at the start of the academic year as well as when new students enroll at the school.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
   Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.

9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
13. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
15. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
16. While on school grounds.
17. While going to or coming from school.
18. During the lunch period whether on or off the campus.
19. During, or while going to or coming from, a school sponsored activity.
20. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for

the protection of school district property, or the personal property of the person threatened or his or her immediate family.

11) Bullying

Bullying and Hate-Motivated Behavior Prevention

Provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. When someone says or does something intentionally hurtful and they keep doing it - even when a student tells them to stop or show them that they're upset - that's bullying. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting harmful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought.

Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying.

Assembly Bill No. 9 was approved by the Governor on October 9, 2011.

CHAPTER 723

An act to amend Sections 234, 234.1, 234.2, and 234.3 of, and to add Section 234.5 to, the Education Code, relating to pupil rights.

[Approved by Governor October 9, 2011. Filed with
Secretary of State October 9, 2011.]

Legislative counsel's digest

AB 9, Ammiano. Pupil rights: bullying.

Existing law provides that it is the policy of the state to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes, equal rights and opportunities in the educational institutions of the state, and that it is the purpose of existing law to prohibit acts that are contrary to that policy and to provide remedies therefore. Existing law requires the State Department of Education to develop a model handout, posted on appropriate department Internet Web sites, describing the rights and obligations set forth in these provisions and the policies addressing bias-related discrimination and harassment in schools. Existing law also requires the department to monitor adherence to these provisions and, as part of its regular monitoring and review of local educational agencies, to assess whether local educational agencies have adopted a policy that prohibits discrimination and harassment and a process for receiving and investigating complaints of discrimination and harassment, as specified. This bill would require the policy adopted by the local educational agencies to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified. The bill also would require the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate

steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified. The bill would make other conforming changes. Because this bill would require local educational agencies to perform additional duties, this bill would impose a state-mandated local program.

The bill would require the Superintendent of Public Instruction to post, and annually update, on his or her Internet Web site, and to provide to each school district, a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to 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

12)Sexual Harassment

Sexual Harassment Policy

Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of substantially interfering with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student to Student or Staff to Student Sexual Harassment

Staff Training

All teachers participate in training at the start of each academic year.

Senate Bill 1234

The Legislature has recently defined "gender" for purposes of identifying hate crimes and eliminating unlawful discrimination in public schools in SB 1234, amending Penal Code Section 422.58 as follows:

"Gender" means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

(Outside Source): Full text of Senate Bill 1234 (Chapter 70, Stats of 2004).

Education Code that specifically addresses gender discrimination is listed below:

Education Code sections 200-201 (Outside Source)

Education Code sections 210-214 (Outside Source)

Education Code sections 220-221.1 (Outside Source)

Education Code sections 221.5-231.5 (Outside Source)

13)School Discipline Rules and Procedures

School Discipline

Statement of Rules and Procedures On School Discipline

Education Code 44807:
"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

BUSD Discipline Policy

Positive Behavior Support and Intervention (PBIS previously known as BEST) is a program that has been implemented District wide to encourage positive behavior and to discourage inappropriate or unsafe behavior. The fundamentals of this program operate around three tenets:

Be Safe*, *Be Respectful* and *Be Responsible

These rules are broad enough to support all the areas of our school environment (the classroom, the playground and common areas) and specific enough to address individual behavior. There is a three tiered progressive approach to discipline.

Tier I

Classrooms-When problems occur in the classroom the first action is from the teacher. All teachers have a discipline policy that supports all students' needs. Teachers implement a variety of positive reinforcement strategies that encourage good behavior. If a student needs more support they will make accommodations for that student to enable them to follow the rules.

Recess/common areas- Student supervisors are trained to deal with a variety of student behaviors and conflicts. The student supervisors have been trained in Positive Behavior Support and Intervention. These strategies are used when managing student behavior . Tier 1 behaviors (minor behavior problems) do not require an Office visit by the student.

Tier II

Classrooms-Occasionally the classroom teacher needs to make a referral to the office for a student's behavior. When this occurs, the teacher completes the Behavior Tracking & Referral Form which provides documentation for the Office. Conflict mediation, 'pay it forward', use of classroom buddies are some strategies that are used to assist students with their behavior.

Recess/common areas- During recess, it is sometimes necessary for the Student Supervisors to make a referral to the Office. When this occurs, the Student Supervisor completes the Behavior Tracking & Referral Form designed specifically for these areas and sends the student to the Office. Similar strategies as above are implemented with the children to assist them with their behavior.

Tier III

Classroom/Recess/Common Areas- As stipulated per California Education Code, behavioral incidents may result in a suspension from school. Depending upon the specific infraction, in-house suspension may also be an option. Parents are contacted and participate in a conference with the Principal (either by telephone or in person).

Positive Support for Behavior

At BUSD School's there are many resources for behavioral support.
Student Success Team (SST): These are meetings between the teacher, parents, principal and support staff regarding either behavioral or academic concerns.
Counseling: A school psychologist is available two days per week to meet with students. A counselor through the CalSERVES program is also available two days/week.
Buddy Classrooms: Teachers from different grades pair up and provide a temporary quiet learning place for students if necessary.

14)School Wide dress code

Dress Code

Student Common Dress Policy Guidelines

Common Dress for all students:

- Pants: black, khaki, jeans.
- Shorts: black, khaki, jeans.
- Skirts: black, khaki, jeans.
- Collared shirt (polo shirt): black, white, burgundy.
- SCHOOL NAME shirt/sweatshirt.

No clothing that promotes or advertises tobacco, alcohol, and/or illegal substances.
Families that do not participate in the Student Common Dress must apply for a waiver. The process for obtaining annual waiver from BUSD Student Common Dress Policy is as follows:

- Parent meets with Principal to request the waiver
- Parent is provided with information sources explaining Common Dress Policy
- An administrative conference is held after parents have read the Common Dress information sources to clarify misconceptions explain the policy or provide assistance.
- Parent documents in writing the reasons for the waiver request.
- The school administration's role is to facilitate and support parents regarding common dress. No student will be pressured or discriminated against for choices made following these guidelines (E. C. 35183)
- Students with waivers must abide by the student dress code general clothing requirements.
- Families that require financial assistance should submit a claim to 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 4319.22 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 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 | 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

15) Safety Planning Committee
    a) Planning Steps
    b) Sign In Sheets

Planning Steps for a Comprehensive Safety Plan

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Form a collaborative planning team	**Understand the situation**	**Determine goals & objectives**	**Plan Development (Identify Courses of Action)**	**Plan Preparation, Review & Approval**	**Plan implementation and maintenance**
A - Identify Core Planning Team	A - Identify threats & hazards	A - Develop goals		A - Format the plan	A - Train stakeholders
B - Form a common framework	B - Assess risk	B - Develop objectives		B - Write the plan	B - Exercise the plan
C - Define & assign roles and responsibilities	C - Prioritize threats and hazards			C - Review the plan	C - Review, revise & maintain the plan
D - Determine a regular schedule of meetings				D - Approve & share the plan	

Planning Steps Detail for a Comprehensive Safety Plan

STEP 1 - Recommended Meeting 1 - 1 hour

A. Formulated with a Parent, Office Manager & Principal from the Bellevue, Meadow View, Kawana Springs, Early Learning Center & Taylor Mountain school sites, BUSD CBO and our BUSD M&O Director.

B. Common Framework is brought to us by FEMA & CAL OES Incident Command System. To be presented at First Meeting.

C. Need to Determine at First Meeting.

D. Need to Determine at First Meeting.

STEP 2 - Recommended Meeting 2 - 1 hour

A. Identify threats & hazards. Here is a map. Write on 3x5 cards.

B. Assess risk. Rate them 1-5

C. Prioritize threats & hazards. Table top activity

STEP 3 - Recommended Meeting 2

A. Develop Goals

B. Develop Objectives

STEP 4 - Recommended Meeting 3 & 4 - 1.5 hours

A.

STEP 5 - Recommended Meeting 5 - 1.5 hours

A. Format the plan

B. Write the plan

C. Review the plan - This will be performed by our Superintendent, CBO & Director of M&O. Local FIre & Law Enforcement. It will then be reviewed by the BUSD Board and approved.

D. Approve the plan - The Plan will be adopted as District Policy at a Board Meeting. Sharing of the plan will be determined by the Superintendent & Principal's.

STEP 6 - Recommended Meetings to be performed during Welcome Back or Staff Development Days or Other Days that fit best in school schedule

A. Train stakeholders. This has been discussed that this will be presented to the staff on the first day back. They will also have on-going drills throughout the year each month.

B. Exercise the plan - This will be performed each month at minimum.

C. Review, revise & maintain the plan - Training according to the plan each month will allow us to evaluate this as a living breathing document. We will be able to evaluate how we performed by timing, comfort & ease in carrying out of the plan, ability to adapt should things deviate from the plan. As we handle the plan it will be evolve to best suit our needs as a District.

Safety Plan Committee				
Name	Email	School Represented	Sign In	Date
Nina Craig	ncraig@busd.org	Bellevue		6-11-18
Karina Martinez	kmartinez@busd.org	Bellevue		6-11-18
Luz Duenas		Bellevue		
Daniel Hoffman	dhoffman@busd.org	Meadow View		6-11-18
Ana Peoples	apeoples@busd.org	Meadow View		6/11/18
Sandy Chambers		Meadow View		
Carol Castro	ccastro@busd.org	Kawana Springs		
Pam Backman	pbackman@busd.org	Kawana Springs		6/11/18
~~Angelina Estrada~~		~~Kawana Springs~~		
Cara Colombo-Stuart	ccolombo-stuart@busd.org	ELC		6/11/18
Gilda DeNiro	gdeniro@busd.org	ELC		6/11/2018
Tawny Fernandez	tfernandez@busd.org	Taylor Mountain		6/11/18
Julie Roza	jroza@busd.org	Taylor Mountain		6.11.18
Jenna Hill	jhill@busd.org	Taylor Mountain		6-11-18
Roger Farrell	rfarrell@busd.org	DO		6/11/18
Eloisa Yoo l		Kawana		

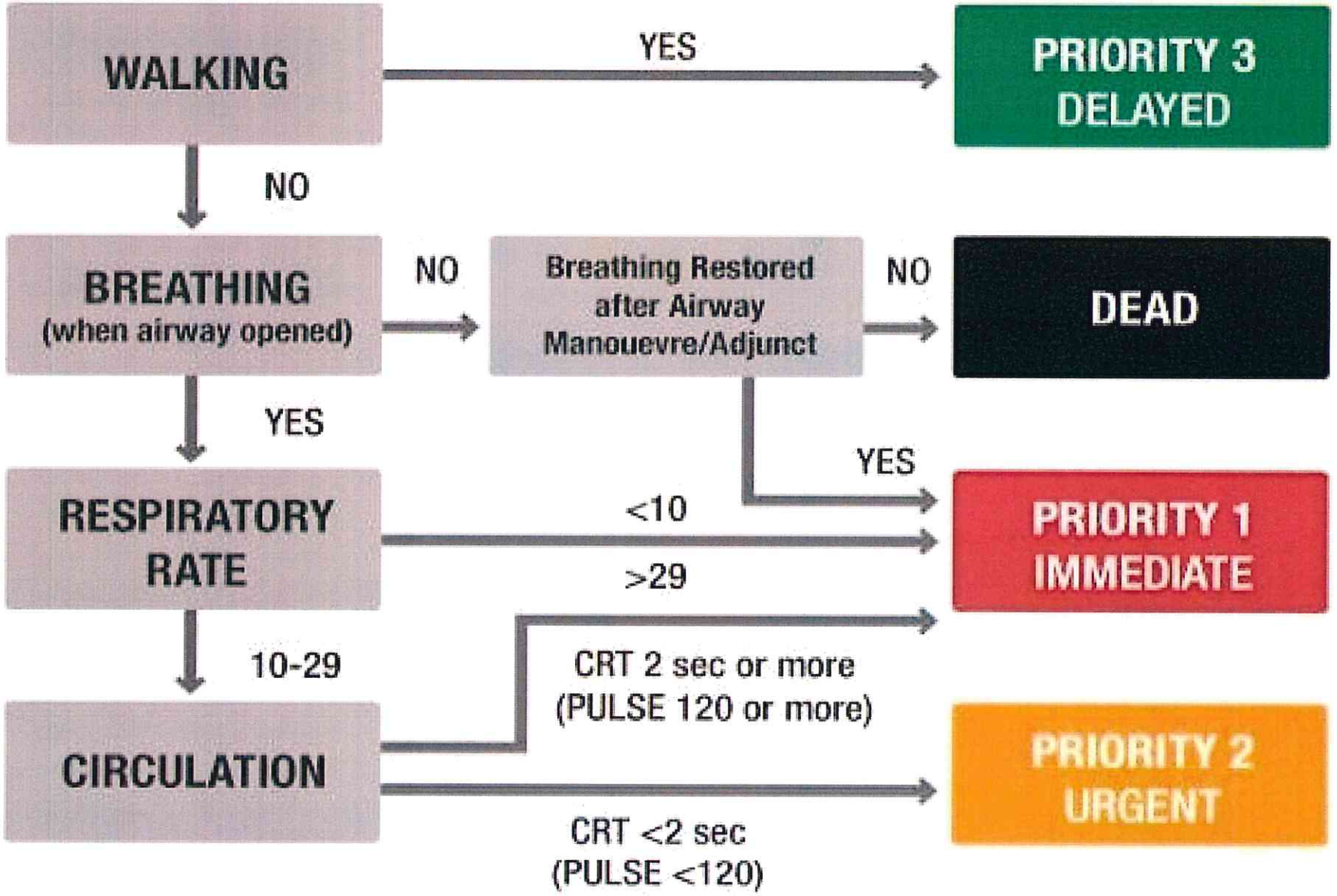
BUSD Safety Committee Meeting Sign In Sheet

Date: 9/18/18

	Name	School	Signature
1	Roger Farrell	BUSD	
2	TAWNY FERNANDEZ	TM	
3	Ann Peoples	MV	
4	Cora Colombe-Stuart	ECC	
5	Daniel Hoffman	MV	
6	Karina Martinez	Bellevue	
7	Maria Silva	KW	
8	Elvia Rodriguez	KW erodriguez-h24@Hotmail.com	
9	Jude DeDeo	District	
10	Nina Craig		
11	Carol Castro		
12			
13			
14			

16) Search & Rescue and Patient Triage instructions and materials

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

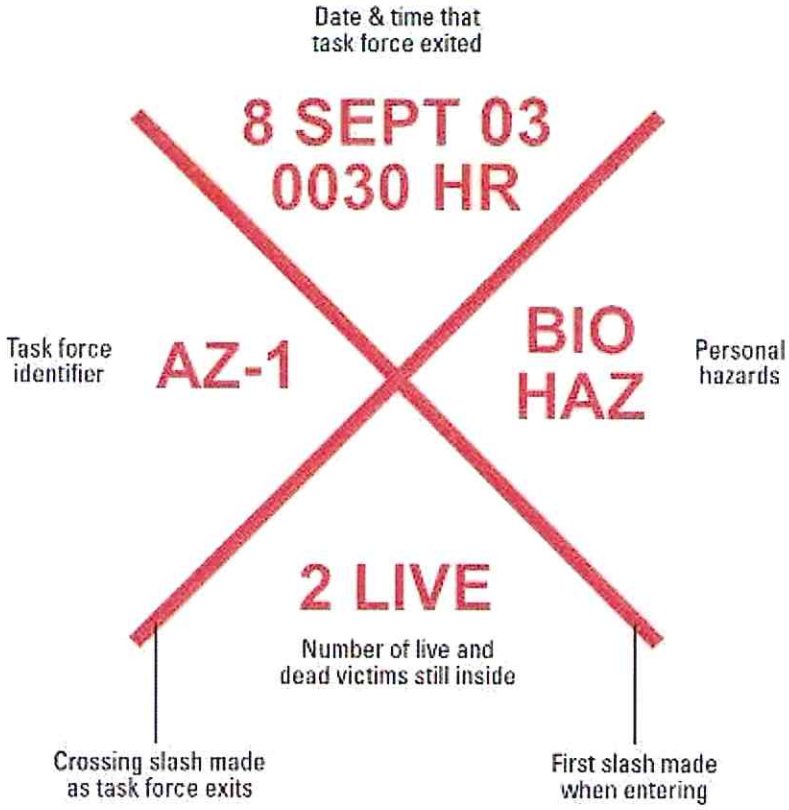
DEAD

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.

Urban Search & Rescue
Markings & Instructions



1. Before entering door - Diagonal line from top left to bottom right.
2. Date & Time Exited the area.
3. Personal Hazards found.
4. # of living or dead victims inside.
5. Identify who the Search & rescue team is.
6. Diagonal line from top right to bottom left.

MCI Hospital Capacity & Destination Form – SONOMA COUNTY

Hospital	1st Wave MCI Declared: ____ 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										
Sonoma West Medical Center (707) 829-4370	2	4	4										
Healdsburg District (707) 431-6301 No Helipad	2	4	4										
Sonoma Valley (707) 829-4370 No Helipad	2	4	8										
Hospitals													
Queen of the Valley Level 3 TC (707) 257-4038	3	4	8										
St Helena (707) 963-6425	2	4	8										
Other Hospitals													
Marin General Level 3 TC (No Helipad) (415) 925-7200	2	4	8										
UC Davis Level 1 TC (adult & ped) (916) 734-5669	4	4	8										
John Muir Level 2 TC (925) 939-5800	4	4	8										
Oakland Childrens Level 1 Pediatric (510) 428-3240	4	4	8										
Ukiah Valley Level 4 TC (707) 463-7330	2	4	4										
Kaiser San Rafael (415) 444-2400 No Helipad	2	4	8										
Novato Community (415) 209-1350 No Helipad	2	4	4										
Sutter Solano (707) 554-5210													
Kaiser Vallejo (707) 651-4910 No Helipad													

MCI Hospital Capacity & Destination Form – MENDOCINO COUNTY

Hospital	1st Wave MCI Declared: ____ Available / Sent			Poll #1 Time: ____ Available / Sent			Poll #2 Time: ____ Available / Sent			Final Total Available / Sent			Comments
	I	D	M	I	D	M	I	D	M	I	D	M	
Mendocino Hospitals													
Ukiah Valley Level 4 TC (707) 463-7330	2	4	4										
Howard Memorial Level 4 TC (707) 456-3050	2	4	4										
Mendocino Coast (707) 961-1234	2	4	4										
Sonoma Hospitals													
SR Memorial Level 2 TC (707) 525-5207	4	4	8										
Sutter Santa Rosa (707) 576-4040	2	4	8										
Kaiser Santa Rosa (707) 571-4800 No Helipad	4	14	8										
Healdsburg District (707) 431-6301 No Helipad	2	4	4										
Sonoma West Medical Center (707) 829-4370	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**

17) Assessment of Current Status of School Crime - Reference 2018/2019 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***

Bellevue Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
E-mail Address	ncraig@busd.org
Web Site	http://bellevue.busd.org/
CDS Code	49706156051585

District Contact Information	
District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	David Alexander
E-mail Address	dalexander@busd.org
Web Site	www.busd.org

School Description and Mission Statement (School Year 2018-19)

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 410 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses the new 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. School-wide, we have created a positive school community, that embraces all the components of a providing 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 14 regular education classroom teachers, a Principal, 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 3 Special Day Class Teachers, 1 Psychologist, and 2 Physical Education Teachers. Our support personnel include an Office Manager, an Office Assistant, a Bilingual Liaison, a part-time Nurse, 6 Special Education Instructional Assistants, a Library Media Technician, 1 Counselor, 4 Literacy Paraprofessionals, 2 Custodians, 2 Cafeteria staff, and 7 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 science club.

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 2017-18)

Grade Level	Number of Students
Kindergarten	73
Grade 1	51
Grade 2	53
Grade 3	43
Grade 4	68
Grade 5	37
Grade 6	62
Total Enrollment	387

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	0.0
Hispanic or Latino	91.0
Native Hawaiian or Pacific Islander	0.0
White	5.2
Socioeconomically Disadvantaged	87.9
English Learners	64.6
Students with Disabilities	14.2
Foster Youth	0.8

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	19	21	79
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
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	Poor	The safety audit survey performed by RESIG show that there are numerous potential hazards with our primary playground structure. Money has been budgeted for the replacement of the play structure.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 July	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	37.0	35.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	28.0	28.0	24.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	203	97.13	36.95
Male	107	104	97.20	30.77
Female	102	99	97.06	43.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	182	96.81	36.26
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	178	97.27	34.83
English Learners	166	161	96.99	36.65
Students with Disabilities	29	29	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	209	100	28.23
Male	107	107	100	30.84
Female	102	102	100	25.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	188	100	27.66
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	183	100	27.32
English Learners	166	166	100	27.71
Students with Disabilities	29	29	100	6.9
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	23.1	23.1

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.

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 2018-19)

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, Science Night, and Family Math. 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	2.0	0.7	4.8	3.0	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 was last updated in the spring of 2016 and approved by the School Board June 2016. 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.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	2		19	2	2		19	2	2	
1	16	1	2		24		2		24		2	
2	24		3		21	1	1		24		2	
3	24		2		19	1	3		17	1	1	
4	20	2	1		23		2		28		3	
5	24		3		27		2		29		1	
6	23	1	2		22	1	2		23	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,124,596	$2,001,658	$3,122,938	$72,220.25
District	N/A	N/A	$13,304,549	
Percent Difference: School Site and District	N/A	N/A	-124.0	1.7
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	199.2	-2.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Literacy Paraprofessional support in every classroom; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Library Media Technician; 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$48,064
Mid-Range Teacher Salary		$75,417
Highest Teacher Salary		$94,006
Average Principal Salary (Elementary)		$119,037
Average Principal Salary (Middle)		$123,140
Average Principal Salary (High)		$135,974
Superintendent Salary		$183,692
Percent of Budget for Teacher Salaries	27.0	36.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

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 on the API and AYP. The major improvement efforts this year have focused on implementation of writing in our language arts program including the use of literacy paraprofessionals in addition to training on data-driven instruction. 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 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.

Our TK-2 teachers participated in Positive Behavior Supports training.

Bellevue Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
E-mail Address	ncraig@busd.org
Web Site	http://bellevue.busd.org/
CDS Code	49706156051585

District Contact Information	
District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	David Alexander
E-mail Address	dalexander@busd.org
Web Site	www.busd.org

School Description and Mission Statement (School Year 2018-19)

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 410 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses the new 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. School-wide, we have created a positive school community, that embraces all the components of a providing 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 14 regular education classroom teachers, a Principal, 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 3 Special Day Class Teachers, 1 Psychologist, and 2 Physical Education Teachers. Our support personnel include an Office Manager, an Office Assistant, a Bilingual Liaison, a part-time Nurse, 6 Special Education Instructional Assistants, a Library Media Technician, 1 Counselor, 4 Literacy Paraprofessionals, 2 Custodians, 2 Cafeteria staff, and 7 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 science club.

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 2017-18)

Grade Level	Number of Students
Kindergarten	73
Grade 1	51
Grade 2	53
Grade 3	43
Grade 4	68
Grade 5	37
Grade 6	62
Total Enrollment	387

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	0.0
Hispanic or Latino	91.0
Native Hawaiian or Pacific Islander	0.0
White	5.2
Socioeconomically Disadvantaged	87.9
English Learners	64.6
Students with Disabilities	14.2
Foster Youth	0.8

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	19	21	79
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
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	Poor	The safety audit survey performed by RESIG show that there are numerous potential hazards with our primary playground structure. Money has been budgeted for the replacement of the play structure.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 July	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	37.0	35.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	28.0	28.0	24.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	203	97.13	36.95
Male	107	104	97.20	30.77
Female	102	99	97.06	43.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	182	96.81	36.26
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	178	97.27	34.83
English Learners	166	161	96.99	36.65
Students with Disabilities	29	29	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	209	100	28.23
Male	107	107	100	30.84
Female	102	102	100	25.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	188	100	27.66
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	183	100	27.32
English Learners	166	166	100	27.71
Students with Disabilities	29	29	100	6.9
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	23.1	23.1

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.

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 2018-19)

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, Science Night, and Family Math. 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	2.0	0.7	4.8	3.0	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 was last updated in the spring of 2016 and approved by the School Board June 2016. 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.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	2		19	2	2		19	2	2	
1	16	1	2		24		2		24		2	
2	24		3		21	1	1		24		2	
3	24		2		19	1	3		17	1	1	
4	20	2	1		23		2		28		3	
5	24		3		27		2		29		1	
6	23	1	2		22	1	2		23	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

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Types of Services Funded (Fiscal Year 2017-18)

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Literacy Paraprofessional support in every classroom; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Library Media Technician; 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
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Percent of Budget for Teacher Salaries	27.0	36.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

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 on the API and AYP. The major improvement efforts this year have focused on implementation of writing in our language arts program including the use of literacy paraprofessionals in addition to training on data-driven instruction. 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 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.

Our TK-2 teachers participated in Positive Behavior Supports training.

Primaria Bellevue
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2017-18
Publicado Durante el 2018-19

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 http://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE http://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.

Acceso al Internet
Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Sobre esta escuela

Información de Contacto (ciclo escolar 2018-19)

Información de Contacto Escolar	
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 escolar	http://bellevue.busd.org/
Código CDS	49706156051585

Información de Contacto Distrital	
Nombre del distrito	Distrito de la Unión Escolar Primaria 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 2018-19)

La Escuela Primaria Bellevue es una de las cuatro primarias de kínder-6º año del Distrito de la Unión Escolar Primaria Bellevue, ubicada en el bonito suroeste rural de Santa Rosa, California. Mantenemos unos altos estándares par todos nuestros 410 alumnos, tanto académica como socialmente. Nuestro personal trabajo colaborativamente para crear un ambiente académico y un programa educativo rico y riguroso que aborda las nuevas habilidades de aprendizaje del siglo 21 y los Estándares Básicos Comunes de California para atender las diferentes fortalezas y necesidades de los alumnos. A nivel escolar hemos creado una comunidad escolar positiva, que fomenta el uso de todos los componentes de proporcionar a nuestros alumnos y personal con un ambiente seguro, de apoyo y receptivo. La Escuela Bellevue cuenta con una numerosa familia, y el plantel es sede de muchos programas y salones que sirven a nuestros alumnos y sus familias, incluyendo: voluntarios AmeriCorps/CalSERVES que son tutores y mentores después de clases, y un programa de transición al kínder.

Nuestro personal incluye un total de 14 maestros certificados del salón, un director, 1 especialista logopeda en lenguaje y audición, 1 maestro de Programa Especialista de Recursos (RSP, por sus siglas en inglés), 3 maestros de clase de día especial,1 psicólogo escolar y 2 maestros de educación física. Nuestro personal de apoyo incluye un Gestor de Oficina, un Asistente de Oficina, un Enlace Bilingüe, un enfermero a media jornada, 6 auxiliares educativos de educación especial, un técnico de biblioteca y medios, 1 orientador, 4 auxiliares de instrucción de alfabetización, 2 conserjes, 2 miembros de personal de cafetería y 7 supervisores de alumnos. La Primaria Bellevue ofrece cuidado de niños antes y después de clases a través de AmeriCorps/CalSERVES, un Programa de intervención en horario extraescolar. Ofrecemos Reducción del tamaño de Clase (CSR, por sus siglas en inglés) con clases en los cursos de TK a 3o de 24 alumnos o menos. Ofrecemos programas extracurriculares como coro, baloncesto y club de ciencia.

La Escuela Primaria Bellevue está comprometida en crear un ambiente de aprendizaje desafiante donde los estudiantes buscan conocimiento a través de la investigación, están motivados para aprender y alcanzar metas académicas y de comportamiento. El personal hace conexiones con todos los estudiantes y padres y utiliza estas relaciones para lograr objetivos individuales y de toda la escuela.

Matriculación de Alumnos por Nivel de Año (ciclo escolar 2017-18)

Nivel de Año	Cantidad de Alumnos
Kínder	73
Primer año	51
Segundo año	53
Tercer año	43
Cuarto año	68
Quinto año	37
Sexto año	62
Matriculación total	387

Matriculación Estudiantil por Grupo (ciclo escolar 2017-18)

Grupo Estudiantil	Porcentaje de Matriculación Total
Afroamericanos	0.3
Nativos americanos/nativos de Alaska	0.0
Asiáticos	2.3
Filipinos	0.0
Hispanos o latinos	91.0
Isleños del pacífico/nativos de Hawái	0.0
Blancos	5.2
De escasos recursos económicos	87.9
Estudiantes del inglés	64.6
Alumnos con discapacidades	14.2
Jóvenes de crianza	0.8

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			Distrito
	2016-17	2017-18	2018-19	2018-19
Con certificación total	21	19	21	79
Sin certificación total	1	1	0	0
Que enseñan fuera de su área de competencia (con credencial completa)	0	0	0	0

Asignaciones incorrectas de maestros y puestos vacantes

Indicador	2016-17	2017-18	2018-19
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 2018-19)

Año y mes en los cuales se recopilaron los datos: Septiembre del 2015

Área del Currículo Básico	Libros de Texto y Materiales Docentes/ 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 TK, adoptado en el 2012-2013 McGraw-Hill Wonders, programa de lectura y artes lingüísticas adoptado en el 2013/2014 Voyager-Sopris Learning -Voyager Passport programa de artes lingüísticas para alumnos de Clase Especial de Día (SDC, por sus siglas en inglés) de 5o-6o, adoptado en el 2014-2015.	Sí	0
Matemáticas	McGraw-Hill My Math para alumnos de TK-5o, adoptado en el 2014/2015 McGraw-Hill Glencoe CA Math para alumnos de 6o curso, adoptado en el 2014/2015 McGraw-Hill SRA Number Worlds, programa de matemáticas para alumnos de Clase Especial de Día (SDC, por sus siglas en inglés) de 5o-6o, adoptado en el 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

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

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 clasificación general

Estado del Buen Reparo de Instalación Escolar (año más reciente) **Año y Mes Que Se Recopilaron Los Datos:** Julio de 2018		
Sistema Inspeccionado	**Estado de Reparo**	**Reparación Necesaria y Acción Tomada o Planeada**
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	**Buen**	
Interior: Superficies Interiores	**Buen**	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	**Buen**	
Eléctrico: Sistemas Eléctricos	**Buen**	
Baños/Bebederos: Baños, Lavamanos/Bebederos	**Buen**	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	**Buen**	
Estructuras: Daños Estructurales, Techos	**Buen**	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	**Buen**	La encuesta de auditoría de seguridad realizada por RESIG muestra que existen numerosos peligros potenciales con nuestra estructura primaria de juegos. El dinero ha sido presupuestado para el reemplazo de la estructura de juego.

Clasificación General de la Instalación (año más reciente)

Año y mes en que se recopilaron los datos: Julio de 2018	
Clasificación General	**Buen**

B. Resultados Estudiantiles

Prioridad Estatal: Logro Estudiantil

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

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de logro 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 logro 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 año

Materia	Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales (3er-8vo y 11vo año)					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Artes Lingüísticas del Inglés/Lectoescritura (3er-8vo y 11vo año)	41.0	37.0	35.0	35.0	48.0	50.0
Matemáticas (3er-8vo y 11vo año)	31.0	28.0	28.0	24.0	37.0	38.0

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: Los resultados de las pruebas de ELA y Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando 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 la 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
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	209	203	97.13	36.95
Masculinos	107	104	97.20	30.77
Femeninas	102	99	97.06	43.43
Afroamericanos	--	--	--	--
Asiático	--	--	--	--
Hispano o Latino	188	182	96.81	36.26
Blanco	--	--	--	--
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	183	178	97.27	34.83
Estudiantes del Inglés	166	161	96.99	36.65
Alumnos con Discapacidades	29	29	100.00	0.00
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen ELA incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	209	209	100	28.23
Masculinos	107	107	100	30.84
Femeninas	102	102	100	25.49
Afroamericanos	--	--	--	--
Asiático	--	--	--	--
Hispano o Latino	188	188	100	27.66
Blanco	--	--	--	--
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	183	183	100	27.32
Estudiantes del Inglés	166	166	100	27.71
Alumnos con Discapacidades	29	29	100	6.9
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto, octavo y décimo año

Materia	Porcentaje de Alumnos Cumpliendo o Superando La Meta Estatal					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Ciencia (5to, 8vo y 10mo año)	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Cajas con N/A no requieren datos.

Nota: Los datos de 2016-17 y 2017-18 no están disponibles. El Departamento de Educación de California (CDE, por sus siglas en inglés) está desarrollando una nueva evaluación de ciencia basado en las Normas de Ciencia de Próxima Generación para Escuelas Públicas de California (CA NGSS, por sus siglas en inglés). La Prueba de Ciencia de California (CAST, por sus siglas en inglés) inició su periodo de prueba en la primavera de 2017 y fue implementada en prueba en la primavera de 2018. El CAST será administrado de forma funcional durante el ciclo escolar 2018-19. El CAA para Ciencia fue probado en periodo de prueba por dos años (es decir, 2016-17 y 2017-18) y el CAA para Ciencia será implementado en prueba en 2018-19.

Nota: Los resultados de las pruebas de Ciencias incluyen la CAST y el CAA para Ciencia. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando la norma en la CAST más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 – Alterno) en la CAA de Ciencia dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

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 materias de inglés, matemáticas y educación física.

Resultados del Examen de Condición Física de California (ciclo escolar 2017-18)

Nivel de Año	Porcentaje de Alumnos Cumpliendo las Normas de Buena Condición Física		
	Cuatro de seis normas	Cinco de seis normas	Seis de seis normas
5	23.1	23.1	23.1

Nota: Puntuaciones no son publicadas cunado la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

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 escolar y cada sitio escolar.

Oportunidades para Participación de los Padres (ciclo escolar 2018-19)

Los padres juegan un papel importante en nuestra comunidad escolar y están formalmente involucrados a través de una gran variedad de oportunidades emocionantes. Celebramos los éxitos de los estudiantes e invitamos a los padres a asistir a las Asambleas de Premios mensuales, Concierto de Invierno, Espectáculo de Talentos, Feria de Ciencias, y Promoción de kínder y 6º año. Los padres también están invitados a asistir mensualmente al Café con el director, el "Día de lectura en todo Estados Unidos", la Noche de regreso a Clases, Visita Escolar y varias otras asambleas/eventos especiales y excursiones. Ofrecemos talleres para padres y eventos educativos nocturnos, como la Noche de alfabetización, la Noche de ciencias y Matemáticas familiares. Los padres participan en el gobierno y el apoyo de la Primaria Bellevue a través del servicio en nuestro Consejo Escolar, nuestra Organización de Padres y Maestros, el Comité Asesor del Idioma Inglés y el Control Local y la Planificación de la Responsabilidad. También se anima a los padres a ser voluntarios en nuestra escuela. Los padres pueden ayudar en los salones de clases y/o acompañar a los estudiantes en las excursiones. En la Escuela Primaria Bellevue valoramos nuestra comunidad de padres y disfrutamos trabajando juntos para beneficiar a nuestros estudiantes.

Prioridad Estatal: Entorno 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

Tasa	Escuela			Distrito			Estado		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensiones	1.9	2.0	0.7	4.8	3.0	2.7	3.7	3.7	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Plan de Seguridad Escolar (ciclo escolar 2018-19)

El plan de seguridad de nuestra escuela garantiza la seguridad de los estudiantes y el personal en caso de una emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y agencias externas para los 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. Simulacros de seguridad en toda la escuela se llevan a cabo mensualmente. El Plan Escolar se actualiza anualmente y se actualizó por última vez en la primavera de 2016 y fue aprobado por la Junta Escolar en junio de 2016. La Seguridad Escolar se discute en las reuniones del Consejo Escolar, las reuniones de la Organización de Padres y Maestros (PTO, por sus siglas en inglés) y durante las reuniones de personal certificado y clasificado. En la Escuela Bellevue creemos que la seguridad de los estudiantes es nuestra máxima prioridad.

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)

Nivel de año	2015-16				2016-17				2017-18			
	Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kínder	20	1	2		19	2	2		19	2	2	
1	16	1	2		24		2		24		2	
2	24		3		21	1	1		24		2	
3	24		2		19	1	3		17	1	1	
4	20	2	1		23		2		28		3	
5	24		3		27		2		29		1	
6	23	1	2		22	1	2		23	1	2	

Nota: 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.

Orientadores Académicos y Otro Personal Auxiliar (año escolar 2017-18)

Cargo	Cantidad de FTE Asignados a la Escuela	Cantidad Promedio de Alumnos por Orientador Académico
Orientador académico	0	n/a
Consejero (social/conductual o formación profesional)	1	N/A
Maestro/a de medios bibliotecarios (bibliotecario)	0	N/A
Personal de servicios bibliotecarios (auxiliar docente)	.75	N/A
Psicólogo/a	.50	N/A
Trabajador/a social	0	N/A
Enfermera/o	.20	N/A
Especialista en problemas de audición/lenguaje/habla	.50	N/A
Especialista de recursos	1	N/A
Otro	0	N/A

Nota: Cajas con N/A no requieren datos.

*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 2016-17)

Nivel	Gastos por Alumno			Sueldo Promedio Docente
	Total	Suplementario/ Limitado	Básico/ Ilimitado	
Sitio escolar	$5,124,596	$2,001,658	$3,122,938	$72,220.25
Distrito	N/A	N/A	$13,304,549	
Diferencia porcentual: escuela y distrito	N/A	N/A	-124.0	1.7
Estado	N/A	N/A	$7,125	$76,046
Diferencia porcentual: escuela y estado	N/A	N/A	199.2	-2.7

Nota: Cajas con N/A no requieren datos.

El Departamento de Educación de California ofreció orientación a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos por alumno a nivel escolar que serán reportados en las boletas de calificación de 2018-19.

Tipos de Servicios Financiados (año fiscal 2017-18)

La Escuela Primaria Bellevue 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 de Día Especial; Apoyo de Auxiliares de Instrucción de alfabetización en todos los salones de clases; Especialista en habla, lenguaje y audición; Psicólogo; Consejero; Enfermera; Técnico de Medios de Biblioteca; Auxiliar de instrucción de Kínder de Transición (TK, por sus siglas en inglés); Asistentes de instrucción de educación especial; y maestros de educación física. Además, los instructores individuales y consejeros de CalSERVES y AmeriCorps sirven en nuestros salones de clases como instructores individuales de instrucción y personal de apoyo después de la escuela.

Sueldos Administrativos y Docentes (Año Fiscal 2016-17)

Categoría	Cantidad del Distrito	Promedio Estatal para Distritos en la Misma Categoría
Sueldo de maestro principiante		$48,064
Sueldo de maestro en el nivel intermedio		$75,417
Sueldo de maestro en el nivel superior		$94,006
Sueldo promedio de director (primaria)		$119,037
Sueldo promedio de director (secundaria)		$123,140
Sueldo promedio de director (preparatoria)		$135,974
Sueldo de superintendente		$183,692
Porcentaje del presupuesto correspondiente a los sueldos de maestros	27.0	36.0
Porcentaje del presupuesto correspondiente a los sueldos administrativos	4.0	6.0

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

Formación Profesional (tres años más recientes)

La continua formación profesional es una parte sumamente importante del mejoramiento de nuestro programa escolar. El distrito escolar y nuestra escuela Bellevue brindan formación profesional enfocada para elevar el desempeño estudiantil en el Índice de Rendimiento Académico (API, por sus siglas en inglés) y en el Progreso Anual Adecuado (AYP, por sus siglas en inglés). Los mayores esfuerzos de mejoramiento este año se han enfocado en la implementación de escritura en nuestro programa de artes lingüísticas incluyendo el uso de auxiliares de instrucción de alfabetización además de capacitación sobre instrucción basada en datos. Un 100% de los maestros en nuestra escuela han participado en capacitación avanzada diseñada para promover habilidades específicas o información relacionada a estas prioridades y objetivos escolares. Nuestro distrito ofrece capacitación individualizada a través del uso de un maestro consultor y tiempo para observar en otros salones de clase para que los maestros reciban capacitación profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen semanalmente en Comunidades Profesionales de Aprendizaje (PLC, por sus siglas en inglés) y durante tiempo de colaboración para analizar los datos de los alumnos, planear la instrucción y evaluar el aprendizaje estudiantil. La tecnología se utiliza ampliamente para desagregar y analizar los datos de los estudiantes para guiar la instrucción.

Nuestros maestros de kínder de transición (TK) a 2 año participaron en la capacitación de Apoyos de Comportamiento Positivo.

Meadow View Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Meadow View Elementary School
Street	2665 Dutton Meadow
City, State, Zip	Santa Rosa, California 95407
Phone Number	(707) 541-3715
Principal	Daniel Hoffman
E-mail Address	dhoffman@busd.org
Web Site	http://meadowview.busd.org/
CDS Code	49706156115695

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

School Description and Mission Statement (School Year 2018-19)

Meadow View Elementary is a school with a vision of continued excellence in meeting the needs of the students it serves academically, emotionally and physically in a very positive and 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 stated mission is to build a welcoming, local school that supports the needs of the community while emphasizing student achievement. The staff is dedicated to encouraging the students to become socially productive young people who place value on education, who promote common ideals, who maintain high standards of ethics, and who recognize the need for continuing development in all aspects of their character and personal growth.

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 420 students. 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 2017-18)

Grade Level	Number of Students
Kindergarten	70
Grade 1	65
Grade 2	75
Grade 3	53
Grade 4	75
Grade 5	56
Grade 6	64
Total Enrollment	458

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	4.1
Filipino	0.2
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.2
White	6.8
Socioeconomically Disadvantaged	83.4
English Learners	63.8
Students with Disabilities	13.1
Foster Youth	0.2

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	22	20	79
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	2

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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 McGraw-Hill Flex Core Replacement language arts program for grades 4-6, adopted 2015-2016 Voyager Passport, K-2 SDC, adopted 2014-2015	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 July		
System Inspected	**Repair Status**	**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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 July	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	32.0	35.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	16.0	28.0	24.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	244	97.99	32.38
Male	148	145	97.97	27.59
Female	101	99	98.02	39.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	23.08
Hispanic or Latino	213	209	98.12	30.62
White	15	15	100.00	53.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	196	97.51	32.65
English Learners	193	190	98.45	31.05
Students with Disabilities	35	34	97.14	8.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	247	99.2	15.79
Male	148	146	98.65	16.44
Female	101	101	100	14.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	30.77
Hispanic or Latino	213	212	99.53	14.62
White	15	15	100	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	199	99	14.07
English Learners	193	193	100	16.58
Students with Disabilities	35	34	97.14	8.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.1	16.7	18.5

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.

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 2018-19)

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 Teacher Association 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. Our community can also attend fun evening events such as, "Design Your Dreams" night, "Food Fest," Science Fairs and sporting events.

Parents are also encouraged to volunteer at our school. Parents can assist in the classrooms, or accompany students on field trips. At Meadow View School we value our parents and community and enjoy working together to benefit our students.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.5	2.9	2.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 was last updated in the spring of 2018 and approved by the School Board August 2018. School Safety is discussed at the School Site Council meetings, PTA meetings, and during Certificated and Classified staff meetings. At Meadow View School we believe that student safety is our highest priority.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	3		24		3		19	1	3	
1	21		3		24		2		21	1	2	
2	22	1	3		21		3		24		3	
3	22		2		22		3		20	1	1	
4	25		2		22		2		28		3	
5	26		2		28		2		18	1	2	
6	29		2		22	1	2		23	1	2	
Other					19	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,578,981	$2,179,140	$3,399,841	$69,043
District	N/A	N/A	$13,304,549	
Percent Difference: School Site and District	N/A	N/A	-118.6	-2.8
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	199.2	-7.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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; Media Center Specialist; Special Education Aide; PE teachers for K-6. Literacy Paraprofessionals in each class support instruction in English/Language Arts.

Meadow View has an extended-day Kindergarten program designed to meet the personal social growth and academic needs of our newest students. While the AmeriCorps/Cool School Program provides after-school academic remediation with a strong homework component, Literacy Tutors is a student push-in program providing language arts and reading support. Both programs utilize university students trained to provide these services in conjunction with local and federal grants.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$48,064
Mid-Range Teacher Salary		$75,417
Highest Teacher Salary		$94,006
Average Principal Salary (Elementary)		$119,037
Average Principal Salary (Middle)		$123,140
Average Principal Salary (High)		$135,974
Superintendent Salary		$183,692
Percent of Budget for Teacher Salaries	27.0	36.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

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 implementation of writing in our language arts program including the use of literacy paraprofessionals in addition to training on data-driven instruction. 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 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 and training is provided this year on the use of our data management system.

Primaria Meadow View
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2017-18
Publicado Durante el 2018-19

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 http://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE http://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.

Acceso al Internet
Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Sobre esta escuela

Información de Contacto (ciclo escolar 2018-19)

Información de Contacto Escolar	
Nombre de la escuela	Primaria Meadow View
Dirección	2665 Dutton Meadow
Ciudad, estado, código postal	Santa Rosa, California 95407
Teléfono	(707) 541-3715
Director	Daniel Hoffman
Correo electrónico	dhoffman@busd.org
Sitio web escolar	http://meadowview.busd.org/
Código CDS	49706156115695

Información de Contacto Distrital	
Nombre del distrito	Distrito de la Unión Escolar Primaria 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 2018-19)

La Primaria Meadow View es una escuela con una visión de la continua excelencia en la satisfacción de las necesidades de los alumnos a los que sirve académicamente, emocionalmente y físicamente en un entorno escolar sumamente positivo y seguro apoyado por el plan de seguridad de nuestra escolar. Existe una convicción firme que todos los alumnos pueden aprender y una vez identificadas las virtudes individuales, somos responsables de ofrecer oportunidades para que nuestros alumnos sean exitosos y así aprender a confiar en sí mismos y a desarrollar auto-estima. Este año nos estamos enfocando en programas innovadores de alfabetización temprana y tecnología. También estamos participando en el desarrollo de normas de contenido y desempeño a nivel de materia en artes lingüísticas y matemáticas.

La misión declarada de la Primaria Meadow View es establecer una calida escuela local que apoye las necesidades de la comunidad mientras enfatiza el desempeño de los alumnos. El personal se dedica a alentar a los alumnos a convertirse en jóvenes socialmente productivos quienes valoran la educación, promueven ideales comunes, quienes mantienen altas normas de éticas y quienes reconocen la necesidad del continuo desarrollo en todos los aspectos de su carácter y crecimiento personal.

Todos los maestros están totalmente certificados y muchos cuentan con títulos avanzados. Todo el persona se dedica a enriquecer al niño completo mediante un currículo básico de alta calidad. Los alumnos con necesidades especiales tienen acceso total al currículo básico. El currículo se alinea con los Estándares Básicos Comunes Estatales.

La Escuela Meadow View es una primaria de kínder a 6º año, ubicada en el suroeste rural de Santa Rosa. Contamos con aproximadamente 420 alumnos. La mayor parte de nuestros alumnos viven a una milla o más de distancia, y son trasladados a la escuela y de regreso en autobús. El español es el primer idioma para la mayor parte de nuestros alumnos. La Escuela Meadow View cuenta con una numerosa familia, y el plantel es sede de muchos programas y salones que sirven a nuestros alumnos y sus familias, incluyendo voluntarios de AmeriCorps/CalSERVES que ayudan haciendo de tutores y maestros después de clases.

Matriculación de Alumnos por Nivel de Año (ciclo escolar 2017-18)

Nivel de Año	Cantidad de Alumnos
Kínder	70
Primer año	65
Segundo año	75
Tercer año	53
Cuarto año	75
Quinto año	56
Sexto año	64
Matriculación total	458

Matriculación Estudiantil por Grupo (ciclo escolar 2017-18)

Grupo Estudiantil	Porcentaje de Matriculación Total
Afroamericanos	1.1
Nativos americanos/nativos de Alaska	0.9
Asiáticos	4.1
Filipinos	0.2
Hispanos o latinos	85.8
Isleños del pacífico/nativos de Hawái	0.2
Blancos	6.8
De escasos recursos económicos	83.4
Estudiantes del inglés	63.8
Alumnos con discapacidades	13.1
Jóvenes de crianza	0.2

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			Distrito
	2016-17	2017-18	2018-19	2018-19
Con certificación total	22	22	20	79
Sin certificación total	1	1	0	0
Que enseñan fuera de su área de competencia (con credencial completa)	0	0	0	0

Asignaciones incorrectas de maestros y puestos vacantes

Indicador	2016-17	2017-18	2018-19
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	2

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 2018-19)

Año y mes en los cuales se recopilaron los datos: Septiembre del 2015

Área del Currículo Básico	Libros de Texto y Materiales Docentes/ 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 TK, adoptado en el 2012-2013 McGraw-Hill Wonders, adoptado en el 2013/2014 McGraw-Hill programa de artes lingüísticas Flex Core Replacement para los cursos de 4o a 6o, adoptado en el 2015-2016 Voyager Passport Language Arts, 5o-6o SDC, adoptado en el 2014-2015.	Sí	0
Matemáticas	McGraw-Hill My Math TK-5o, adoptado en el 2014/2015 McGraw-Hill Glencoe CA Math 6o curso, adoptado en el 2014/2015 McGraw-Hill SRA Number Worlds SDC 5o-6o, adoptado en el 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

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

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 clasificación general

Estado del Buen Reparo de Instalación Escolar (año más reciente) **Año y Mes Que Se Recopilaron Los Datos:** Julio de 2018		
Sistema Inspeccionado	**Estado de Reparo**	**Reparación Necesaria y Acción Tomada o Planeada**
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	**Buen**	
Interior: Superficies Interiores	**Buen**	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	**Buen**	
Eléctrico: Sistemas Eléctricos	**Buen**	
Baños/Bebederos: Baños, Lavamanos/Bebederos	**Buen**	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	**Buen**	
Estructuras: Daños Estructurales, Techos	**Buen**	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	**Buen**	

Clasificación General de la Instalación (año más reciente)

Año y mes en que se recopilaron los datos: Julio de 2018	
Clasificación General	**Ejemplar**

B. Resultados Estudiantiles

Prioridad Estatal: Logro Estudiantil

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

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de logro 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 logro 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 año

Materia	Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales (3er-8vo y 11vo año)					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Artes Lingüísticas del Inglés/Lectoescritura (3er-8vo y 11vo año)	29.0	32.0	35.0	35.0	48.0	50.0
Matemáticas (3er-8vo y 11vo año)	24.0	16.0	28.0	24.0	37.0	38.0

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: Los resultados de las pruebas de ELA y Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando 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 la 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
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	249	244	97.99	32.38
Masculinos	148	145	97.97	27.59
Femeninas	101	99	98.02	39.39
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	13	13	100.00	23.08
Hispano o Latino	213	209	98.12	30.62
Blanco	15	15	100.00	53.33
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	201	196	97.51	32.65
Estudiantes del Inglés	193	190	98.45	31.05
Alumnos con Discapacidades	35	34	97.14	8.82
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen ELA incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	249	247	99.2	15.79
Masculinos	148	146	98.65	16.44
Femeninas	101	101	100	14.85
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	13	13	100	30.77
Hispano o Latino	213	212	99.53	14.62
Blanco	15	15	100	20
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	201	199	99	14.07
Estudiantes del Inglés	193	193	100	16.58
Alumnos con Discapacidades	35	34	97.14	8.82
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto, octavo y décimo año

Materia	Porcentaje de Alumnos Cumpliendo o Superando La Meta Estatal					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Ciencia (5to, 8vo y 10mo año)	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Cajas con N/A no requieren datos.

Nota: Los datos de 2016-17 y 2017-18 no están disponibles. El Departamento de Educación de California (CDE, por sus siglas en inglés) está desarrollando una nueva evaluación de ciencia basado en las Normas de Ciencia de Próxima Generación para Escuelas Públicas de California (CA NGSS, por sus siglas en inglés). La Prueba de Ciencia de California (CAST, por sus siglas en inglés) inició su periodo de prueba en la primavera de 2017 y fue implementada en prueba en la primavera de 2018. El CAST será administrado de forma funcional durante el ciclo escolar 2018-19. El CAA para Ciencia fue probado en periodo de prueba por dos años (es decir, 2016-17 y 2017-18) y el CAA para Ciencia será implementado en prueba en 2018-19.

Nota: Los resultados de las pruebas de Ciencias incluyen la CAST y el CAA para Ciencia. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando la norma en la CAST más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 – Alterno) en la CAA de Ciencia dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

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 materias de inglés, matemáticas y educación física.

Resultados del Examen de Condición Física de California (ciclo escolar 2017-18)

Nivel de Año	Porcentaje de Alumnos Cumpliendo las Normas de Buena Condición Física		
	Cuatro de seis normas	Cinco de seis normas	Seis de seis normas
5	24.1	16.7	18.5

Nota: Puntuaciones no son publicadas cunado la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

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 escolar y cada sitio escolar.

Oportunidades para Participación de los Padres (ciclo escolar 2018-19)

Los padres desempeñan un papel importante en nuestra comunidad escolar y están involucrados formalmente a través del Consejo del Sitio Escolar, el Consejo Asesor para Estudiantes del Inglés, el Plan de Contabilidad y Control Local, la Asociación de Padres y Maestros y la participación en las reuniones del Municipio. Ofrecemos eventos educativos nocturnos como Noche de Alfabetización, Noches de Matemáticas, Noches de Películas, Actuaciones de Coro, Noche de Regreso a la Escuela y Visita Escolar. Nuestra comunidad también puede asistir a eventos nocturnos divertidos como "Diseño de Sus Sueños" , "Festival de Comida", Ferias de Ciencia y eventos deportivos.

Se alienta a los padres a hacer de voluntarios en la escuela. Los padres pueden asistir en los salones de clase, o acompañar a los alumnos en excursiones. En la Escuela Meadow View valoramos nuestros padres y comunidad y disfrutamos juntos para beneficiar a nuestros alumnos.

Prioridad Estatal: Entorno 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

Tasa	Escuela			Distrito			Estado		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensiones	3.5	2.9	2.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Plan de Seguridad Escolar (ciclo escolar 2018-19)

El plan de seguridad de nuestra escuela garantiza la seguridad de los alumnos y el personal en caso de una emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y agencias externas para los servicios de apoyo continuo a través de una red sólida de servicios de comunicación de la ciudad, el condado, el estado y el gobierno federal. Simulacros de seguridad en toda la escuela se llevan a cabo mensualmente. El Plan Escolar de Seguridad se actualiza anualmente y se actualizó por última vez en la primavera de 2018 y fue aprobado por la Junta Escolar en agosto de 2018. La Seguridad Escolar se discute en las reuniones del Consejo Escolar, las reuniones de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés) y durante las reuniones de personal certificado y clasificado. En la Escuela Meadow View creemos que la seguridad de los estudiantes es nuestra máxima prioridad.

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)

Nivel de año	2015-16				2016-17				2017-18			
	Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kínder	19	1	3		24		3		19	1	3	
1	21		3		24		2		21	1	2	
2	22	1	3		21		3		24		3	
3	22		2		22		3		20	1	1	
4	25		2		22		2		28		3	
5	26		2		28		2		18	1	2	
6	29		2		22	1	2		23	1	2	
Otro					19	1	1					

Nota: 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.

Orientadores Académicos y Otro Personal Auxiliar (año escolar 2017-18)

Cargo	Cantidad de FTE Asignados a la Escuela	Cantidad Promedio de Alumnos por Orientador Académico
Orientador académico	0	
Consejero (social/conductual o formación profesional)	.5	N/A
Maestro/a de medios bibliotecarios (bibliotecario)	0	N/A
Personal de servicios bibliotecarios (auxiliar docente)	0	N/A
Psicólogo/a	.50	N/A
Trabajador/a social	0	N/A
Enfermera/o	.20	N/A
Especialista en problemas de audición/lenguaje/habla	.50	N/A
Especialista de recursos	1.5	N/A
Otro	0	N/A

Nota: Cajas con N/A no requieren datos.

*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 2016-17)

Nivel	Gastos por Alumno			Sueldo Promedio Docente
	Total	Suplementario/ Limitado	Básico/ Ilimitado	
Sitio escolar	$5,578,981	$2,179,140	$3,399,841	$69,043
Distrito	N/A	N/A	$13,304,549	
Diferencia porcentual: escuela y distrito	N/A	N/A	-118.6	-2.8
Estado	N/A	N/A	$7,125	$76,046
Diferencia porcentual: escuela y estado	N/A	N/A	199.2	-7.2

Nota: Cajas con N/A no requieren datos.

El Departamento de Educación de California ofreció orientación a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos por alumno a nivel escolar que serán reportados en las boletas de calificación de 2018-19.

Tipos de Servicios Financiados (año fiscal 2017-18)

La Escuela Meadow View cuenta proporciona a los alumnos los siguiente servicios para apoyar y mejorar la instrucción de clase: Maestro Especialista de Recursos; maestro de Clase de Día Especial; Capacitador de Apoyo Académico; Especialista logopeda, lenguaje y oída; psicólogo escolar; orientador; enfermero; Técnico de Medios; auxiliar de educación especial; maestros de Educación Física (PE, por sus siglas en inglés) para los cursos de K a 6to. Auxiliares de Instrucción de alfabetización en cada salón apoyan la enseñanza de inglés/artes lingüísticas .

La Escuela Meadow View cuenta con un programa de kínder de día prolongado diseñado para satisfacer las necesidades académicas y de crecimiento social de nuestros alumnos más pequeños. Mientras que el programa AmeriCorps/Cool School ofrece recuperación académica extracurricular con un firme componente de tarea, Literacy Tutors es un programa de extracción de alumnos que ofrece apoyo con artes lingüísticas y lectura. Ambos programas hacen uso de universitarios para proporcionar estos servicios en conjunto con subvenciones locales y federales.

Sueldos Administrativos y Docentes (Año Fiscal 2016-17)

Categoría	Cantidad del Distrito	Promedio Estatal para Distritos en la Misma Categoría
Sueldo de maestro principiante		$48,064
Sueldo de maestro en el nivel intermedio		$75,417
Sueldo de maestro en el nivel superior		$94,006
Sueldo promedio de director (primaria)		$119,037
Sueldo promedio de director (secundaria)		$123,140
Sueldo promedio de director (preparatoria)		$135,974
Sueldo de superintendente		$183,692
Porcentaje del presupuesto correspondiente a los sueldos de maestros	27.0	36.0
Porcentaje del presupuesto correspondiente a los sueldos administrativos	4.0	6.0

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

Formación Profesional (tres años más recientes)

La continua formación profesional es una parte sumamente importante del mejoramiento de nuestro programa escolar. Nuestro distrito escolar invierte mucho en desarrollo profesional y como resultado nuestros alumnos reciben una instrucción excelente. El distrito escolar y nuestra escuela Meadow View brindan formación profesional enfocada para elevar el desempeño estudiantil en Evaluación de Desempeño y Progreso Estudiantil de California (CAASPP, por sus siglas en inglés). Los mayores esfuerzos de mejoramiento este año se han enfocado en la implementación de escritura en nuestro programa de artes lingüísticas incluyendo el uso de paraprofesionales de alfabetización además de capacitación sobre instrucción basada en datos. Un 100% de los maestros en nuestra escuela han participado en capacitación avanzada diseñada para promover habilidades específicas o información relacionada a estas prioridades y objetivos escolares. Nuestro distrito ofrece coaching individualizado a través del uso de un maestro consultor y tiempo para observar en otros salones de clase para que los maestros reciban desarrollo profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen semanalmente en Comunidades Profesionales de Aprendizaje (PLC, por sus siglas en inglés) y durante tiempo de colaboración para analizar los datos de los alumnos, planear la instrucción y evaluar el aprendizaje estudiantil. Se usan las tecnologías de forma extensiva para desagregar y analizar los datos estudiantiles a fin de orientar la instrucción y se ofrece capacitación este año sobre el uso de nuestro sistema de gestión de datos.

Kawana Springs Elementary
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Carolina Castro Ballard
E-mail Address	ccastroballard@busd.org
Web Site	http://kawana.busd.org
CDS Code	49706156051593

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

School Description and Mission Statement (School Year 2018-19)

Kawana Springs Elementary is a TK-6 elementary school, located in the rural southwest of Santa Rosa. Kawana Springs has a Spanish Dual Immersion program in grades K-2, and will add a consecutive grade level each year until the entire school is Dual Immersion. We have approximately 350 students. Most of our students live one or more miles away, and walk or are transported to and from school by bus. Spanish is the primary language of many of our students, and English only students also attend Kawana in the Dual Immersion program and traditional English program. Kawana has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: more than 15 AmeriCorp/CalSERVES volunteers serving as tutors and after school teachers, two county special education classrooms, and more.

Our school staff includes a total of 16 credentialed classroom teachers, a principal, and the following support personnel: 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 1 Special Day Class Teacher, 2 Physical Education Teachers and 1 part-time Nurse. We also have 4 Special Education Aides, 1 Technology Technician, a parent Liaison, 2 Literacy paraprofessionals, and office, custodial, and cafeteria personnel. District support personnel available to the school include: 1 Student Services Director, 1 School Psychologist, and 1 Director of Information and Technology.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	43
Grade 1	48
Grade 2	43
Grade 3	62
Grade 4	45
Grade 5	46
Grade 6	68
Total Enrollment	355

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.0
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.0
White	6.5
Socioeconomically Disadvantaged	88.7
English Learners	57.2
Students with Disabilities	9.0
Foster Youth	0.8

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	17	17	79
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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/1st McGraw-Hill Flex Core Replacement language arts program for grades 4-6, adopted 2015-2016 Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015.	Yes	0
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015 Matematicas/Spanish Version Version of My Math McGraw-Hill Glencoe CA Math Grade 6, adopted 2014/2015 McGraw-Hill SRA Number Worlds SDC Grades 5-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 July	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	33.0	35.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	24.0	28.0	24.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	217	216	99.54	32.87
Male	97	96	98.97	27.08
Female	120	120	100.00	37.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	188	100.00	32.98
White	16	15	93.75	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	32.47
English Learners	158	158	100.00	31.01
Students with Disabilities	22	21	95.45	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	217	215	99.08	23.72
Male	97	96	98.97	22.92
Female	120	119	99.17	24.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	188	187	99.47	24.06
White	16	15	93.75	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	193	98.97	23.83
English Learners	158	158	100	23.42
Students with Disabilities	22	21	95.45	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.3	20.9	32.6

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.

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 2018-19)

Parents play an important role in our school community and are formally involved in Kawana Springs Elementary through its School Site Councill/English Language Advisory Committee, District English Language Advisory Committee, District Focus on the Future Committee, District Safety Committee, the Parent Group, and the LCAP Superintendent Advisory 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, Parent Group activities, Holiday performances, the Spring Fling Dance, and the Cougarfest and Barbeque. Kawana Springs encourages volunteers in all areas.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.0	1.4	0.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 was last updated in 2017 and approved by the School Board June 2017.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	2		14	4			22		2	
1	24		3		23		2		24		2	
2	17	3			22		3		22	1	1	
3	24		2		22		2		21	1	2	
4	26		2		26		2		30		1	
5	29		2		26		2		28		2	
6	22	1	2		24	1	2		24	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,790,663	$1,871,225	$2,919,438	$72,069
District	N/A	N/A	$13,304,549	
Percent Difference: School Site and District	N/A	N/A	-128.0	1.5
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	199.1	-2.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Kawana Springs is fortunate to have the following support personnel. We have Instructional Aides in SDC. We also have literacy paraprofessionals working in each K-2 classroom supporting Spanish literacy instruction. In addition, Kawana has one part-time Speech teacher, 1 SDC Teacher, and 1 RSP Teacher. We receive Title I, SIP, and Special Education funding to support our instructional aides and teachers.

We also have several grants which fund our one to one tutoring program and "Cool School," our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.
Federal funds have allowed us to purchase a school wide independent reading program, Accelerated Reader.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$48,064
Mid-Range Teacher Salary		$75,417
Highest Teacher Salary		$94,006
Average Principal Salary (Elementary)		$119,037
Average Principal Salary (Middle)		$123,140
Average Principal Salary (High)		$135,974
Superintendent Salary		$183,692
Percent of Budget for Teacher Salaries	27.0	36.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

Ongoing professional development is an important part of improving our school program. The school district and Kawana Springs School provide professional development targeted to raise student performance on the API and AYP. 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 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 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.

Escuela Primaria Kawana Springs
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2017-18
Publicado Durante el 2018-19

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 http://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE http://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.

Acceso al Internet
Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Sobre esta escuela

Información de Contacto (ciclo escolar 2018-19)

Información de Contacto Escolar	
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	Carolina Castro Ballard
Correo electrónico	ccastroballard@busd.org
Sitio web escolar	http://kawana.busd.org
Código CDS	49706156051593

Información de Contacto Distrital	
Nombre del distrito	Distrito de la Unión Escolar Primaria 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 2018-19)

La Escuela Primaria Kawana Springs es una primaria de kínder de transición (TK, por sus siglas en inglés)-6º año, ubicada en el suroeste rural de Santa Rosa. Kawana Springs tiene un programa de doble inmersión en español en los niveles de K-2º año, y agregará un nivel de año consecutivo cada año hasta que toda la escuela sea de doble inmersión

Contamos con aproximadamente 350 alumnos. La mayor parte de nuestros alumnos viven a una milla o más de distancia, y caminan o son trasladados a la escuela y de regreso en autobús. El español es el primer idioma para muchos de nuestros alumnos y los estudiantes que solo hablan inglés también asisten a Kawana en el programa de inmersión dual y en el programa de inglés tradicional.. La Escuela Kawana cuenta con una numerosa familia, y el plantel es sede de muchos programas y salones que sirven a nuestros alumnos y sus familias, incluyendo: más de 15 voluntarios AmeriCorps/CalSERVES que son tutores y maestros después de clases, dos salones de educación especial del condado y más.

Nuestro personal incluye un total de 16 maestros certificados del salón, un director, y el siguiente personal auxiliar: 1 especialista del habla, lenguaje y audición, 1 maestro de Programa Especialista de Recursos (RSP, por sus siglas en inglés), 1 maestro de clase especial diurna, 2 maestros de educación física y una enfermera de medio tiempo. También contamos con 4 asistentes de educación especial, 1 técnico de tecnología, un enlace para padres, 2 paraprofesionales de lectoescritura, un personal administrativo, de conserjes y cafetería. El personal auxiliar del distrito disponible a la escuela incluye: 1 director de servicios estudiantiles, 1 Director de Servicios Estudiantiles, 1 psicólogo escolar y 1 director de información y tecnología.

Matriculación de Alumnos por Nivel de Año (ciclo escolar 2017-18)

Nivel de Año	Cantidad de Alumnos
Kínder	43
Primer año	48
Segundo año	43
Tercer año	62
Cuarto año	45
Quinto año	46
Sexto año	68
Matriculación total	355

Matriculación Estudiantil por Grupo (ciclo escolar 2017-18)

Grupo Estudiantil	Porcentaje de Matriculación Total
Afroamericanos	1.7
Nativos americanos/nativos de Alaska	0.3
Asiáticos	1.1
Filipinos	0.0
Hispanos o latinos	87.9
Isleños del pacífico/nativos de Hawái	0.0
Blancos	6.5
De escasos recursos económicos	88.7
Estudiantes del inglés	57.2
Alumnos con discapacidades	9.0
Jóvenes de crianza	0.8

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			Distrito
	2016-17	2017-18	2018-19	2018-19
Con certificación total	21	17	17	79
Sin certificación total	0	1	0	0
Que enseñan fuera de su área de competencia (con credencial completa)	0	0	0	0

Asignaciones incorrectas de maestros y puestos vacantes

Indicador	2016-17	2017-18	2018-19
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 2018-19)

Año y mes en los cuales se recopilaron los datos: Septiembre del 2015

Área del Currículo Básico	Libros de Texto y Materiales Docentes/ 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 TK, adoptado en el 2012-2013 McGraw-Hill Wonders, adoptado en el 2013/2014 Maravillas/ Spanish Version of Wonders Kínder/1o McGraw-Hill programa de artes lingüísticas Flex Core Replacement para los cursos de 4o a 6o, adoptado en el 2015-2016 Voyager Passport Language Arts, 5o-6o SDC, adoptado en el 2014-2015.	Sí	0
Matemáticas	McGraw-Hill My Math TK-5o, adoptado en el 2014/2015 Matematicas/Spanish Version Version of My Math McGraw-Hill Glencoe CA Math 6o curso, adoptado en el 2014/2015 McGraw-Hill SRA Number Worlds SDC 5o-6o, adoptado en el 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

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

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 clasificación general

Estado del Buen Reparo de Instalación Escolar (año más reciente) **Año y Mes Que Se Recopilaron Los Datos:** Julio de 2018		
Sistema Inspeccionado	**Estado de Reparo**	**Reparación Necesaria y Acción Tomada o Planeada**
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	**Buen**	
Interior: Superficies Interiores	**Buen**	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	**Buen**	
Eléctrico: Sistemas Eléctricos	**Buen**	
Baños/Bebederos: Baños, Lavamanos/Bebederos	**Buen**	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	**Buen**	
Estructuras: Daños Estructurales, Techos	**Buen**	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	**Buen**	

Clasificación General de la Instalación (año más reciente)

Año y mes en que se recopilaron los datos: Julio de 2018	
Clasificación General	**Buen**

B. Resultados Estudiantiles

Prioridad Estatal: Logro Estudiantil

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

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de logro 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 logro 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 año

Materia	Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales (3er-8vo y 11vo año)					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Artes Lingüísticas del Inglés/Lectoescritura (3er-8vo y 11vo año)	37.0	33.0	35.0	35.0	48.0	50.0
Matemáticas (3er-8vo y 11vo año)	28.0	24.0	28.0	24.0	37.0	38.0

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: Los resultados de las pruebas de ELA y Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando 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 la 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
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	217	216	99.54	32.87
Masculinos	97	96	98.97	27.08
Femeninas	120	120	100.00	37.50
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Hispano o Latino	188	188	100.00	32.98
Blanco	16	15	93.75	40.00
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	195	194	99.49	32.47
Estudiantes del Inglés	158	158	100.00	31.01
Alumnos con Discapacidades	22	21	95.45	4.76
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen ELA incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	217	215	99.08	23.72
Masculinos	97	96	98.97	22.92
Femeninas	120	119	99.17	24.37
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Hispano o Latino	188	187	99.47	24.06
Blanco	16	15	93.75	26.67
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	195	193	98.97	23.83
Estudiantes del Inglés	158	158	100	23.42
Alumnos con Discapacidades	22	21	95.45	4.76
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto, octavo y décimo año

Materia	Porcentaje de Alumnos Cumpliendo o Superando La Meta Estatal					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Ciencia (5to, 8vo y 10mo año)	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Cajas con N/A no requieren datos.

Nota: Los datos de 2016-17 y 2017-18 no están disponibles. El Departamento de Educación de California (CDE, por sus siglas en inglés) está desarrollando una nueva evaluación de ciencia basado en las Normas de Ciencia de Próxima Generación para Escuelas Públicas de California (CA NGSS, por sus siglas en inglés). La Prueba de Ciencia de California (CAST, por sus siglas en inglés) inició su periodo de prueba en la primavera de 2017 y fue implementada en prueba en la primavera de 2018. El CAST será administrado de forma funcional durante el ciclo escolar 2018-19. El CAA para Ciencia fue probado en periodo de prueba por dos años (es decir, 2016-17 y 2017-18) y el CAA para Ciencia será implementado en prueba en 2018-19.

Nota: Los resultados de las pruebas de Ciencias incluyen la CAST y el CAA para Ciencia. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando la norma en la CAST más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 – Alterno) en la CAA de Ciencia dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

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 materias de inglés, matemáticas y educación física.

Resultados del Examen de Condición Física de California (ciclo escolar 2017-18)

Nivel de Año	Porcentaje de Alumnos Cumpliendo las Normas de Buena Condición Física		
	Cuatro de seis normas	Cinco de seis normas	Seis de seis normas
5	23.3	20.9	32.6

Nota: Puntuaciones no son publicadas cunado la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

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 escolar y cada sitio escolar.

Oportunidades para Participación de los Padres (ciclo escolar 2018-19)

Los padres desempeñan un papel importante en nuestra comunidad escolar y están formalmente involucrados en la Escuela Primaria Kawana Springs a través de su Consejo de Sitio Escolar/Consejo Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés), Consejo Asesor del Distrito para el Idioma Inglés (DELAC, por sus siglas en inglés), Comité del Distrito de Enfoque al Futuro, Comité de Seguridad del Distrito, el Grupo de Padres y El Comité Asesor del Superintendente LCAP. 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 aula y muchos brindan asistencia para programas escolares específicos, actividades o eventos especiales. Muchas familias participan en nuestras Noches de lectoescritura familiar, Noches familiares de matemáticas, Actividades de grupos de padres, Actuaciones de días festivos, Baile de primavera y Cougarfest y Barbacoa. Kawana Springs anima a los voluntarios en todas las áreas.

Prioridad Estatal: Entorno 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

Tasa	Escuela			Distrito			Estado		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensiones	2.0	1.4	0.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Plan de Seguridad Escolar (ciclo escolar 2018-19)

El Plan de Seguridad de nuestra escuela garantiza la seguridad de los alumnos y el personal en caso de una emergencia. Incluye la habilidad de comunicarse con la oficina distrital y dependencias externas para continuos servicios de apoyo mediante una solida red de servicios de comunicación a nivel municipal, del condado, estatal y federal. Se realizan simulacros de seguridad a nivel escolar mensualmente. La actualización más reciente del Plan de Seguridad se realizó en el 2017 y fue aprobado por el Consejo Escolar en junio de 2017.

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)

Nivel de año	2015-16				2016-17				2017-18			
	Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kínder	19	1	2		14	4			22		2	
1	24		3		23		2		24		2	
2	17	3			22		3		22	1	1	
3	24		2		22		2		21	1	2	
4	26		2		26		2		30		1	
5	29		2		26		2		28		2	
6	22	1	2		24	1	2		24	1	2	

Nota: 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.

Orientadores Académicos y Otro Personal Auxiliar (año escolar 2017-18)

Cargo	Cantidad de FTE Asignados a la Escuela	Cantidad Promedio de Alumnos por Orientador Académico
Orientador académico	0	
Consejero (social/conductual o formación profesional)	0	N/A
Maestro/a de medios bibliotecarios (bibliotecario)	0	N/A
Personal de servicios bibliotecarios (auxiliar docente)	0	N/A
Psicólogo/a	.50	N/A
Trabajador/a social	0	N/A
Enfermera/o	.25	N/A
Especialista en problemas de audición/lenguaje/habla	.50	N/A
Especialista de recursos	1	N/A
Otro	0	N/A

Nota: Cajas con N/A no requieren datos.

*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 2016-17)

Nivel	Gastos por Alumno			Sueldo Promedio Docente
	Total	Suplementario/ Limitado	Básico/ Ilimitado	
Sitio escolar	$4,790,663	$1,871,225	$2,919,438	$72,069
Distrito	N/A	N/A	$13,304,549	
Diferencia porcentual: escuela y distrito	N/A	N/A	-128.0	1.5
Estado	N/A	N/A	$7,125	$76,046
Diferencia porcentual: escuela y estado	N/A	N/A	199.1	-2.9

Nota: Cajas con N/A no requieren datos.

El Departamento de Educación de California ofreció orientación a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos por alumno a nivel escolar que serán reportados en las boletas de calificación de 2018-19.

Tipos de Servicios Financiados (año fiscal 2017-18)

La Escuela Primaria Kawana Springs tiene la suerte de contar con el siguiente personal de apoyo. Tenemos asistentes de instrucción en Clase Especial Diurna (SDC, por sus siglas en inglés). También contamos con paraprofesionales de lectoescritura que trabajan en cada salón de clases de K-2 año y que apoyan la instrucción de conomiento en español. Además, Kawana tiene un maestro de habla a tiempo parcial, un maestro de SDC y un maestro de RSP. Recibimos fondos de Título I, SIP y Educación Especial para apoyar a nuestros maestros y ayudantes de instrucción.

También tenemos varias becas que financian nuestro programa de tutoría uno a uno y "Cool School", nuestro programa de lectura y tarea después de la escuela, que es una intervención para estudiantes de 1º a 6º año que tienen dificultades académicas.
Los fondos federales nos han permitido comprar un programa de lectura independiente en toda la escuela, Accelerated Reader.

Sueldos Administrativos y Docentes (Año Fiscal 2016-17)

Categoría	Cantidad del Distrito	Promedio Estatal para Distritos en la Misma Categoría
Sueldo de maestro principiante		$48,064
Sueldo de maestro en el nivel intermedio		$75,417
Sueldo de maestro en el nivel superior		$94,006
Sueldo promedio de director (primaria)		$119,037
Sueldo promedio de director (secundaria)		$123,140
Sueldo promedio de director (preparatoria)		$135,974
Sueldo de superintendente		$183,692
Porcentaje del presupuesto correspondiente a los sueldos de maestros	27.0	36.0
Porcentaje del presupuesto correspondiente a los sueldos administrativos	4.0	6.0

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

Formación Profesional (tres años más recientes)

La continua formación profesional es una parte sumamente importante del mejoramiento de nuestro programa escolar. Nuestro distrito escolar invierte mucho en desarrollo profesional y como resultado nuestros alumnos reciben una instrucción excelente. El distrito escolar y la escuela Kawana Springs brindan formación profesional enfocada para elevar el desempeño estudiantil en el Índice de Rendimiento Académico (API, por sus siglas en inglés) y en el Progreso Anual Adecuado (AYP, por sus siglas en inglés). Los mayores esfuerzos de mejoramiento este año se han enfocado en la implementación de escritura en nuestro programa de artes lingüísticas incluyendo el uso de paraprofesionales de alfabetización además de capacitación sobre instrucción basada en datos. Un 100% de los maestros en nuestra escuela han participado en capacitación avanzada diseñada para promover habilidades específicas o información relacionada a estas prioridades y objetivos escolares. Nuestro distrito ofrece coaching individualizado a través del uso de un maestro consultor y tiempo para observar en otros salones de clase para que los maestros reciban desarrollo profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen semanalmente en Comunidades Profesionales de Aprendizaje (PLC, por sus siglas en inglés) y durante tiempo de colaboración para analizar los datos de los alumnos, planear la instrucción y evaluar el aprendizaje estudiantil. La tecnología se utiliza ampliamente para desagregar y analizar los datos de los estudiantes para guiar la instrucción.

Taylor Mountain Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Tawny Fernandez
E-mail Address	tfernandez@busd.org
Web Site	taylormountain.busd.org
CDS Code	49706150113506

District Contact Information	
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
E-mail Address	dalexander@busd.org
Web Site	www.busd.org

School Description and Mission Statement (School Year 2018-19)

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 many after school clubs and activities for our students some of which include: Chess Club, Hour of Code, Basketball, and Chorus.

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 2017-18)

Grade Level	Number of Students
Kindergarten	87
Grade 1	67
Grade 2	68
Grade 3	83
Grade 4	64
Grade 5	59
Grade 6	60
Total Enrollment	488

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.6
Asian	2.5
Filipino	0.4
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.0
White	11.9
Socioeconomically Disadvantaged	85.7
English Learners	60.5
Students with Disabilities	9.8
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	23	20	79
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 July		
System Inspected	**Repair Status**	**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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 July	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	34.0	38.0	35.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	28.0	28.0	24.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	257	98.47	37.74
Male	126	124	98.41	35.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	135	133	98.52	39.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	212	98.15	35.85
White	29	29	100.00	55.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	229	98.71	37.55
English Learners	202	200	99.01	35.50
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	261	100	28.35
Male	126	126	100	33.33
Female	135	135	100	23.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	216	100	25.93
White	29	29	100	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	232	100	26.72
English Learners	202	202	100	26.73
Students with Disabilities	31	31	100	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	23.2	42.9

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.

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 2018-19)

Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our PTA, School Site Council and our extensive volunteer roster. We strive to increase parent participation as well as offering family evening and school day events. 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.9	4.4	4.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 current School Safety Plan is now part of the Bellevue Union School District Safety Plan. This plan outlines procedures both general (district wide) and specific (site wide) that are essential in the event of an emergency at all of our school sites. School safety is discussed at school staff meetings and during PBIS (Positive Behavior Intervention and Support) meetings. Parents are kept apprised of important school information through use of Blackboard as well as through the monthly newsletters. Our school behavior program, PBIS, teaches students the appropriate and expected behaviors. Three times each year, the entire school participates in 'Expectation Stations' where students rotate through the different areas of campus (including classrooms) and review the rules and expectations for each area. Positive acknowledgement for expected behavior is given through our use of 'Hawk Hoorays' which are positive acknowledgement certificates that are given to students that are demonstrating behaviors that are safe, responsible and respectful. Weekly drawings of these certificates provides additional acknowledgement and rewards for our students. At Taylor Mountain Elementary School student safety is of the highest priority.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		22	1	3		22	1	3	
1	24		3		22		3		22		3	
2	24		3		24		3		23		3	
3	24		3		23		3		24		3	
4	21	1	3		24	1	2		25	1	2	
5	24		3		25		3		30		2	
6	25		3		24		3		30		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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,337,909	$2,475,576	$3,862,332	$70,219
District	N/A	N/A	$13,304,549	
Percent Difference: School Site and District	N/A	N/A	-110.0	-1.1
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	199.3	-5.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Reading Teacher; Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Media Center Specialist; Literacy paraprofessionals (K-6th); Special Education Aides, Transitional Kindergarten aide.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$48,064
Mid-Range Teacher Salary		$75,417
Highest Teacher Salary		$94,006
Average Principal Salary (Elementary)		$119,037
Average Principal Salary (Middle)		$123,140
Average Principal Salary (High)		$135,974
Superintendent Salary		$183,692
Percent of Budget for Teacher Salaries	27.0	36.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

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 School provide professional development targeted to raise student performance on the CAASPP. The major improvement efforts this year have focused on implementation of writing in our language arts program including the use of literacy paraprofessionals in addition to training on data-driven instruction. 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 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 and training is provided this year on the use of our data management system.

Primaria Taylor Mountain
Informe de Responsabilidad Escolar
Reportado Usando Datos del Ciclo Escolar 2017-18
Publicado Durante el 2018-19

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 http://www.cde.ca.gov/ta/ac/sa/.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE http://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.

Acceso al Internet
Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Sobre esta escuela

Información de Contacto (ciclo escolar 2018-19)

Información de Contacto Escolar	
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	Tawny Fernandez
Correo electrónico	tfernandez@busd.org
Sitio web escolar	TaylorMountain.busd.org
Código CDS	49706150113506

Información de Contacto Distrital	
Nombre del distrito	Distrito Escolar de la Unión 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 2018-19)

La escuela primaria de Taylor Mountain, establecida en 2007, es la escuela primaria de transición de kínder a sexto año más nueva en el Distrito Escolar de la Unión de Bellevue. La escuela primaria de Taylor Mountain está situada al lado de un campo abierto, un arroyo y la montaña de Taylor. Es un hermoso entorno escolar en el hermoso condado de Sonoma. La declaración de la misión o "por qué" para la Escuela Primaria Taylor Mountain y nuestra comunidad escolar es darles a los estudiantes lo que necesitan. Todo el personal trabaja diligentemente para brindar apoyo académico y socioemocional a los estudiantes. 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 está comprometido a apoyar a los alumnos que sirve académicamente, emocionalmente y físicamente en un ambiente escolar positivo y seguro. Existe la firme creencia de que todos los alumnos pueden aprender a través de identificar las fortalezas individuales. Somos responsables de proveer oportunidades para que nuestros alumnos sean exitosos y así ganar en confianza y autoestima. La colaboración dentro de la comunidad es una parte esencial de nuestra escuela. Los alumnos de Taylor Mountain son apoyados académicamente y en comportamiento también a través de nuestro programa extracurricular, CalSERVES, sirviendo a alumnos del kínder-6to año. Además, tenemos la suerte de ofrecer muchos clubes después de la escuela y actividades para nuestros alumnos algunos de los cuales incluyen: Club de Ajedrez, Hora de Código, Basquetbol y Coro.

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 re-agrupar para la instrucción. El personal es profesional, enriquecedor y se compromete a ofrecer a los alumnos la mejor educación posible. Un currículo claramente articulado y basado en normas es impartido a todos los alumnos, así permitiéndoles alcanzar su potencial. Las metas bien definidas fomentan la creatividad, la iniciativa del alto desempeño académico para todos. El amplio uso de tecnología es empleado para ayudar con la desagregación y análisis de datos de pruebas estudiantiles para orientar la instrucción. Asimismo, todo el personal instructivo participa en actividades de desarrollo de personal enfocadas en estrategias instructivas y el análisis de datos de pruebas estudiantiles. La escuela Taylor Mountain continúa haciendo progresos en términos de ofrece acceso tecnológico para nuestros alumnos. Este año los alumnos de 3o-6o tienen acceso a 1 Chromebook cada uno y los alumnos de kínder-2o tiene acceso a razón de dos alumnos por Chromebook.

Matriculación de Alumnos por Nivel de Año (ciclo escolar 2017-18)

Nivel de Año	Cantidad de Alumnos
Kínder	87
Primer año	67
Segundo año	68
Tercer año	83
Cuarto año	64
Quinto año	59
Sexto año	60
Matriculación total	488

Matriculación Estudiantil por Grupo (ciclo escolar 2017-18)

Grupo Estudiantil	Porcentaje de Matriculación Total
Afroamericanos	1.0
Nativos americanos/nativos de Alaska	1.6
Asiáticos	2.5
Filipinos	0.4
Hispanos o latinos	80.9
Isleños del pacífico/nativos de Hawái	0.0
Blancos	11.9
De escasos recursos económicos	85.7
Estudiantes del inglés	60.5
Alumnos con discapacidades	9.8
Jóvenes de crianza	0.0

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			Distrito
	2016-17	2017-18	2018-19	2018-19
Con certificación total	26	23	20	79
Sin certificación total	0	0	0	0
Que enseñan fuera de su área de competencia (con credencial completa)	0	0	0	0

Asignaciones incorrectas de maestros y puestos vacantes

Indicador	2016-17	2017-18	2018-19
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 2018-19)

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

Área del Currículo Básico	Libros de Texto y Materiales Docentes/ 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 TK, adoptado en el 2012-2013 McGraw-Hill Wonders, K-6o adoptado en el 2013/2014 Voyager Passport, Kínder a 6 año SDC, adoptado en el 2014-2015.	Sí	0
Matemáticas	McGraw-Hill My Math K-5o, adoptado en el 2014/2015 McGraw-Hill Glencoe CA Math 6o curso, adoptado en el 2014/2015 McGraw-Hill SRA Number Worlds SDC Kínder a 6 año, adoptado en el 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

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

La limpieza y el mantenimiento de las instalaciones son prioridades extremadamente altas en nuestra escuela. En el verano de 2018, el sistema de HVAC fue reemplazado por completo, lo que permitió la calefacción y el aire acondicionado en todas las habitaciones del campus. Hay algunos edificios (4) que requieren tejas donde existe el borde 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 clasificación general

Estado del Buen Reparo de Instalación Escolar (año más reciente) **Año y Mes Que Se Recopilaron Los Datos:** Julio de 2018		
Sistema Inspeccionado	**Estado de Reparo**	**Reparación Necesaria y Acción Tomada o Planeada**
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	**Buen**	
Interior: Superficies Interiores	**Buen**	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	**Buen**	
Eléctrico: Sistemas Eléctricos	**Buen**	
Baños/Bebederos: Baños, Lavamanos/Bebederos	**Buen**	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	**Buen**	
Estructuras: Daños Estructurales, Techos	**Buen**	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	**Buen**	

Clasificación General de la Instalación (año más reciente)

Año y mes en que se recopilaron los datos: Julio de 2018	
Clasificación General	**Ejemplar**

B. Resultados Estudiantiles

Prioridad Estatal: Logro Estudiantil

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

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de logro 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 logro 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 año

Materia	Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales (3er-8vo y 11vo año)					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Artes Lingüísticas del Inglés/Lectoescritura (3er-8vo y 11vo año)	34.0	38.0	35.0	35.0	48.0	50.0
Matemáticas (3er-8vo y 11vo año)	29.0	28.0	28.0	24.0	37.0	38.0

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: Los resultados de las pruebas de ELA y Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando 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 la 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
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	261	257	98.47	37.74
Masculinos	126	124	98.41	35.48
Femeninas	135	133	98.52	39.85
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	216	212	98.15	35.85
Blanco	29	29	100.00	55.17
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	232	229	98.71	37.55
Estudiantes del Inglés	202	200	99.01	35.50
Alumnos con Discapacidades	31	31	100.00	6.45
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen ELA incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil
3er-8vo y 11vo año (ciclo escolar 2017-18)

Grupo Estudiantil	Matriculación Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	261	261	100	28.35
Masculinos	126	126	100	33.33
Femeninas	135	135	100	23.7
Afroamericanos	--	--	--	--
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	216	216	100	25.93
Blanco	29	29	100	48.28
Dos o más orígenes étnicos	--	--	--	--
En Desventaja Socioeconómica	232	232	100	26.72
Estudiantes del Inglés	202	202	100	26.73
Alumnos con Discapacidades	31	31	100	3.23
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Jóvenes de Crianza Temporal	--	--	--	--

Nota: Resultados del examen Matemáticas incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumpliendo o Superando" 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.

Rayas dobles (--) aparecen en la tabla 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: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes del nivel de logro son calculados usando alumnos con puntuaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos
Quinto, octavo y décimo año

Materia	Porcentaje de Alumnos Cumpliendo o Superando La Meta Estatal					
	Escuela		Distrito		Estado	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Ciencia (5to, 8vo y 10mo año)	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Cajas con N/A no requieren datos.

Nota: Los datos de 2016-17 y 2017-18 no están disponibles. El Departamento de Educación de California (CDE, por sus siglas en inglés) está desarrollando una nueva evaluación de ciencia basado en las Normas de Ciencia de Próxima Generación para Escuelas Públicas de California (CA NGSS, por sus siglas en inglés). La Prueba de Ciencia de California (CAST, por sus siglas en inglés) inició su periodo de prueba en la primavera de 2017 y fue implementada en prueba en la primavera de 2018. El CAST será administrado de forma funcional durante el ciclo escolar 2018-19. El CAA para Ciencia fue probado en periodo de prueba por dos años (es decir, 2016-17 y 2017-18) y el CAA para Ciencia será implementado en prueba en 2018-19.

Nota: Los resultados de las pruebas de Ciencias incluyen la CAST y el CAA para Ciencia. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superando la norma en la CAST más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 – Alterno) en la CAA de Ciencia dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

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 materias de inglés, matemáticas y educación física.

Resultados del Examen de Condición Física de California (ciclo escolar 2017-18)

Nivel de Año	Porcentaje de Alumnos Cumpliendo las Normas de Buena Condición Física		
	Cuatro de seis normas	Cinco de seis normas	Seis de seis normas
5	14.3	23.2	42.9

Nota: Puntuaciones no son publicadas cunado la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

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 escolar y cada sitio escolar.

Oportunidades para Participación de los Padres (ciclo escolar 2018-19)

Los padres juegan un papel importante en nuestra comunidad escolar y están formalmente involucrados en la Escuela Primaria Taylor Mountain a través de nuestro PTA, el Consejo del Sitio Escolar y nuestra extensa lista de voluntarios. Nos esforzamos por aumentar la participación de los padres, así como por ofrecer eventos de noche familiar y día escolar. Muchos padres trabajan como voluntarios en salones de clase para programas y eventos escolares especiales, y también brindan asistencia general cuando sea necesario. Nuestro programa después de la escuela, que es ofrecido por CalSERVES, tiene una multitud de eventos vespertinos a los que asisten nuestras familias. 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 de "Blackboard", que es un programa que nos permite contactar a nuestros padres por teléfono y correo electrónico, y dejar mensajes e información pertinente a la escuela.

Prioridad Estatal: Entorno 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

Tasa	Escuela			Distrito			Estado		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensiones	6.9	4.4	4.0	4.8	3.0	2.7	3.7	3.7	3.5
Expulsiones	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Plan de Seguridad Escolar (ciclo escolar 2018-19)

El plan de seguridad de nuestra escuela garantiza la seguridad de los estudiantes y el personal en caso de una emergencia. Incluye la capacidad de comunicarse con la oficina del distrito y agencias externas para los 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. Simulacros de seguridad en toda la escuela se llevan a cabo mensualmente. El plan de seguridad escolar actual ahora es parte del plan de seguridad del distrito escolar de Bellevue Union. Este plan describe procedimientos tanto generales (de distrito) como específicos (de todo el sitio) que son esenciales en caso de una emergencia en todas nuestras escuelas. La seguridad escolar se discute en las reuniones del personal escolar y durante las reuniones de PBIS (Intervención y Apoyo para una Conducta Positiva). Los padres se mantienen informados de la información importante de la escuela a través del uso de "Blackboard", así como a través de los boletines mensuales. Nuestro programa de comportamiento escolar, PBIS, enseña a los estudiantes los comportamientos apropiados y esperados. Tres veces al año, toda la escuela participa en 'Estaciones de Expectativas' donde los estudiantes rotan a través de las diferentes áreas del plantel (incluidos los salones de clases) y revisan las reglas y expectativas para cada área. El reconocimiento positivo de la conducta esperada se otorga mediante el uso de "Hawk Hoorays", que son certificados de reconocimiento positivo que se otorgan a los estudiantes que demuestran comportamientos que son seguros, responsables y respetuosos. Los sorteos semanales de estos certificados brindan reconocimiento y recompensas adicionales para nuestros estudiantes. En la escuela primaria Taylor Mountain, la seguridad de los estudiantes es de la más alta prioridad.

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)

Nivel de año	2015-16				2016-17				2017-18			
	Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases			Promedio Tamaño de Clase	Cantidad de Clases		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kínder	23	1	3		22	1	3		22	1	3	
1	24		3		22		3		22		3	
2	24		3		24		3		23		3	
3	24		3		23		3		24		3	
4	21	1	3		24	1	2		25	1	2	
5	24		3		25		3		30		2	
6	25		3		24		3		30		2	

Nota: 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.

Orientadores Académicos y Otro Personal Auxiliar (año escolar 2017-18)

Cargo	Cantidad de FTE Asignados a la Escuela	Cantidad Promedio de Alumnos por Orientador Académico
Orientador académico	0	
Consejero (social/conductual o formación profesional)	0	N/A
Maestro/a de medios bibliotecarios (bibliotecario)	0	N/A
Personal de servicios bibliotecarios (auxiliar docente)	.75	N/A
Psicólogo/a	.50	N/A
Trabajador/a social	0	N/A
Enfermera/o	.25	N/A
Especialista en problemas de audición/lenguaje/habla	.50	N/A
Especialista de recursos	1	N/A
Otro	0	N/A

Nota: Cajas con N/A no requieren datos.

*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 2016-17)

Nivel	Gastos por Alumno			Sueldo Promedio Docente
	Total	Suplementario/ Limitado	Básico/ Ilimitado	
Sitio escolar	$6,337,909	$2,475,576	$3,862,332	$70,219
Distrito	N/A	N/A	$13,304,549	
Diferencia porcentual: escuela y distrito	N/A	N/A	-110.0	-1.1
Estado	N/A	N/A	$7,125	$76,046
Diferencia porcentual: escuela y estado	N/A	N/A	199.3	-5.5

Nota: Cajas con N/A no requieren datos.

El Departamento de Educación de California ofreció orientación a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos por alumno a nivel escolar que serán reportados en las boletas de calificación de 2018-19.

Tipos de Servicios Financiados (año fiscal 2017-18)

La Escuela Bellevue ofrece a los alumnos los siguientes servicios para apoyar y mejorar la instrucción del salón: Maestro de Lectura e intervención; Maestro Especialista de Recursos; Maestro de Clase Diurna Especial; Especialista de Habla, Lenguaje y Audición; Psicólogo; Orientador; Enfermera; Especialista de Medios; paraprofesionales de alfabetización (K-6 año); Auxiliar de Educación Especial y auxiliar de transición de kínder.

Sueldos Administrativos y Docentes (Año Fiscal 2016-17)

Categoría	Cantidad del Distrito	Promedio Estatal para Distritos en la Misma Categoría
Sueldo de maestro principiante		$48,064
Sueldo de maestro en el nivel intermedio		$75,417
Sueldo de maestro en el nivel superior		$94,006
Sueldo promedio de director (primaria)		$119,037
Sueldo promedio de director (secundaria)		$123,140
Sueldo promedio de director (preparatoria)		$135,974
Sueldo de superintendente		$183,692
Porcentaje del presupuesto correspondiente a los sueldos de maestros	27.0	36.0
Porcentaje del presupuesto correspondiente a los sueldos administrativos	4.0	6.0

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

Formación Profesional (tres años más recientes)

La continua formación profesional es una parte sumamente importante del mejoramiento de nuestro programa escolar. Nuestro distrito escolar invierte mucho en desarrollo profesional y como resultado nuestros alumnos reciben una instrucción excelente. El distrito escolar y nuestra escuela Taylor Mountain brindan formación profesional enfocada para elevar el desempeño estudiantil en la Evaluación sobre Rendimiento y Progreso Estudiantil de California . Los mayores esfuerzos de mejoramiento este año se han enfocado en la implementación de escritura en nuestro programa de artes lingüísticas incluyendo el uso de paraprofesionales de alfabetización además de capacitación sobre instrucción basada en datos. Un 100% de los maestros en nuestra escuela han participado en capacitación avanzada diseñada para promover habilidades específicas o información relacionada a estas prioridades y objetivos escolares. Nuestro distrito ofrece coaching individualizado a través del uso de un maestro consultor y tiempo para observar en otros salones de clase para que los maestros reciban desarrollo profesional adicional y apoyo en áreas individuales de necesidad. Los maestros se reúnen semanalmente en Comunidades Profesionales de Aprendizaje (PLC, por sus siglas en inglés) y durante tiempo de colaboración para analizar los datos de los alumnos, planear la instrucción y evaluar el aprendizaje estudiantil. Se usan las tecnologías de forma extensiva para desagregar y analizar los datos estudiantiles a fin de orientar la instrucción y se ofrece capacitación este año sobre el uso de nuestro sistema de gestión de datos.

Bellevue Union School District

Agenda Item for Board Meeting of September 17, 2019

Agenda Category:	Review and Action
Agenda Item Title:	Approval of Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA) Resolving 2018-19 Negotiations
Prepared By:	Siara Goyer, Human Resources Manager

Background:
Following negotiations for the 2018-2019, CSEA and BUSD have come to agreement outlined in the Tentative Agreement (TA).

Article 14 - 14.10.3 & 14.10.4

CSEA has ratified the TA with their membership.

Recommended Action:
It is recommended that the Board of Trustees approve the Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA) Resolving 2018-19 Negotiations

Supporting Documents:
Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA) Resolving 2018-19 Negotiations

TENTATIVE AGREEMENT
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT
AND
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CH #501

This tentative agreement is entered into between the Bellevue Union School District ("District") and the California School Employees Association and its Bellevue Chapter No. 501 ("CSEA") to finalize negotiations for the 18-19 school year. The parties met on August 28, 2019 and agreed as follows:

Article 14 – Pay and Allowances
Insertion of 14.10.3
There will be stipend form created for unit members to complete if they want the stipend.

14.10.3
Upon employee request, the District will provide a $40 a month stipend for cell phones for the Night Custodian, Grounds and Maintenance Staff.

Insertion of 14.10.4

14.10.4
Payment for the Educational and Bilingual Stipends will be made on a monthly basis throughout the academic year. All other stipend payments will be made in the month of May.

The District agrees to provide the same percentage adjustment to the Association if any other unit receives an increase in compensation.

All other contract language will remain in effect until the collective bargaining agreement expires on October 31, 2019.

Tentatively agreed to on Wednesday August 28, 2019. This tentative agreement is subject to approval by CSEA and the District Governing Board.

For District:

8/28/19
Date

For CSEA:

8/28/19
Date

Bellevue Union School District

Agenda Item for Board Meeting of September 17, 2019

Agenda Category:	Review and Action
Agenda Item Title:	Consider Approval of MOU Between BUSD and BEA regarding Article 8 E5: Class Size Overage Payments
Prepared By:	David Alexander Ed.D., Superintendent

Background:
Current language in the Contractual Agreement Between Bellevue Education Association and Bellevue Union School District approved contract dated July 17, 2018 states:

5. Overage Payments

a. When a regular self-contained class size exceeds twenty-four (24) for grades TK-3 or thirty (30) for grades 4-6 unit members will be paid $5.00 per student per day for each student over the class size limit.

b. When an SDC student attends a regular self-contained general education class for more than 60 minutes exclusive of lunch per day and the regular self- contained class size limit is exceeded due to their attendance, the $5.00 per day overage shall apply.

It has been the district's position that past practice overage payment is based on daily attendance. BEA has reserved its position that overages have always been meant to be paid on enrollment not daily attendance.

In an effort to improve the District's ability to increase district enrollment without displacing students from their school of choice and compensate teachers for class sizes beyond 24 students in TK-3 and 30 students in grades 4-6, the Bellevue Education Association and Bellevue Union School District recommend class size overages be based on enrollment for the 2019-2020 School Year as a trial to determine actual costs.

Potential Cost: $23,600 for 2019 School Year

Recommended Action:
It is recommended that the Board of Trustees approve MOU Between BUSD and BEA regarding Article 8 E5: Class Size Overage Payments

Supporting Documents:
MOU Between BUSD and BEA regarding Article 8 E5: Class Size Overage Payments

Bellevue Union School District

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT (BUSD)
AND THE
BELLEVUE EDUCATION ASSOCIATION (BEA)
September 11, 2019

This Memorandum of Understanding ("MOU") is entered into in September 2019 between the Bellevue Union School District ("DISTRICT") and the Bellevue Education Association ("BEA") regarding Article 8 E5: Class Size Overage Payments

Current language in the Contractual Agreement Between Bellevue Education Association and Bellevue Union School District Board approved contract date July 17, 2018 states:

5. Overage Payments
a. When a regular self-contained class size exceeds twenty-four (24) for grades TK-3 or thirty (30) for grades 4-6 unit members will be paid $5.00 per student per day for each student over the class size limit.
b. When an SDC student attends a regular self-contained general education class for more than 60 minutes exclusive of lunch per day and the regular self- contained class size limit is exceeded due to their attendance, the $5.00 per day overage shall apply.

It is the district's position that past practice overage payment is based on daily attendance. BEA reserves its position that overages have always been meant to be paid on enrollment not daily attendance.

In an effort to improve the District's ability to increase district enrollment without displacing students from their school of choice and compensate teachers for class sizes beyond 24 students in TK-3 and 30 students in grades 4-6, the parties agree to base the 2019-2020 School Year class size overages on enrollment, retroactive to August 14, 2019.

This MOU shall not be interpreted to set precedence in any way by either the BUSD or the BEA and be considered an opportunity to determine the impact of this agreement on district fiscal resources.
This MOU has been agreed to by BUSD and the BEA and shall be considered binding to the limited terms described under this MOU.

9/13/19
9/13/19

Signatures of Authorized Representatives:

For BUSD:

David Alexander, Ed.D., Superintendent — Date: 9/13/19

For BEA:

Tiffany Kampmann, President — Date: 9/13/19

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

2019-2020

Payroll Totals

Payroll Regular 8/30/2019	
Certificated	$638,568.13
Classified	$234,649.57
	$873,217.70
Supplemental Payroll 8/10/2019	
Certificated	$13,860.66
Classified	$ 7,339.66
	$21,200.32
Manual Payroll 8/19/2019	
Certificated	$ 0.00
Classified	$ 0.00
	$
Totals	**$894.418.02**

Checks Dated 08/16/2019 through 09/10/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1735142	08/16/2019	Rushing Hart, Moriah F	01-4397	Summer Staff Appreciation Cupcakes		117.00
1735143	08/16/2019	Alsco (American Linen)	13-5800	Open PO- BV 2019/20		111.55
1735144	08/16/2019	Advanced Reproduction Center	01-4350	DO: Business Cards	43.30	
			01-5800	Open PO-ARC- Copies 2019/20	162.38	205.68
1735145	08/16/2019	Banner Enterprises Inc	01-5800	Open PO -Banner Enterprises 2019/20		219.90
1735146	08/16/2019	Bartley Pump Inc	01-5800	Open PO -Bartley Pump 2019/20		1,021.24
1735147	08/16/2019	Buchanan Food Service	13-4710	OPEN PO: MV Food for Food Svc 2019/20		154.22
1735148	08/16/2019	Castino Restaurant Equipment & Supply, Inc.	13-4390	BV: Open PO Food Service Smallware 2019/20	1,693.04	
				TM: Open PO Food Service Smallware 2019/20	557.99	2,251.03
1735149	08/16/2019	Continental Press Inc	01-4310	BV: Teachers Planner BOOKS	174.91	
				MV: Teachers Planners BOOKS	107.29	
				TM: Teacher's Planner BOOKS	179.78	461.98
1735150	08/16/2019	Cypress School	01-5100	ESY: K. M		636.17
1735151	08/16/2019	Action Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		208.00
1735152	08/16/2019	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	678.00	
				Open PO MV Monthly Patrols	257.81	
				Open PO TM Monthly Patrols	678.00	
			09-5805	Open PO MV Monthly Patrols	117.19	2,106.00
1735153	08/16/2019	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	2,548.16	
				M&O: Custodial Supplies @ TM	147.96	
				M&O; Custodial Supplies @ DO	49.94	2,746.06
1735154	08/16/2019	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	676.11	
				MV: OPEN PO for Supplies	316.74	
				Open PO - General Dist Maint 2019/20	522.78	
			01-4390	Open PO - General Dist Maint 2019/20	174.26	1,689.89
1735155	08/16/2019	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply 2019/20	5,998.82	
				OPEN PO MV Food Supply 2019/20	1,386.77	
				OPEN PO TM Food Supply 2019/20	2,106.43	9,492.02
1735156	08/16/2019	Zaner-Bloser	01-4310	BV-Happily Ever After		681.68
1735157	08/16/2019	John Deere Financial	01-4380	Open PO- Maint and Grounds 2019/20	178.70	
			01-4390	Open PO- Maint and Grounds 2019/20	178.70	357.40
1735158	08/16/2019	Loud and Clear, Inc	01-5840	IT: Tech Repairs		150.00
1735159	08/16/2019	Mike Brown Electric Co	01-5800	DO: OPEN PO for Electric Services 2019/20		1,426.66
1735160	08/16/2019	Prime65	01-5911	IT: Telephone Service 2019/20		1,113.47
1735161	08/16/2019	Resources For Educators	01-4310	SUP: Home & School Connection		493.50

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 08/16/2019 through 09/10/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1735162	08/16/2019	Sondra M Pierce	01-5800	ESY: July 2019 Online speech		154.00
1735163	08/16/2019	WEX BANK	01-4362	DO : Fuel Card		463.50
1735749	08/21/2019	California's Valued Trust	01-9570	August 2019		138,744.82
1735750	08/21/2019	Arrow Glass	21-6200	TM: Install new office doors/window		23,858.00
1735751	08/21/2019	Bella Painting	21-6200	MV: Portable Solar Panel		5,000.00
1735752	08/21/2019	DMR Builders Corp	21-6200	MV: Siding Repairs Project		13,442.98
1735753	08/21/2019	RGM And Associates	21-6200	M&O: 2019 Construction Mgmt Services		14,000.00
1736468	08/23/2019	Advanced Security Systems-SR	01-5800	M&O: Service Calls/ Repairs/ Replacements		226.25
1736469	08/23/2019	Alsco (American Linen)	13-5800	Open PO- BV 2019/20		111.55
1736470	08/23/2019	Advanced Reproduction Center	01-4310	BV: Envelopes	173.20	
				KW: Envelopes	346.40	519.60
1736471	08/23/2019	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		448.40
1736472	08/23/2019	Larry Barndt Barndt's Welding Inc	21-6200	BV: Welding Repairs		1,883.00
1736473	08/23/2019	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2019/20	516.78	
				OPEN PO: MV Food for Food Svc 2019/20	136.72	653.50
1736474	08/23/2019	AT & T	01-5911	Open PO CALNET3		39.22
1736475	08/23/2019	Citi Cards	01-5800	District Credit Card		123.61
1736476	08/23/2019	Clover Stornetta Farms Inc	13-4715	BV- Student Milk 2019/20	374.30	
				KW- Student Milk 2019/20	273.00	647.30
1736477	08/23/2019	Continental Press Inc	01-4310	MV: Teachers Planners BOOKS		27.11
1736478	08/23/2019	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting 2019/20		128.00
1736479	08/23/2019	Emerald LLC	01-5800	ESY: A.F	2,304.52	
				ESY: G.N	2,304.52	4,609.04
1736480	08/23/2019	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC		73.99
1736481	08/23/2019	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2019/20	291.04	
			01-4390	Open PO - General Dist Maint 2019/20	97.01	388.05
1736482	08/23/2019	Gold Star Foods, Inc.	13-5800	CAFE: Food Storage		94.50
1736483	08/23/2019	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.26	
			01-5950	OPEN PO-Postbase 45 mail machine	134.00	136.26
1736484	08/23/2019	Greenacre Homes	01-5100	JULY ESY 2019		898.72
1736485	08/23/2019	I.T.S.	01-5800	ELC : Individual Counseling	3,238.40	
				ELC; Individual Couseling	2,125.20	
				NPS: Individual Counseling & Service : F.B.O	2,833.60	
				SPED: Individual Counseling	4,857.60	13,054.80
1736486	08/23/2019	Jacobson Fence Co Inc	21-6200	MV: Retaining Wall		8,474.00

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Checks Dated 08/16/2019 through 09/10/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1736487	08/23/2019	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 2019/20		1,268.87
1736488	08/23/2019	Mobile Defenders LLC	01-4345	ITECH: Parts		1,634.46
1736489	08/23/2019	RittenBach Roofing & Waterproofing Inc	21-6200	All Sites Roof Patching & Repair		42,000.00
1736490	08/23/2019	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	831.33	
				Open PO for Water bill KW	884.08	
				Open PO for Water bill MV	1,369.66	
				Open PO for Water bill TM	926.54	
			01-5858	Open PO for Water bill KW	6.26	
				Open PO for Water bill TM	103.10	4,120.97
1737474	08/28/2019	Advantage Marketing	01-4390	DO: Triford Mailers- Violin Program		46.58
1737475	08/28/2019	Matthew Banchero	01-5800	KW: Removal of Varies Trees	8,500.00	
				OPEN PO: Tree Service for all Sites 2019/20	1,000.00	9,500.00
1737476	08/28/2019	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc 2019/20		332.09
1737477	08/28/2019	AT & T	01-5911	Open PO CALNET3		4,124.02
1737478	08/28/2019	Clover Stornetta Farms Inc	13-4715	TM- Student Milk 2019/20		392.00
1737479	08/28/2019	DK Landscaping	01-5800	M&O: OPEN PO for Landscape service	7,005.00	
			21-6200	M&O: Irrigation Repair @ BV	5,681.06	
				M&O: Irrigation Repair @ KW/ELC	90.00	
				M&O: Irrigation Repairs @ MV	7,094.25	
				M&O: Irrigation Repairs@ TM	6,645.24	26,515.55
1737480	08/28/2019	DMR Builders Corp	21-6200	MV: Retaining Wall		2,461.70
1737481	08/28/2019	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	386.32	
				M&O; Custodial Supplies @ KW	196.20	582.52
1737482	08/28/2019	Food Equiptment Repair Service	13-5800	Open PO-Food Equipment Repair		711.55
1737483	08/28/2019	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2019/20	326.50	
			01-4390	Open PO - General Dist Maint 2019/20	108.83	435.33
1737484	08/28/2019	Interstate Battery System of Northbay	01-5800	Open PO-Intestate Battery 2019/20		185.81
1737485	08/28/2019	Office Depot Inc	01-4310	MV:Weds Folers		103.48
1737486	08/28/2019	RGM And Associates	21-6200	M&O: 2019 Construction Mgmt Services		28,000.00
1737487	08/28/2019	Robert G Smith RGS Consulting LLC	21-6200	M&O: Roof Patching MV, BV, KS		2,500.00
1737488	08/28/2019	Sonoma County Office Of Educat ion	01-5862	Open PO-Fingerprinting 2019/20		84.00
1737489	08/28/2019	Silvas Custom Painting	21-6200	M&O: Exterior Painting		59,850.00
1737490	08/28/2019	Siri Grading & Paving Inc	21-6200	TM: ADA Mill & Overlay		20,800.00
1737491	08/28/2019	Site Consulting Specialists	21-6200	M&O: Asphalt & Concrete Project Mgmt		19,800.00
1737492	08/28/2019	Jeffrey Sutherland	21-6200	M&O: Aeravating Field		7,300.00
1737493	08/28/2019	Strip 'N"Seal Inc	21-6200	DO: Asphalt Seal	8,210.00	
				ELC: Asphalt Seal & CoolSeal	26,190.00	

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ESCAPE ONLINE

Checks Dated 08/16/2019 through 09/10/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1737493	08/28/2019	Strip 'N"Seal Inc		MV: CoolSeal	9,800.00	
				TM: Asphalt Seal & Crack fill	58,820.00	103,020.00
1737494	08/28/2019	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		57.26
1739289	09/06/2019	McDaniel, Sally	01-5201	Mileage reimbursement		33.59
1739290	09/06/2019	Gomez, Maria T	01-5201	July/ Aug Mail Delivery/ Pick up	64.03	
				July/Aug SCOE AP/ PR check P/U	137.81	201.84
1739291	09/06/2019	Alsco (American Linen)	13-5800	Open PO- BV 2019/20	111.55	
				Open PO- KS 2019/20	47.93	
				Open PO- TM 2019/20	95.51	254.99
1739292	09/06/2019	Advanced Reproduction Center	01-5800	Open PO-ARC- Copies 2019/20		519.60
1739293	09/06/2019	Banerjea, Dr. Pia	01-5800	DO : Psychological Services 2019/20		1,600.00
1739294	09/06/2019	Banner Enterprises Inc	01-5800	Open PO -Banner Enterprises 2019/20		310.00
1739295	09/06/2019	Brelje & Race Consulting Civil Engineers	21-6200	M&O: Sewer System		5,730.00
1739296	09/06/2019	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc 2019/20	601.97	
				OPEN PO: TM Food for Food Svc 2019/20	493.92	1,095.89
1739297	09/06/2019	AT & T	01-5911	Open PO CALNET3		361.15
1739298	09/06/2019	City Of Santa Rosa Alarm Progr am	01-5805	False Burglary Alarm Fee Incident # 191770078		125.00
1739299	09/06/2019	Clover Stornetta Farms Inc	13-4715	BV- Student Milk 2019/20	615.75	
				KW- Student Milk 2019/20	756.50	
				TM- Student Milk 2019/20	855.45	2,227.70
1739300	09/06/2019	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		81.45
1739301	09/06/2019	DMR Builders Corp	21-6200	MV: Retaining Wall		46,772.30
1739302	09/06/2019	TIAA Commerical Finance	01-5600	DO: Rental Agreement For SF-5130		1,166.91
1739303	09/06/2019	FedEx	01-5800	DO: Fedex Shipments		58.21
1739304	09/06/2019	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC	22.28	
				M&O: Custodial Supplies @ TM	1,130.47	
				M&O; Custodial Supplies @ KW	499.52	
				M&O; Custodial Supplies @ MV	319.57	
			01-5800	M&O: Custodial Equipment Repairs	1,321.62	3,293.46
1739305	09/06/2019	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	141.69	
				Open PO - General Dist Maint 2019/20	674.85	
			01-4390	Open PO - General Dist Maint 2019/20	224.96	1,041.50
1739306	09/06/2019	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply 2019/20	2,034.19	
				OPEN PO TM Food Supply 2019/20	3,349.18	
			13-5800	CAFE: Food Storage	563.75	5,947.12
1739307	09/06/2019	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites 2019/20		27.00
1739308	09/06/2019	Hendrix Chainsaw & Garden	01-5800	OPEN PO-Garden & Chainsaw 2019/20		60.51

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 08/16/2019 through 09/10/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1739309	09/06/2019	Kids Hear	01-5800	Nursing Services 2019/20		9,000.00
1739310	09/06/2019	North Bay Water Systems	01-4370	Open PO - Pump Maint	57.50	
			01-5800	Open PO - Pump Maint	57.50	115.00
1739311	09/06/2019	Office Depot Inc	01-4350	OPen PO- District Office Supplies		268.68
1739312	09/06/2019	PG&E	01-5520	Open PO -PG & E 2019/20		426.45
1739313	09/06/2019	Santa Rosa, City Of	01-5560	Open PO for Water bill MV		120.00
1739314	09/06/2019	Sonoma County Office Of Educat ion	01-5800	Sped Training: Managing Serious Behavior (MSB)		750.00
1739315	09/06/2019	Silvas Custom Painting	01-5800	BV: Wall Repair & Paint		2,000.00
1739316	09/06/2019	Jeffrey Sutherland	21-6200	M&O: TM, KW, MV, BV. Reseed Lawns		9,578.74
1739317	09/06/2019	Spurr	01-5510	Open PO Spurr		439.96
1739318	09/06/2019	Leanne Wangler	01-5800	Speech Evaluation		492.65
1739319	09/06/2019	Westminster Woods Camp and Conference Center	01-5833	TM: Outdoor Ed	750.00	
				TM: Outdoor Ed	750.00	1,500.00
1739320	09/06/2019	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		64.46
				Total Number of Checks	**103**	**685,334.00**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	70	226,758.53
09	Stony Point Academy Charter	1	117.19
13	Cafeteria Fund	15	24,477.01
21	Building Fund	19	433,981.27
	Total Number of Checks	**103**	685,334.00
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**685,334.00**

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.

Bellevue Union School District

Consent Calendar for Board Meeting of September 17, 2019

5. Consent Calendar

    5.1. Acknowledge and Accept Grants & Donations
        5.1.1. Sonoma County Shade Company - BUSD Violins - $250
    5.2. Board Meeting Minutes
        5.2.1. Special Board Meeting September 10, 2019
        5.2.2. Special Board Meeting August 27, 2019
        5.2.3. Regular Board Meeting August 20, 2019
    5.3. Service Specification - Violin Instructor
    5.4. 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.

BUSD August 20, 2019 Board Meeting Minutes

1. Open Session 5:30 P.M.

   1.1. The regular Board meeting of the Bellevue Union School District Board of Trustees was called to order at 5:32 by Trustee Lisa Reyes, at the Bellevue Union School District Board Room.

   1.2. Public Comment On Closed Session: Tiffany Kampmann - 2.3

2. Adjourn To Closed Session: 5:35 P.M.

   2.1. Closed Session Agenda

      2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
         2.1.1.1. Interdistrict Attendance Permit Appeal
      2.1.2. Public Employment § 54957
      2.1.3. Conference With Labor Negotiator §54957.6
         2.1.3.1. BEA

3. Reconvene To Regular Session: 6:25 P.M.

   3.1. Flag Salute: Jean Walker led the flag salute.

   Members Present: Lisa Reyes, John Jarvis, Adele Walker, Stephanie Merrida-Grant, Jamie Padilla and David Alexander

   Members Absent: None

   Late Arrivals: John Jarvis

   Early Departures: None

   District Office Staff Present: David Alexander, Chris Kim, Moriah Hart, Larry Black, Siara Goyer

   Others Present: See Sign in Sheet

   3.2. Report on Closed Session: Interdistrict Appeal Denied

   3.3. Consider Agenda Adjustment: N/A

   3.4. Public Comment: Jeannette Rohner: Lack of Para Professionals

4. Presentation

4.1. State of the District, David Alexander, Ed.D, Superintendent

5. Action

5.1. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved Resolution No 2: Proclamation of September as Attendance Awareness Month.

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

5.2. Ratification of Bills and warrants

Payroll Totals:

Payroll Regular 7/31/2019	
Certificated	$63,411.69
Classified	$102,165.40
	$165,577.09
Supplemental Payroll 7/10/2019	
Certificated	$50,893.28
Classified	$22,685.08
	$73,578.36
Manual Payroll 7/19/2019	
Certificated	$0.00
Classified	$100.50
	$100.50
Totals	**$239,255.95**

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	732,690.01
09 SPA Charter	205.30

12 Child Dev Fund	56,662.27
13 Cafeteria Fund	13,980.35
21 Building Fund	277,282.47
25 Capital Facilities Fund	1,815.00
Total Payables	$1,082,635.40

On a motion by John Jarvis, second by Adele Walker, the Board ratified the Bills and Warrants.

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

6. Consent Calendar

6.1. Amendment to 2018-19 Pre-School Contract
6.2. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 2nd Reading (1st Reading 07.16.19)
6.3. Board Meeting Minutes
  6.3.1. Special Board Meeting July 25, 2019
  6.3.2. Regular Board Meeting July 16, 2019
6.4. Acknowledge and Accept Grants & Donations
  6.4.1. Donors Choose $688: “Quenching Our Thirst for Good Books!” - Elanna Johnstone, Meadow View
  6.4.2. Downtown Autobody - Violin Program - $250
  6.4.3. Storage Master Self Storage - Violin Program - $250
  6.4.4. Costco - Violin Program - $25
  6.4.5. Overhead Door Co of Santa Rosa - Violin Program - $300
  6.4.6. David Alexander - Violin Program - $100
  6.4.7. Advanced Security Systems - Violin Program - $100
  6.4.8. Robb Smith RGS Consulting LLC - Violin Program - $50
  6.4.9. Friedman’s Home Improvement - Violin Program - $100
  6.4.10. California Metal Spray - Violin Program - $100
6.5. Personnel Activity Log

On a motion by Stepahnie Merrida-Grant, second by Adele Walker, the Board approved the Consent calendar

Action:Approved

Vote	5	Ayes

	0	Noes
	0	Absent

7. Reports

7.1. California School Employees Association, Chapter 501
No Report

7.2. Bellevue Education Association
Tiffany Kampmann, BEA President, reported that the beginning of the school year was a mixed bag. There are new beginnings, fresh starts, grade level challenges, new sites, new principals, renewed energy, concerns about student welfare, temps, paraprofessionals, combo classes, and class sizes. The smiling faces of children give me joy every morning. Teachers love their jobs and they are dedicated to do what is best for our students.

7.3. Principal Reports
Nin Craig, Bellevue Elementary School Principal, stated it was hard to believe it had already been five days! We had a successful opening day. We're working on filling open positions across the district. Roger Farrell and team worked hard all summer to make the sites looks wonderful. Larry Black and team has worked tirelessly to deploy devices at all sites. Thank you to our District Office team for all you do. ELPAC testing has begun. PBIS/BEST training is under way with expectation stations. Bellevue and Meadow View students are exploring the new playgrounds, thank you Roger. Back to School Nights are next week at all school sites. Both Bellevue and Meadow View will have a family BBQ to start off Back to School Night on the right foot. All Board members are invited! Meadow View is gearing up for Outdoor Ed for the 6th graders. Kawana is working on their Mission and Collaborative Culture. Taylor Mountain has had a successful start to their TK/K class with 23 students. Kudos to Margaret Jacobon at Taylor Mountain! Bellevue also created at TK/K combo for over enrolled kinders. 42 families have already benefited from the food pantry at Bellevue.

7.4. Board Reports/Board Items
John Jarvis reported that the new playgrounds were pretty fantastic. He appreciates all the work the teachers and staff put in every day.

Adele Walker thanked everyone. The first day of school is exhausting and nerve wracking. She thanked Roger Farrell, Director of Maintenance and Operations for getting all of the work done over the summer, it was amazing. She wished for another great year and welcomed new faces.

Stephanie Merrida-Grant welcomed everyone back and said she was looking forward to another great year. She is happy to be on this ride!

Jamie Padilla thanked everyone for all they do.

7.5. Superintendent Report
Superintendent Alexander expressed similar sentiment to prior speakers. He shared appreciation for everyone's hard work.

8. Planning

August 27, 2019	Special Board Meeting	5:30pm	BUSD District Office Board Rm
September 17, 2019	Regular Board Meeting	5:30pm	Taylor Mountain Elementary MPR

9. ~~Return to Closed session as needed~~

Open Session Adjournment Time: 7:00 P.M

Respectfully Submitted,

By David Alexander Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday August 20, 2019
Sign-in Sheet

	Name	School Site/Community Member
1	Shirley Jenner	BEA
2	Suzanne Bethel	MV
3	Genevieve Walker	KW
4	Tiffany Kamprath	BEA
5	Becky Hansen	BEA
6	Kelly Fitzgerald-Dimsho	BEA
7	Gretchen Dodd the Fryd and	BEA
8	Nina Cruz	BV
9	Jean Walker	MV
10	Jeanette Rohner	TM
11	Wuelby Soriano	KW
12	Natascha Simpson	BV
13	Annie Wood	BV
14	Ryan Farrell	BOS
15	Martha Meeuwsen	K
16	Sophia Diaz	MV
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BUSD August 27, 2019 Board Meeting Minutes

1. Open Session 5:30 P.M.

    1.1. The Special Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:35 by Trustee Lisa Reyes, at the Bellevue Union School District Board Room.

    1.2. Public Comment On Closed Session: Michael Liotta: 2.1.1.1
    Tiffany Kampmann: 2.1.1.1
    Jeannette Rohner: 2.1.1.1
    Mark Mitchell: 2.1.1.1

2. Adjourn To Closed Session: 5:45 P.M.

    2.1. Closed Session Agenda

        2.1.1. Public Employee Performance Evaluation § 54957
            2.1.1.1. Superintendent

3. Reconvene To Regular Session: 8:07 P.M.

    3.1. Flag Salute: Lisa Reyes led the flag salute.

    Members Present: Lisa Reyes, John Jarvis, Adele Walker, Stephanie Merrida-Grant, Jamie Padilla and David Alexander

    Members Absent: None

    Late Arrivals: None

    Early Departures: None

    District Office Staff Present: David Alexander

    Others Present: Babs Cavanaugh & See Sign in Sheet

    3.2. Report on Closed Session NA

4. Planning

September 17, 2019	Regular Board Meeting	5:30pm	Taylor Mountain Elementary MPR

Open Session Adjournment Time: 8:08 P.M

Respectfully Submitted,

By David Alexander Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday August 27, 2019
Sign-in Sheet

	Name	School Site/Community Member
1	Michael Cotta	ES
2	Tiffany Kampmann	TM
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BUSD September 10, 2019 Board Meeting Minutes

1. Open Session 5:30 P.M.

    1.1. The Special Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:31 by Trustee Lisa Reyes, at the Bellevue Union School District Board Room.

    1.2. Public Comment On Closed Session: NA

2. Adjourn To Closed Session: 5:45 P.M.

    2.1. Closed Session Agenda

        2.1.1. Conference With Labor Negotiator §54957.6
            2.1.1.1. BEA

3. Reconvene To Regular Session: 7:03 P.M.

    3.1. Flag Salute: David Alexander led the flag salute.

    Members Present: Lisa Reyes, John Jarvis, Adele Walker, Stephanie Merrida-Grant, Jamie Padilla and David Alexander

    Members Absent: None

    Late Arrivals: None

    Early Departures: None

    District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Roger Farrell, Tracy Whitaker, Teresa Gomez

    Others Present: See Sign in Sheet

    3.2. Report on Closed Session NA

    3.3 Consider Agenda Adjustment NA

    3.4 Public Comment Michael Liotta: 4.1

4. Presentation

    4.1. State of the District, David Alexander, Ed.D, Superintendent (Part 2)Action

5. Action

5.1. On a motion by John Jarvis, second by Jamie Padilla, the Board approved the 2018-19 Unaudited Actuals Fiscal Report

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

6. Planning

September 17, 2019	Regular Board Meeting	5:30pm	Taylor Mountain Elementary MPR

Open Session Adjournment Time: 7:51 P.M

Respectfully Submitted,

By David Alexander Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday September 10, 2019
Sign-in Sheet

	Name	School Site/Community Member
1	Michael Cook	Kawana
2	Jeanette Rohner	TM
3	Tiffany Kampmann	DM
4	Teresa Amy	DO
5	Roger Farrell	BUSD
6	Tracy Whitaker	BUSD
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Service Specification

Introduction

The Bellevue Union School District is in need of contracted services for the after school student violin program district wide.

Service

The services provided by Matt Stern include violin instruction for two hours once a week at Bellevue Elementary School for 5th & 6th graders. Sept 18, 2019 start date, up to 33 Wednesday sessions, 2-4 performances per year at the school level, 1-2 district wide concerts (plus rehearsal time) not to exceed $4,000.

Instructor is responsible for collection permission slips and providing a list of students to the school offices within two weeks of the start of instruction as required by BUSD disaster/emergency preparedness rules.

If parent/guardian is late it is the instructor's responsibility to wait with the student for up to 15 minutes.

Fees, payments, and service terms

Fees	Service Term	Payment Schedule
$50 per hour (two hour session)	2019-20 School Year	Paid Monthly with receipt of invoice
$50 per hour performance/rehearsal rate	2019-20 School Year	Paid Monthly with receipt of invoice
Up to $200 for materials related to music instruction	2019-20 School Year	Must submit original receipts by the end of the school year and documentation of what the items were purchased for, ie costumes for performance, decorations, or music, for reimbursement.

X Matt Stern Date 9/13/19

X Bellevue Union School District Date 9/11/19

AGREEMENT FOR CONSULTANT SERVICES

This Agreement ("Agreement"), made this September 5th, 2019 by and between the Bellevue Union School District, a political subdivision of the State of California ("District") and Matt Stern, a duly qualified CONSULTANT in the area(s) of violin instruction ("CONSULTANT").

District and CONSULTANT hereby agree as follows:

1. Scope of Services:

   CONSULTANT agrees to provide services to District as set forth in **Service Specification**.

2. Contract Documents:

   The contract documents consist of the Agreement for Consulting Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:

   As full compensation for all services contemplated by this Agreement, CONSULTANT shall be recompensed as set forth in **Service Specification**.

4. Term of Agreement:

   The term of this Contract shall be from Sept 18 to May 27, 2020 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

District:

s/ _____

CONSULTANT:

s/ _____

Note: Federal Internal Revenue regulations require this office to report all payments to individuals for CONSULTANT services.

GENERAL PROVISIONS

1. CONSULTANT's Warranty: District has relied upon the CONSULTANT ability and training of CONSULTANT as a material inducement to enter into this Agreement. CONSULTANT hereby warrants that all its work will be performed in accordance with generally accepted CONSULTANT practices and standards as well as the requirements of applicable federal, state and local laws, it being understood that acceptance of CONSULTANT's work by District shall not operate as a waiver or release.

2. Status of CONSULTANT: The parties intend that CONSULTANT, in performing the services herein specified, shall act as an independent CONSULTANT and shall have control of the work and the manner in which it is performed. CONSULTANT is not to be considered an agent or employee of District and is not entitled to participate in any pension plans, insurance, bonus or similar benefits District provides its employees.

3. Conflict of Interest: CONSULTANT represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and CONSULTANT further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If CONSULTANT participates in the planning, development, or negotiation of a contract or other matter for the District, CONSULTANT may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.

4. Extra (Changed) Work: Only the Superintendent may authorize extra (and/or changed) work. The parties expressly recognize that District and school personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the CONSULTANT to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work and the CONSULTANT thereafter shall be entitled to no compensation whatsoever for the performance of such work.

5. Nondiscrimination: CONSULTANT shall comply with all applicable federal, state and local laws, rules and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.

6. Transfer of Rights: CONSULTANT assigns to District all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by CONSULTANT in connection with the project, if any. CONSULTANT agrees to take such actions as are necessary to protect the rights assigned to District in this Agreement, and to refrain from taking any action which would impair those rights. CONSULTANT's responsibilities under this contract include, but are not limited to, placing proper notice of copyright on all versions of the plans and specifications as CONSULTANT may direct, and refraining from disclosing any versions of the plans and specifications to any third party without first obtaining written permission of District.

7. Ownership of Work Product: District shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by CONSULTANT prior to termination of this Agreement by District or upon completion of the work pursuant to this Agreement.

8. Indemnification:

(a) CONSULTANT shall indemnify, defend with counsel acceptable to District, and hold harmless to the full extent permitted by law, District and its Board of Trustees, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with CONSULTANT's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability cause by the active negligence, sole negligence or

willful misconduct of the District. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for CONSULTANT or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) CONSULTANT shall be liable to District for any loss or damage to District property arising from or in connection with CONSULTANT's performance hereunder.

9. Insurance: With respect to the performance of work under this Agreement, CONSULTANT shall maintain and shall require all of its subcontractors, if any, to maintain insurance as indicated below:

(a) __*Required/*_X_*Not Required:* Worker's compensation insurance with statutory limits as required by the Labor Code or the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District."

(b) __*Required/*_X_*Not Required:* Commercial or Comprehensive General Liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than $1,000,000 per occurrence, $2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent CONSULTANT's liability, and personal injury liability.

(c) __*Required/*_X_*Not Required:* Automobile liability insurance covering bodily injury and property damage in an amount no less than $1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles.

(d) Each such comprehensive or commercial general liability and automobile liability insurance policy shall be endorsed with the following specific language:

(1) District, its officers and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to District with respect to any insurance or self-insurance programs maintained by District and no insurance held or owned by District shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to District.

(e) __*Required/*_X_*Not Required:* CONSULTANT Liability (Errors and Omissions) Insurance for all activities of the CONSULTANT arising out of or in connection with this Agreement is an amount no less than $1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to District."

(f) Documentation: The following documentation shall be submitted to the District:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon District's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of District's request.

(g) Policy Obligations: CONSULTANT's indemnity and other obligations shall not be limited by the foregoing insurance requirements.

(h) Material Breach: If CONSULTANT, for any reason, fails to maintain insurance coverage which is required pursuant to this Agreement, the same shall be deemed a material breach of contract. District, at its sole option, may terminate this Agreement and obtain damages from the CONSULTANT resulting from the breach. Alternatively, District may purchase such required insurance coverage, and without further notice to CONSULTANT, County may deduct from sums due to CONSULTANT any premium costs advanced by District for such insurance. These remedies shall be in addition to any other remedies available to District.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills and payments sent by mail shall be addressed as follows:

District:	CONSULTANT:
Bellevue Union SD 3150 Education Dr. 707-542-5197 Attention: Accounts Payable apy@busd.org	Matt Stern [redacted]

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) District may terminate this Agreement by giving thirty (30) calendar days written notice to CONSULTANT. In the event District elects to terminate the Agreement without cause, it shall pay CONSULTANT for the reasonable value of services rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination, stating the reason for such termination. In such event, CONSULTANT shall be entitled to receive payment for all services satisfactorily rendered provided, however, that there shall be deducted from such amount the amount of liquidated damage, if any, sustained by District by virtue of any breach of the Agreement by CONSULTANT.

12. Security. (K-12 districts only) By execution of the Agreement/Contract, the CONSULTANT acknowledges that Education Code section 45125.1 applies to contracts for the provision of school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, pupil transportation and school site food-related services. Section 45125.1 requires that employees of entities providing such services to school districts must be fingerprinted by the California Department of Justice for a criminal records check, unless the District determines that the CONSULTANT and CONSULTANT's employees will have limited contact with pupils. In making this determination, the District will

consider the totality of the circumstances, including factors such as the length of time the CONSULTANT and CONSULTANT's employees will be on school grounds, whether pupils will be in proximity with the site where the CONSULTANT and CONSULTANT's employees will be working, and whether the CONSULTANT and CONSULTANT's employees will be alone or with others. The District further reserves the right to determine, on a case-by-case basis, to require any entity providing school site services to comply with the requirements of this paragraph.

(a) District Determination of Fingerprinting Requirement Application

The District has considered the totality of the circumstances concerning the Project and has determined that the CONSULTANT and CONSULTANT's employees:

___X___ are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

_____ are not subject to the fingerprinting requirements of Education Code section 45125.1 and Paragraph (c) below, is applicable.

(b) If the District has determined that fingerprinting is required, the CONSULTANT expressly acknowledges that: (1) CONSULTANT and all of CONSULTANT's employees working on the school site must submit or have submitted fingerprints in a manner authorized by the Department of Justice, together with the requisite fee as set forth in Education Code section 45125.1; (2) CONSULTANT shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a serious or violent felony; (3) CONSULTANT shall certify in writing to the Governing Board of the District that none of its employees who may come in contacts with students have been convicted of a serious or violent felony; and (4) CONSULTANT shall provide to the Governing Board of the District a list of names of its employees who may come in contact with students. The CONSULTANT is required to fulfill these requirements at its own expense.

(c) Even if the District has determined that fingerprinting is not required, the CONSULTANT expressly acknowledges that the following conditions shall apply to any work performed by the CONSULTANT and/or CONSULTANT's employees on a school site: (1) CONSULTANT and CONSULTANT's employees shall check in with the school office each day immediately upon arriving at the school site; (2) CONSULTANT and CONSULTANT's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, CONSULTANT and CONSULTANT's employees shall not change locations without contacting the school office; (4) CONSULTANT and CONSULTANT's employees shall not use student restroom facilities; and (5) If CONSULTANT and/or CONSULTANT's employees find themselves alone with a student, CONSULTANT and CONSULTANT's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

13. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received.

14. Taxes: CONSULTANT agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case District is audited for compliance regarding any applicable taxes, CONSULTANT agrees to furnish District with proof of payment of taxes on those earnings.

15. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request

by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator, schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel.

16. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

17. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

18. Assignment/Delegation: Neither party hereto shall assign, sublet or transfer any interest in this Agreement or any duty hereunder without written consent of the other, and no assignment shall be of any force or effect whatsoever unless and until the other party shall have so consented.

19. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.

20. No Waiver of Breach: The waiver by District of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.

21. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability ("Force Majeure Event"), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.

22. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.

23. Headings: The headings in this Agreement are included for convenience only and shall neither affect the construction or interpretation of any provision in this Agreement nor affect any of the rights or obligations of the parties to this Agreement.

24. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

25. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

26. Attachments: The following Attachments, attached hereto, are incorporated herein by reference: School Calendar

Bellevue Union School District Personnel Activity Log

For the period: August 20, 2019-September 16, 2019
Date of Board Approval: September 17, 2019

Hiring:

Classified:

1. Jeanise Eisenman, 0.5 FTE Literacy Specialist Paraprofessional, Taylor Mountain Elementary School- Effective TBD
2. Barb Livingston, 0.5 FTE Literacy Specialist Paraprofessional, Bellevue and Taylor Mountain Elementary- Effective TBD

Certificated:

1. Juan Carrillo, 1.0 FTE Classroom Teacher, Kawana Springs Elementary School- Effective 09/01/2019
2. Jennifer Sombrero, 1.0 FTE Speech and Language Pathologist, District Wide- Effective 08/19/2019

Change of Contracts:

Classified:

1. Jeremiah Clements, 0.375 FTE Student Supervisor, Taylor Mountain Elementary School (Add 1 hour Campus Supervision; Previously 0.25 FTE Campus Supervisor, Taylor Mountain Elementary School)-
   Effective 08/22/2019
2. Erika Corrales, 0.625 FTE Instructional Assistant & 0.1875 FTE Student Supervision, Kawana Springs Elementary School (Add 0.625 FTE Instructional Assistant; Previously 0.1875 FTE Student Supervisor, Kawana Springs Elementary)
3. Ruben Cuevas, 1.0 FTE Night Custodian, Taylor Mountain (Previously 1.0 FTE Night Custodian, Bellevue Elementary School)- Effective 09/09/2019
4. Corinne Faulconer, 1.0 FTE Night Custodian, Bellevue Elementary School (Previously 0.625 FTE IA, 0.125 FTE Student Supervision and 0.125 Library Tech, Bellevue Elementary)- Effective 09/09/2019
5. Bryan Nyberg, 0.8125 FTE School Cook & 0.125 FTE Dishwasher, Bellevue Elementary School (Add 0.125 FTE Dishwasher; Previously 0.8125 FTE School Cook, Bellevue Elementary)- Effective 08/22/2019

BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/27/2019	9/13/2019	10/15/2019	11/7/2019	12/5/2019	1/11/2020	2/6/2020	3/6/2020	4/3/2020	5/8/2020	6/5/2020
Bellevue	410	408									
Kawana	337	337									
Meadow View	406	405									
Taylor Mountain	441	441									
Total Enrollment	**1594**	**1591**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**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				
Charter	0	37	71	94	145	144	0				
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**TBD**	**TBD**	**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						
Kawana	388	381	365	337	337						
Meadow View	397	409	425	437	406						
Taylor Mountain	502	503	483	456	413						
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*						
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.94%*	*95.12%*	*94.54%*	*94.69%*	*95.46%*						

Updated: 9/13/19