

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	John Bidwell Elementary School
Street	1730 65th Avenue
City, State, Zip	Sacramento, CA 95822
Phone Number	916.433.5047
Principal	Shannon Henry
E-mail Address	shannon-henry@sac-city.k12.ca.us
School Website	https://bidwell.scusd.edu/
CDS Code	34-67439-6034045
School Logo	Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Sacramento City Unified School District
Street	5735 47th Avenue
City, State, Zip	Sacramento, CA 95824
Phone Number	(916) 643-7400
Superintendent	Jorge Aguilar
Web Site	www.scusd.edu
E-mail Address	webhelp@scusd.edu
District Logo	<div style="text-align: center;"><p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	Name: Jessie Ryan, President, Area 7 Title:
Member 2	Name: Darrel Woo, 1st VP, Area 6 Title:
Member 3	Name: Michael Minnick, 2nd VP, Area 4 Title:
Member 4	Name: Lisa Murawski, Area 1 Title:
Member 5	Name: Leticia Garcia, Area 2 Title:
Member 6	Name: Christina Pritchett, Area 3 Title:
Member 7	Name: Mai Vang, Area 5 Title:
Member 8	Name: Olivia Ang-Olson, Student Member Title: Olivia Ang-Olson, Student Board Member
Member 9	Name: Title:

Member 10	Name: Title:
Member 11	Name: Title:
Member 12	Name: Title:

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Jorge Aguilar
Administrator 1	Name: Lisa Allen Title: Deputy Superintendent
Administrator 2	Name: Christine Baeta Title: Chief Academic Officer
Administrator 3	Name: Rose Ramos Title: Chief Business Officer
Administrator 4	Name: Cancy McArn Title: Chief Human Resources Officer
Administrator 5	Name: Alex Barrios Title: Chief Communication Officer
Administrator 6	Name: Cathy Allen Title: Chief Operations Officer
Administrator 7	Name: Vincent Harris Title: Chief Continuous Improvement & Accountability Officer
Administrator 8	Name: Elliot Lopez Title: Chief Information Officer
Administrator 9	Name: Tu Moua Title: Instructional Assistant Superintendent

[School Description and Mission Statement \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Vision Statement:

The Bidwell school community is united in the academic and social success of our diverse learners. Bidwell students are collaborative and independent problem solvers; who are intrinsically motivated to reach high academic expectations, make positive impacts on others and affect positive social change in their community and the world.

Mission Statement:

To provide a safe environment and challenging curriculum which will enable all students to become independent life-long learners and responsible citizens.

John Bidwell's programs include:

Rigorous and developmentally appropriate curriculum
GATE Cluster classes for 2nd through 6th grade
Safe learning community

John Bidwell Elementary has high expectations for students. Teachers work as a team to encourage students to be independent learners and use a variety of small group methods to develop problem-solving skills, cooperation, and higher-level thinking skills, instead of the standard textbook format. The staff works closely with parents and other community members to be responsive to the needs of students and the community.

School Description:

John Bidwell School is a school where unity and dedicated effort translate into high student achievement. Since 1998, when California began monitoring student achievement through Academic Performance Index (API) scores, our school has seen a steady increase of 276 API points, an achievement that has been recognized by Governor Davis, as well as officials from the United States Department of Education.

Our school has approximately 300 students in a pre-school through sixth grade program. A morning and afternoon pre-school (Head Start and State) program is conducted on the campus. Special education services are offered to identified students as well as a departmental program for our second through sixth graders. We offer a 5 day a week after school program that features assistance with homework, recreational reading, and athletic activities. Additionally, we have a state of the art computer lab; reading for pleasure room (Ben Carson Reading Room), acceleration classes in grades 4-6 (i.e. poetry, coding, financial literacy and math mindsets) and a Parent Resource Room.

We proudly provide all students with a rigorous curriculum, extensive interventions, a wide array of authentic assessment measures, individualized student action plans, and ongoing monitoring of student progress. Yet at the core, lies the foundation of our school's success: unity and purpose driven by a dedicated staff. Our staff provides intensive and differentiated instruction, wins teaching honors, furthers their own education, conducts classroom action research, mentors new teachers, presents at local and national conferences, and are considered leaders in the district.

Our staff creates a collegial and supportive environment and works collaboratively in grade level teams, primary and intermediate segments, and various committees. Through these collaborative processes, we have built a strong system of peer recognition and celebration. Teachers also collaborate to develop and provide Common Core State Standards aligned instruction. Intel is major partner and has provided technological equipment as well as ongoing for our children, families, and teachers.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

John Bidwell is committed to strong partnerships with parents and community. Parents are invited to participate as active members in our school community in many ways. We have several governing boards on site that are represented by parents, teachers and staff. These committees include School Site Council, English Language Advisory Committee and the Parent Teacher Family Organization. We have a growing number of parents that attend these meetings as elected council members and/or diverse voices in our school community. In 2015, we opened up the Bidwell Parent Resource Room which is equipped with computers, work stations, child care space and technology for presentations. An ongoing parent workshop series takes place in the Parent Room; which unpacks the tools and resources available to ensure a quality learning experience for our children.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Sacramento City Unified School District
Comprehensive Safe School Plan 2018-2019

- Section 1..... Crisis Communication Flow
- Section 2.....Site Level Emergency Procedures:
 - (a) Lockdown Response
 - (b) Fire
 - (c) Bomb Threat, ATF Bomb Threat Checklist
 - (d) Active Shooter
 - (e) Chemical Accident
 - (f) Severe Weather / Loss of Power (City of Sacramento)
- Section 3.....Earthquake Emergency Procedures
- Section 4..... Site Level Use of Schools as a Community Shelter **
- Section 5.....District Policies Related to Safety and Missing Student Protocol:
 - (a) Board Policy 5021: Custodial & Parent Rights
 - (b) Mandated Child Abuse Reporting
 - (c) Suicide Risk Assessment
 - (d) Missing Student Protocol
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- ** To be determined by The American Red Cross and the Office of Emergency Services
- Section 10.....Component I: Social Climate
- Component II: Physical Climate/Campus
- Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
- Section 12..... Site Level Communication Procedures

Section 12 (a)Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15...Site Level Family Reunification Plans

Section 15(a)..... Reunification Logs

Section 16.....* Site Level Provisions for Students/Staff with Special Needs

Section 16(a).....Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18...Staff / School Handbook

Section 19.....Site Map (Please Label All Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

*Confidential

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE’s MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 6/14/2018

This section should be kept to 1-2 paragraphs.

John Bidwell Elementary School, built in 1957, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in June 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at

all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Main Office: Office needs painting - W.O. #124693. Classroom 19: Replace floor tiles - W.O. #124685. Classroom 20: Replace floor tiles - W.O. #124687. Kitchen: Repaint kitchen - W.O. #124690 Boys Restroom and Girls Restroom by Classroom 8: Repaint Boys Restroom and Girls Restroom - W.O. #124691.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Classroom 2: Repair ballast in room 2 - W.O. #124673. Classroom 6: Repair ballast in room 6 - W.O. #124677. Classroom 17: Repair ballast in room 17 - W.O. #124682.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	Work orders made for all deficiencies. Repairs made.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	15	13	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: February, 2018

This section should be kept to 1-2 paragraphs.

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Benchmark Advance Texts for English Language Development Kinder 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 1st 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 2nd 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 3rd 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 4th 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 5th 2017 Adopted 2018</p> <p>Benchmark Advance Texts for English Language Development 6th 2017 Adopted 2018</p> <p>Benchmark Advance English Language Kinder 2017 Adopted 2018</p> <p>Benchmark Advance English Language 1st 2017 Adopted 2018</p> <p>Benchmark Advance English Language 2nd 2017 Adopted 2018</p> <p>Benchmark Advance English Language 3rd 2017 Adopted 2018</p> <p>Benchmark Advance English Language 4th 2017 Adopted 2018</p> <p>Benchmark Advance English Language 5th 2017 Adopted 2018</p> <p>Benchmark Advance English Language 6th 2017 Adopted 2018</p>	Yes	0%
Mathematics	<p>EnVision Math Grade Kinder 2015 Adopted 2014</p> <p>EnVision Math Grade 1 2015 Adopted 2014</p> <p>EnVision Math Grade 2 2015 Adopted 2014</p> <p>EnVision Math Grade 3 2015 Adopted 2014</p> <p>EnVision Math Grade 4 2015 Adopted 2014</p> <p>EnVision Math Grade 5 2015 Adopted 2014</p> <p>EnVision Math Grade 6 2015 Adopted 2014</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Science Macmillan : Kinder 2008 Adopted 2008 Science Macmillan : 1 2008 Adopted 2008 Science Macmillan : 2 2008 Adopted 2008 Science Macmillan : 3 2008 Adopted 2008 Science Macmillan : 4 2008 Adopted 2008 Science Macmillan : 5 2008 Adopted 2008 Earth science: 6 2007 Adopted 2007	Yes	0%
History-Social Science	We learn together : Kinder 2007 Adopted 2006 Family and friends : 1st 2007 Adopted 2006 People and places: 2 2007 Adopted 2006 California Communities: 3 2007 Adopted 2006 Our Golden State: 4 2007 Adopted 2006 Making a new nation: 5 2007 Adopted 2006 Ancient Civilizations: 6 2007 Adopted 2006	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,596	\$1,026	\$5,570	\$68,126
District	♦	♦	\$6,048	
Percent Difference: School Site and District	♦	♦	-5.1	13.2
State	♦	♦		
Percent Difference: School Site and State	♦	♦	-13.4	1.3

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. John Bidwell Elementary School and district supplemental programs and services include:

- Class Size Reduction for Primary grades as well as Intermediate
- Supplemental instructional materials and books

- Enrichment programs
- Access to technology
- Field trips and Guest Speakers
- Parent Education/Family Nights
- Student Support Service Coordinator
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Reading Specialist

Please check with your child’s principal to receive information regarding the services that are specific to your child’s school.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.
