

Bishop Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Bishop Elementary |
| Street | 450 N. Sunnyvale Ave |
| City, State, Zip | Sunnyvale |
| Phone Number | 4085228229 |
| Principal | Tara Lubrano |
| Email Address | tara.lubrano@sesd.org |
| School Website | https://www.sesd.org/bishop |
| Grade Span | |
| County-District-School (CDS) Code | 43 69690 6049142 |

2024-25 District Contact Information

| | |
|-------------------------|----------------------------|
| District Name | Sunnyvale School District |
| Phone Number | (408) 522-8200 |
| Superintendent | Dr. Michael Gallagher |
| Email Address | michael.gallagher@sesd.org |
| District Website | www.sesd.org |

2024-25 School Description and Mission Statement

Bishop Elementary School is located in Sunnyvale, California in the heart of Silicon Valley. We serve over 470 students in transitional kindergarten through fifth grade. They 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

2024-25 School Description and Mission Statement

collaborate weekly to look at student progress and then design and adjust instruction to meet the needs of all students. In addition, we offer an array of after school activities, such as: Kids Learning After School (KLAS), Musical Production, Performing Arts/Music/Visual Arts, Girl Start (STEM for Girls), Bay Area Women Sports Initiative, and PlayWorks Clinic

Our Positive Behavioral Intervention Support (PBIS) Program strengthens our school expectations of being kind, being responsible, and being safe. We support these efforts through weekly raffles, monthly assemblies, and trimesterly expectation gatherings. Our PBIS team meets monthly to review behavior data and to collaborate on best practices to implement school-wide so we can promote a safe learning environment for all students.

We were formerly known as a Leader In Me School, but this year we transitioned away from this process, but still embrace leadership skills across the campus to ensure students see themselves as leaders that are making positive changes in their community. This year, with the help of our community, we have formed an exploration committee that will help us explore a focus area for our school that meets the needs of our families, students, and staff.

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

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 105 |
| Grade 1 | 78 |
| Grade 2 | 62 |
| Grade 3 | 74 |
| Grade 4 | 62 |
| Grade 5 | 65 |
| Total Enrollment | 446 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.9 |
| Male | 53.1 |
| American Indian or Alaska Native | 1.1 |
| Asian | 10.5 |
| Black or African American | 0.7 |
| Filipino | 4.5 |
| Hispanic or Latino | 65.7 |
| Native Hawaiian or Pacific Islander | 1.6 |
| Two or More Races | 3.6 |
| White | 11.9 |
| English Learners | 43.9 |
| Foster Youth | 0.4 |
| Socioeconomically Disadvantaged | 51.3 |
| Students with Disabilities | 16.6 |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.10 | 90.05 | 264.80 | 88.16 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.33 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.40 | 0.47 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 9.00 | 3.00 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 2.00 | 9.95 | 24.10 | 8.04 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.10 | 100.00 | 300.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.60 | 91.15 | 276.40 | 90.51 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.65 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.00 | 0.98 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 8.85 | 8.30 | 2.72 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 15.60 | 5.14 | 15831.90 | 5.67 |
| Total Teaching Positions | 22.60 | 100.00 | 305.40 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.60 | 87.80 | 278.40 | 93.05 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.13 | 6.30 | 2.11 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 4.07 | 6.20 | 2.08 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 8.20 | 2.76 | 14303.80 | 5.15 |
| Total Teaching Positions | 24.60 | 100.00 | 299.20 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 2 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 2.00 | 1 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 2.00 | 1 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 7.4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Kindergarten - 5th Grade Fountas and Pinnell Classroom (Heinemann: Adopted 2019) Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd) Designated English Language Development Pilot during 2024-25 school year for New Comers (US 1 year) 1. Benchmark Hello (2nd-5th) 2. Lexia English (2nd-5th) | Yes | 0.0 |
| Mathematics | Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023 | Yes | 0.0 |
| Science | Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020 | Yes | 0.0 |
| History-Social Science | Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022 Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past | Yes | 0.0 |

| | | | |
|---------------|---|-----|-----|
| Health | Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021) | Yes | 0.0 |
|---------------|---|-----|-----|

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

School Facility Conditions and Planned Improvements

Bishop Elementary is in good condition with all electrical and mechanical functioning. It is safe and the school is clean. A comprehensive new construction and modernization project was completed in 2021. There were a few exterior lighting components that were "down" and our team is in the process of addressing. These solutions should be corrected within the month.

Year and month of the most recent FIT report: 11/15/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | : |
| Electrical | X | | | E210: Outside down. Multi: 2 down lights |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | 33 | 55 | 54 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 27 | 29 | 48 | 49 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 201 | 190 | 94.53 | 5.47 | 33.16 |
| Female | 92 | 85 | 92.39 | 7.61 | 40.00 |
| Male | 109 | 105 | 96.33 | 3.67 | 27.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 16 | 88.89 | 11.11 | 50.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100.00 | 0.00 | 63.64 |
| Hispanic or Latino | 113 | 106 | 93.81 | 6.19 | 23.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 10 | 83.33 | 16.67 | -- |
| White | 34 | 34 | 100.00 | 0.00 | 44.12 |
| English Learners | 90 | 80 | 88.89 | 11.11 | 7.50 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 90 | 86 | 95.56 | 4.44 | 18.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 42 | 39 | 92.86 | 7.14 | 20.51 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 201 | 197 | 98.01 | 1.99 | 28.93 |
| Female | 92 | 91 | 98.91 | 1.09 | 26.37 |
| Male | 109 | 106 | 97.25 | 2.75 | 31.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 16 | 88.89 | 11.11 | 62.50 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 11 | 11 | 100.00 | 0.00 | 54.55 |
| Hispanic or Latino | 113 | 112 | 99.12 | 0.88 | 16.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 45.45 |
| White | 34 | 34 | 100.00 | 0.00 | 50.00 |
| English Learners | 90 | 87 | 96.67 | 3.33 | 3.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 90 | 89 | 98.89 | 1.11 | 13.48 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 42 | 38 | 90.48 | 9.52 | 18.42 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 15.71 | 31.75 | 44.48 | 41.52 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 65 | 65 | 100.00 | 0.00 | 30.77 |
| Female | 34 | 34 | 100.00 | 0.00 | 29.41 |
| Male | 31 | 31 | 100.00 | 0.00 | 32.26 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 100.00 | 0.00 | 13.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 18 | 18 | 100.00 | 0.00 | 50.00 |
| English Learners | 34 | 34 | 100.00 | 0.00 | 8.82 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 26 | 100.00 | 0.00 | 15.38 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 16.67 |

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 95% | 98% | 98% | 98% | 98% |

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 Association (PTA)
- English Learner Advisory Committee (ELAC)
- District ELAC
- Classroom Assistance
- School Community Events
- Annual School Book Fair
- Annual Walk-a-Thon
- Classroom Education Events for Families
- Field Trip Volunteer
- Parent Support Group
- Parents & Principals Meetings (Monthly parent meetings with principals)

Contact the Bishop Office at 408-522-8229 for more information.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.71 | 0.2 | | 2.22 | 1.97 | | 3.17 | 3.6 | |
| Expulsions | 0 | 0 | | 0 | 0 | | 0.07 | 0.08 | |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | | |
| Female | | |
| Male | | |
| Non-Binary | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Black or African American | | |
| Filipino | | |
| Hispanic or Latino | | |
| Native Hawaiian or Pacific Islander | | |
| Two or More Races | | |
| White | | |
| English Learners | | |
| Foster Youth | | |
| Homeless | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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
2. Provide a Safe and Orderly Environment using Positive Behavioral Interventions and Support (PBIS).
3. Build a positive school climate where all students feel safe and a sense of belonging

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 October 2024. The current Board Approved School Safety Plan is posted on the school website for review by the public.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 4 | | |
| 1 | 20 | 2 | 1 | |
| 2 | 19 | 3 | | |
| 3 | 18 | 2 | 1 | |
| 4 | 29 | | 4 | |
| 5 | 23 | | 6 | |
| Other | 7 | 2 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 3 | 2 | 0 |
| 1 | 21 | 1 | 2 | 0 |
| 2 | 23 | 0 | 3 | 0 |
| 3 | 21 | 0 | 3 | 0 |
| 4 | 31 | 0 | 4 | 0 |
| 5 | 23 | 0 | 6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 14 | 2 | 1 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| | | | | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$20,637.85 | \$7,637.00 | \$13,000.85 | \$104,131.06 |
| District | N/A | N/A | \$12,276.89 | \$110,924 |
| Percent Difference - School Site and District | N/A | N/A | 5.7 | -6.3 |
| State | N/A | N/A | \$10,771 | \$96,325 |
| Percent Difference - School Site and State | N/A | N/A | 18.8 | 7.8 |

Fiscal Year 2023-24 Types of Services Funded

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 intervention to meet the needs of students struggling in literacy & math
- Paraeducators to support literacy & math in grades K-5th
- Outreach assistant to support home and school communication
- Counseling services that are provided by a licensed social worker

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$74,245 | \$58,553 |
| Mid-Range Teacher Salary | \$107,554 | \$93,924 |
| Highest Teacher Salary | \$139,457 | \$119,489 |
| Average Principal Salary (Elementary) | \$175,223 | \$149,898 |
| Average Principal Salary (Middle) | \$187,114 | \$157,111 |
| Average Principal Salary (High) | \$0 | \$151,698 |
| Superintendent Salary | \$348,609 | \$270,432 |
| Percent of Budget for Teacher Salaries | 34% | 32% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

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 coach 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 (August, October, & January) 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. In addition, all teachers participate in coaching at the site level. In addition, grade level teams meet with instructional coaches and administrators once per month to analyze data and plan for next steps. Lastly, teachers are given a collaboration day each trimester to work as a grade level team with an instructional coach to develop and plan for implementation of thoughtfully designed lessons that engage students and support student outcomes.

Multi-Tiered Systems of Support (MTSS)
 Responsive Teaching
 Next Generation Science Standards
 English Language Development
 Diagnostic Tools
 Assessment and Reporting Progress
 Progress Monitoring through Professional Learning Communities
 Math Instruction
 Writer's Workshop
 Foundational Literacy / Explicit Phonics Instruction

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 31 | 31 | 40 |