



# Henry F. Bishop Elementary School

1501 Sunset Street • Coalinga CA, 93210 • (559) 935-7570 • Grades K-1

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



### Coalinga-Huron Unified School District

657 Sunset Street

Coalinga CA, 93210

(559) 935-7500

<http://www.chusd.org>

#### District Governing Board

Lisa Culbertson, President

Ramon Zubri, V.P.

Maria I. Zavala, Clerk

Francisco J. Chavez, Member

Roger Campbell, Member

#### District Administration

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and Transportation**

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**Director of Instructional Technology**

Scott Yeager

**Director of Human Resources**

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**Director of Educational Technology  
Integration and Support**

### School Description

**MISSION:** Coalinga-Huron Joint Unified School District will engage, challenge, and inspire all students by way of high quality instructional programming, utilizing safe and attractive facilities, and promote effective communication that honors the input of our stakeholders.

**VISION:** We will provide a program which will motivate and challenge all students to fulfill their potential; to be good citizens, critical thinkers, and lifelong learners so they can one day be productive members of society who make a difference

### BEAR EXPECTATIONS AT COALINGA ELEMENTARY SCHOOLS:

Believe all students will learn at high levels

Engage all students in challenging academic material

Align instruction to ensure all students master essential learning targets

Respond when students are not learning

### Principal's Message

Welcome to Bishop Elementary. We are here to engage learning by exploring the sense of their world. We are committed to meeting their needs in social skills, recognizing their emotional needs and fostering academics through discovery. Here at Bishop Elementary we strive to create a dynamic learning experience that will cultivate a strong sense of character, allow our children to discover new perspectives, and inspire them to become informed global citizens. Our vision is to provide every student with the knowledge and skills necessary to be prepared for college and a 21st Century workforce. We are thankful to have a group of dedicated staff members, supportive parents, and amazing students who work tirelessly to achieve high levels of academic achievement each year. Our team believes that success is earned through hard work and dedication to continued improvement. Our team of teachers and Para educators are here to support students striving for the personal best. Bishop Elementary School is a Kindergarten through first grade school with a Special Education Day class at the campus. We have a high percentage of teachers that are classified as "highly qualified" according to the California requirements and are credentialed to teach English Learners. Teachers collaborate weekly to share strategies, examine student work, discuss student standards to develop classroom resources that will best benefit students. Parents and community members are an important part of our academic program. The strong partnership between school and home help students reach their fullest potential. Cheney Elementary School welcomes parent participation in school activities and encourages parents to join our PTO, School Site Council, ELAC and any other committees within the school district.

The Bishop After-School Program serves 77 students daily, at 93% of its capacity, the program is integrated with the regular school day. After a 30-minute snack-and-recess break, students rotate through four daily activities: homework, which is overseen by a certificated teacher; art; physical activities; and academic games. The program is open from 2:45 until 6 p.m. during school days.

## 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
Kindergarten	104
Grade 1	221
Total Enrollment	325

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.3
Hispanic or Latino	84
White	12
Two or More Races	1.8
Socioeconomically Disadvantaged	87.7
English Learners	33.8
Students with Disabilities	7.4
Homeless	1.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Henry F. Bishop	17-18	18-19	19-20
With Full Credential	12	13	16
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coalinga-Huron Unified	17-18	18-19	19-20
With Full Credential	♦	♦	180
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Henry F. Bishop Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

\* 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)**

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

**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	McGraw Hill Wonders 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt's Go Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill California Science 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan-McGraw Hill (4-5): California Vistas Adopted 007 Scott Forseman (K-3): Social Science for California Adopted 2008 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)**

Bishop Elementary School was built in 1958 on 7.59 acres of land in a central part of Coalinga. The site has 14 permanent classrooms and a cafeteria/multipurpose room. There are also three portable classrooms that are used as classrooms and one as a computer lab. The campus was modernized in 1997 and is in good condition. Bishop site has a new wing that houses eight classrooms that was finished in August of 2019.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	broken tiles in cafeteria, they were replaced 10-3-19.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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						

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.

## 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)

Bishop Elementary School has a School Plan for Student Achievement (SPSA) that lays out budget, and expenditures are planned according to student needs. The SPSA is created by the School Site Council, which includes staff and parent members. In addition, the school has an English Language Advisory Committee to help with the decision making for students learning English. Parents are encouraged to be actively involved in our school governance. We have a School Site Council that meets regularly. We have an English Learner Advisory Committee, and parents of second language students are invited to participate in the English Language Advisory Committee. We have a community liaison that works with our parents and students to ensure a positive academic experience. Parents also participate in fundraisers and book fairs. Teachers meet with parents at least twice a year to review student progress in conferences. Many volunteer in the classrooms and help with field-trip supervision. The PTO meets monthly at Dawson Elementary and has been instrumental in fund-raising for the school.

### 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.

### 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			

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 Safety Plan

Bishop Elementary conducts emergency fire drills that are held monthly, earthquake drills are held quarterly, and lock down drills are held each semester. The drills provide practice of evacuation procedures, procedures for preparedness, and to be ready to respond in the event of a real emergency. Each teacher carries an emergency folder and an emergency pack with them during each emergency drill. The site has been implementing monthly scenarios through Navigate system to be proactive if an emergency happens that teachers and students are prepared. Staff members work together on school safety committee that monitors the preparedness and compliance the school. Each room has an exit map and a fire extinguisher. During school hours, teachers supervise students before, during and after school. A school counselor is available to help support resources for emotional student and family needs. The campus is a closed campus during the school hours and visitors report through the office. Visitors on the school grounds are required to sign in and show ID before they get a visitor's pass. The Safe Schools Plan is revised annually with staff and parent input to keep safety effective at the site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.8	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.1	5.0	6.6
Expulsions Rate	0.5	0.3	0.1

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*	650.0

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

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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+
K	21	1	5		22	1	5		20	5		
1	23	1	8		26		8		24		9	
Other**									10	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

The Coalinga Huron School District builds a professional community with the teachers and staff through quality professional development that focuses on standards, balanced literacy, and instructional strategies. All teachers participate in staff development for technology, language arts, and math. Academic coaches, teachers, and district administration provide ongoing training. Teachers and outside presenters addressed the staff development needs of our staff. One hour every Wednesday morning, teachers work together to plan lessons based on prior assessments in Professional Learning Communities (PLC), Data Teams, Positive Behavior Intervention Support, technology training and Time To Teach classroom management training. The professional experiences are supported with coaching provided by coaches who work together to bring the most effective strategies to teachers and staff. The Leadership committee is established to help support teachers with gathering/analyzing data for their PLC meetings and support site recommendations for student support structures. Teachers also have the opportunity to continue on-going staff development through release days and conferences that focus on elevating student learning. Teachers have the opportunity to grow professionally in district focus areas: aeries gradebook, illuminateEd, and fast bridge. All teachers who are supporting English language learner students are going through or have gone through the SEAL process to learn strategies that support students in the classroom. Administration, site administrators, teachers, and staff deepen their content knowledge by collaboration structures, creating instructional repertoire through the site and district, improving assessment strategies, and fostering a shared sense of responsibility.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,302	\$46,208
Mid-Range Teacher Salary	\$76,673	\$72,218
Highest Teacher Salary	\$90,653	\$92,742
Average Principal Salary (ES)	\$101,968	\$134,864
Average Principal Salary (MS)	\$104,986	\$118,220
Average Principal Salary (HS)	\$115,053	\$127,356
Superintendent Salary	\$149,476	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Our school receives federal Title I funds to support student progress, professional development and parent involvement. LCAP funds help fund technology in the classroom and P.E. teachers. A grant pays for an After School Education and Safety Program. The district provides Teacher credentialing Block Grant, Teacher Induction program for teachers clearing credentials. Title III funds are received for immigrant education and limited English support.

### 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7782.46	1551.24	6231.22	76305.13
District	N/A	N/A	8970.47	
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.0	-1.7
School Site/ State	-18.6	4.5

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.