

# **Bishop Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Bishop Elementary
<b>Street</b>	450 North Sunnyvale Ave.
<b>City, State, Zip</b>	Sunnyvale, CA 94085-4320
<b>Phone Number</b>	(408) 522-8229
<b>Principal</b>	Suzanne Cicala
<b>Email Address</b>	suzanne.cicala@sesd.org
<b>Website</b>	<a href="http://www.sesd.org/bishop">http://www.sesd.org/bishop</a>
<b>County-District-School (CDS) Code</b>	43 69690 6049142

Entity	Contact Information
<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Benjamin H. Picard
<b>Email Address</b>	benjamin.picard@sesd.org
<b>Website</b>	www.sesd.org

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

Bishop Elementary School is located in Sunnyvale, California in the heart of Silicon Valley. Our 450 students in transitional kindergarten through fifth grade represent several ethnic backgrounds including Hispanic, Caucasian, Filipino, and Asian. Our families come from a variety of occupations, educational levels, and socioeconomic backgrounds, making Bishop a diverse community.

Our instructional program provides students with in-depth knowledge in the core subject areas. Teachers use the Common Core Standards and state adopted curriculum to offer students engaging and meaningful learning opportunities. Teachers collaborate weekly to look at student progress and then design and adjust instruction to meet the needs of all students. Other programs include iReady Math, Contexts for Learning, Headsprout, Raz-Kids, Reading Partners, Kids Learning After School (KLAS), GirlStart, Physical Education, as well as arts instruction in music, theater, visual arts, and dance.

Our Positive Behavioral Intervention Support (PBIS) Program strengthens our safe, respectful and responsible learning environment for all of our students. Our partnership with PlayWorks provides students with structured play through classroom lessons and organized games on the playground.

Finally, as a Leader in Me school, students, parents, teachers, and staff learn how to be responsible, show initiative, be creative, set goals and meet them, get along with people of various backgrounds and cultures, and resolve conflicts and solve problems. Everyone learns how to apply the 7 Habits to their work and personal lives. Through ongoing professional development and coaching, we have deeply learned the 7 Habits to enhance the safe, respectful and responsible Bishop school culture. Leadership roles and events take place throughout the school year for our entire community. We apply what we learn more deeply to academics through goal setting, data tracking, and student-led conferences. Together, we recognize and celebrate the greatness of each child and provide students with multiple opportunities to develop their full potential.

### School Mission Statement

We empower everyone to have a voice and the confidence to persevere as learners and leaders who will inspire change in themselves and in the world.

### School Motto

Lead Together and Inspire Change

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	67
Grade 2	73
Grade 3	70
Grade 4	82
Grade 5	81
Total Enrollment	475

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	8.2
Asian	10.1
Filipino	4.8
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.8
White	20
Two or More Races	6.5
Socioeconomically Disadvantaged	71.8
English Learners	48.6
Students with Disabilities	10.3
Foster Youth	0.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	25	25	330
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Kindergarten - 3rd Grade: Heinneman Fountas and Pinnell Classroom Core Curriculum Adopted 2019</p> <p>4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010</p> <p>Leveled Literacy Intervention (LLI) Intervention &amp; Supplemental Materials Heinneman</p> <p>95% Intervention &amp; Supplemental Materials 95 Percent Group</p>	Yes	0.0
<b>Mathematics</b>	<p>Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014</p> <p>Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007  Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org	Yes	0.0
<b>History-Social Science</b>	Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Bishop Elementary is in good condition with all electrical and mechanical functioning. It is safe and the school is clean. The school is currently undergoing significant modernization.

### 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

**Year and month of the most recent FIT report:** 4-24-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Restrooms need added cleaning
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	45	47	59	59	50	50
<b>Mathematics (grades 3-8 and 11)</b>	41	33	55	54	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	226	218	96.46	3.54	46.54
<b>Male</b>	108	104	96.30	3.70	45.19
<b>Female</b>	118	114	96.61	3.39	47.79
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	22	22	100.00	0.00	27.27
Asian	16	16	100.00	0.00	75.00
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	120	116	96.67	3.33	39.66
Native Hawaiian or Pacific Islander					
White	30	30	100.00	0.00	53.33
Two or More Races	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	164	159	96.95	3.05	35.85
English Learners	156	149	95.51	4.49	37.16
Students with Disabilities	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	226	100.00	0.00	32.74
Male	108	108	100.00	0.00	37.04
Female	118	118	100.00	0.00	28.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native	22	22	100.00	0.00	18.18
Asian	16	16	100.00	0.00	62.50
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	120	120	100.00	0.00	25.83
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	30	30	100.00	0.00	40.00
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	164	164	100.00	0.00	25.00
English Learners	156	156	100.00	0.00	23.08
Students with Disabilities	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.5	13.8	11.2

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.



## 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)

At Bishop, we value parental involvement and encourage the adults in our community to engage in our students' education. Volunteer opportunities include:

- School Site Council
- Parent Teacher Organization
- English Learner Advisory Committee (ELAC)
- District ELAC
- District Annual Lyceum
- Reading Partners
- Safe Routes to School
- Grade Level Field Trips
- Classroom Assistance
- School Community Events
- Annual School Book Fair
- The 7 Habits of Successful Families Workshop
- Family Engagement Institute Classes
- Digital Literacy Classes
- Biweekly Food Distribution

Contact the Bishop Office at 408-522-8229 for more 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	0.4	1.1	1.6	1.2	1.4	3.6	3.5	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 2019-20)

Bishop has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The goals outlined in the plan are:

1. Positively impact school culture and academic achievement using The Leader in Me process.
2. Provide a Safe and Orderly Environment using Positive Behavior Support Intervention.

Bishop's School Site Council monitors, reviews and revises the plan each year to reflect the current needs of the school. The School Site Council last reviewed and approved the plan in November 2019. The plan includes the following main components: Committee Members, School Vision Statement, Data Analysis, Goals and Action Plans, Communication of the Plan, Evaluation of the Plan, Chain of Command, Evacuation Plan, Schedule of Drills, and Procedures for Safe Ingress and Egress. The current Board Approved School Safety Plan is posted on the school website for review by the public.

## 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	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	4		19	5			20	5		
1	22		3		21		3		22		3	
2	22		4		23		3		24		3	
3	21	1	3		24		4		22		3	
4	30		3		26		3		32		2	
5	26	1	3		25		3		26	1	3	
Other**	6	1			5	2			7	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,688.99	\$4,213.37	\$9,475.62	\$80,724.82
District	N/A	N/A	\$8,872.49	\$88,001.00
Percent Difference - School Site and District	N/A	N/A	6.6	0.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	28.3	-0.2

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 2018-19)

Bishop Elementary offers multiple programs and services to assist students including:

- Playworks to support safety and physical education
- Starting Arts to educate students in the arts
- Reading Partners to assist students one to one in order to build literacy
- Reading intervention to meet the needs of students struggling in literacy
- Paraeducators to support literacy in grades TK-5th
- Outreach assistant to support home and school communication

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,063	\$45,741
Mid-Range Teacher Salary	\$88,460	\$81,840
Highest Teacher Salary	\$114,701	\$102,065
Average Principal Salary (Elementary)	\$146,857	\$129,221
Average Principal Salary (Middle)	\$161,707	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$322,760	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	24

Professional development for the Bishop staff occurs through many opportunities. At Bishop, we value collaboration and incorporate it into all that we do. Continuous progress monitoring using common assessments provides our staff with data that is analyzed through Professional Learning Communities. The principal, assistant principal and instructional coaches attend grade level meetings to offer input and guidance around data analysis and instructional best practices.

Our state and local school data are used to determine growth areas and site professional development is planned accordingly. Teachers participate in three full days of professional development during the school year. In addition, monthly teacher learning days, when students are released early, provide additional time for focused professional development. All teachers participate in district-wide professional development three times a year and ongoing coaching at the site level.

Recent professional development topics include:

- Leader in Me
- Common Core Standards in all Academic Areas
- Next Generation Science Standards
- English Language Development
- Leveled Literacy Intervention
- Assessment and Reporting Progress
- Progress Monitoring through Professional Learning Communities
- Response to Intervention
- Using Technology to Support Instruction
- Math Instruction
- Writing Instruction
- Accountable Talk
- High Order Thinking Skills
- Meeting the Needs of Low Income Students
- Foundational Literacy