

Bishop Elementary School

800 West Elm Street • Bishop, CA 93514 • 760.872.1658 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Bishop Unified School District

301 N. Fowler Street

Bishop, CA 93514

(760) 872-3680

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**Asst. Principal - Home St. and
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**Principal - Bishop High and
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Community Day School 3**

Katie Kolker

**Principal - Palisade Glacier High,
Bishop Independent Study and
Keith Bright High School**

School Description

SCHOOL MISSION STATEMENT

Our vision of an effective school includes a school community that collaborates to promote student achievement and positive character development. Using brain compatible research and best teaching practices, Pine Street Elementary School will teach the skills necessary for students to become productive members of society. We strive to foster in each child a love of learning, good work habits, and a sense of personal responsibility.

COMMUNITY & SCHOOL PROFILE

Pine Street School serves about 430 students in grades 3-5. The school is located in the town of Bishop, California, midway between Reno, Nevada and Los Angeles, California, along scenic Highway 395.

Pine Street has 16 general education classrooms, three Dual Language Immersion (Spanish/ English) classrooms (3-5), one special day class, and one resource classroom. We support class size reduction in grade 3. Fourth and fifth grade classes are supported by a Physical Education Specialist and a Music/Art instructor in addition to the regular classroom teacher. Fifth grade students may also choose to begin instrumental band instruction. All students have access to regularly scheduled times in the Computer Lab and the Library Resource Center.

Our school serves a diverse student population. 57% percent of our students qualify for free or reduced price meals. About 10% of our population are English Language Learners.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	132
Grade 4	163
Grade 5	141
Total Enrollment	436

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	14.2
Asian	1.4
Filipino	0.2
Hispanic or Latino	39.9
White	36.7
Two or More Races	6.9
Socioeconomically Disadvantaged	54.8
English Learners	9.9
Students with Disabilities	8.9
Foster Youth	0.7

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 for Bishop Elementary	17-18	18-19	19-20
With Full Credential	22	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Bishop Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	101
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Bishop Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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 2019-20)

Bishop Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Bishop Unified School District held a Public Hearing on September 19, 2019 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Bishop Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators and teachers. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for 30 days prior to adoption at the school library and District Office for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Trustees for final adoption.

Each student in grades 3 - 5 is given a Chromebook. The school's computer lab contains 35 workstations for student use. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and reading comprehension.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Journeys + Biliteracy - Houghton Mifflin Harcourt - 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges - The Math Learning Center - 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Foss - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Impact California - McGraw Hill 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Pine Street Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on five acres. School facilities were built in 1963; they span nearly 35,000 square feet, and consist of 19 permanent classrooms, eight portable classrooms, administrative offices, restrooms, and storage rooms. A remodel of the administrative offices and library was completed in the fall of 2007. The facilities strongly support teaching and learning through ample classroom and playground space. Facilities information was current as of December 1, 2019.

MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

CLEANING PROCESS AND SCHEDULE

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	43	38	41	50	50
Math	38	37	35	34	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.7	19.9	43.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	441	428	97.05	43.46
Male	234	228	97.44	38.16
Female	207	200	96.62	49.50
Black or African American	--	--	--	--
American Indian or Alaska Native	60	58	96.67	36.21
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	175	97.22	29.71
White	160	156	97.50	58.33
Two or More Races	29	28	96.55	64.29
Socioeconomically Disadvantaged	226	220	97.35	31.36
English Learners	92	89	96.74	24.72
Students with Disabilities	36	33	91.67	6.06
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	441	428	97.05	36.92
Male	234	228	97.44	40.35
Female	207	200	96.62	33.00
Black or African American	--	--	--	--
American Indian or Alaska Native	60	58	96.67	24.14
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	176	97.78	23.30
White	160	155	96.88	53.55
Two or More Races	29	28	96.55	60.71
Socioeconomically Disadvantaged	226	221	97.79	27.60
English Learners	92	89	96.74	17.98
Students with Disabilities	36	33	91.67	6.06
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.

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 2019-20)

Parents and the community are very supportive of the educational program at Pine Street Elementary School. Parents are encouraged to join the PTA, School Site Council, and BEST Foundation (Bishop Elementary Schools Together), volunteer in the classroom, and assist with fundraising efforts. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, Altrusa, White Mountain Research Station, University of California, Berkeley, and the Bishop Paiute Tribe.

Parents who wish to participate in Pine Street Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (760) 872-1658.

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.

School Safety Plan

Safety of students and staff is a primary concern of Pine Street Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. Teachers and noon aides monitor school grounds, including the cafeteria and playground, before, during, and after school to ensure a safe and orderly environment. The school is a closed campus; all visitors must sign in at the school office and wear visitor's badges while on campus, and must check out before leaving the school.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The District collaborated with the Bishop Police Department to update the plans at all the schools. This process created a comprehensive crisis management plan for all schools in the community. The plan was completed and reviewed with school staff in August 2012. A copy of the plan is available to the public at the school and District office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.1	7.5	5.5
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.7	3.4	7.1
Expulsions Rate	0.6	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1453.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
3	22	2	4		23	1	6		19	4	3	
4	31		4		27		5		33		2	3
5	28		4	1	26	1	2	2	28		5	
Other**	5	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

All training and curriculum development at Plm Street Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Five mandatory staff development days are provided annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified. The staff development committee coordinates their offerings based on the District Leadership Team/District Assistance and Intervention Team goals set out annually for staff development related to those goals.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and to improve instruction for students. Bishop Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,806	\$46,208
Mid-Range Teacher Salary	\$69,262	\$72,218
Highest Teacher Salary	\$92,206	\$92,742
Average Principal Salary (ES)	\$114,829	\$134,864
Average Principal Salary (MS)	\$114,829	\$118,220
Average Principal Salary (HS)	\$121,440	\$127,356
Superintendent Salary	\$177,044	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the District was for the 2017-2018 school year. The figures shown in the "Expenditures Per Pupil" table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

In addition to general fund State funding, Bishop Unified School District receives State and Federal categorical funding for special programs. For the 2018-2019 school year, the District received Federal and State aid for the following categorical, special education, and support programs:

- Title I
- Title II
- Title III
- Title VII
- Lottery
- Special Education
- IDEA
- Medi-Cal Reimbursement
- EPA

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,403	\$877	\$5,526	\$73,946
District	N/A	N/A	\$5,975	\$73,467.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.8	0.6
School Site/ State	-30.4	1.4

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.