

San Luis Coastal Unified School District

# Bishop's Peak Elementary School

Transitional Kindergarten  
through Grade 6

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## 2021-2022 School Accountability Report Card

*Published During 2022-2023*

<p><b>BOARD OF EDUCATION</b> DEC 2022-Nov 2023</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Eve Dobler-Drew Chris Ungar</p>	<p><b><i>Our Vision</i></b></p> <p><b>San Luis Coastal prepares each student for a life of purpose.</b></p> <p><b>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</b></p> <p><b><i>Our Mission</i></b></p> <p><b>San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</b></p>	<p><b>DISTRICT OFFICE</b></p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: <a href="mailto:district@slcusd.org">district@slcusd.org</a> Web Site: <a href="http://www.slcusd.org">www.slcusd.org</a></p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Diane Frost Assistant Superintendent Educational Services</p>
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The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

**2021-2025:**

**All Means All:** All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

**High Expectations:** Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

**Respect and Integrity:** Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

**Collaboration and Civil Discourse:** The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

**Culture of Care and Safety:** Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students' voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

**Continuous Improvement:** Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

## I. Data and Access

*Ed-Data* is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

*DataQuest* is an online data tool located at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

*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 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.

## II. About Bishop's Peak Elementary School

### School Description and Mission Statement

Bishop's Peak Elementary School is home to some of the finest young minds in San Luis Obispo. Our school is dedicated to academic excellence and achievement. We are committed to nurturing the intellectual, physical, social, and emotional capacities of every student. We strive to make all students lifelong learners who will positively contribute to our diverse society. The school's experienced and dedicated staff, along with the committed and involved parent population, work together to create academic excellence.

Our Mission Statement is:

*The Bishop's Peak Elementary School and family community is student-centered, innovative, and committed to empowering all of our children to develop independence, collaborative critical thinking skills, and compassion.*

### Opportunities for Parental Involvement

A strong home/school partnership is the basis for the collaborative atmosphere at Bishop's Peak Elementary School. Parents are an integral part of our school, providing considerable volunteer and financial support. Parents are involved in PTA, School Site Council, San Luis Coastal Unified School District committees, and day-to-day campus and classroom activities. Numerous activities, field trips, and overnight excursions would not be possible without parent support. Our PTA also helps organize events that bring us together as a school community, such as the annual Fall Carnival, STEAM Fair, March-a-Thon, Study Trips, Family Fun Nights, and grade-level activities. Parents seeking information about how to become more involved in school life should call our school secretary, Mrs. Rosemary Hollis, at 805-596-4030.

### Enrollment by Grade Level (2021-2022)

Grade Level	Number of Students
Transitional K	21
Kindergarten	40
Grade 1	38
Grade 2	40
Grade 3	49
Grade 4	54
Grade 5	56
Grade 6	79
<b>Total Enrollment</b>	<b>377</b>

### Enrollment by Group (2021-2022)

Group	Percent of Enrollment
Male	51%
Female	49%
Non-binary	0%
African American	0%
American Indian or Alaska Native	1%
Asian	6%
Filipino	1%
Pacific Islander	0%
Hispanic or Latino	15%
White (not Hispanic)	71%
Two or More	6%
Socioeconomically Disadvantaged	29%
English Learners	3%
Students with Disabilities	16%

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2019-20				2020-21				2021-22			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
TK	20	1			17	1			24		1	
K	24		2		14	3			20	1	2	
1	25		2		14	3			19	2		
2	28		2		23		2		20	1	1	
3	16	2	2		16	1	2		16	1	2	
4	20	2	2		17	1	2		18	1	2	
5	25		2		23	1	2		26		1	1
6	24		2		16	2	1		24		3	

### III. School Climate

#### School Safety Plan

We pride ourselves in maintaining a safe and orderly environment. As required, our school has developed a Comprehensive School Safety Plan. It includes the key elements of school characteristics, physical environment, social environment, school culture, crime data, critical incident response, and an emergency response plan. As prescribed by state law, the plan is formally reviewed annually. It was last reviewed by our school staff in August 2022 and by our School Site Council in September 2022. This Comprehensive School Safety Plan is available for review in the school office. More important than the written document, however, is our consistent attention to safety. Safety precautions and procedures are routinely reviewed and updated by the principal and staff as appropriate, and drills are held regularly to reinforce established emergency procedures.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			State		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
<b>Suspensions</b>	0%	0.22%	2.21%	0.41%	1.76%	3.36%	0.2%	2.45%	3.17%
<b>Expulsions</b>	0%	0%	0%	0%	0.11%	0.04%	0%	0.05%	0.07%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years. Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

#### Suspensions (Column 1) and Expulsions by Student Group (Column 2) (School Year 2021-2022) Chronic Absenteeism by Student Group (School Year 2021-2022) (Columns 3-6)

Group % of Enrollment	Suspensions	Expulsions	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	2.21%	0%	408	397	105	26.4%
Male	3.83%	0%	209	202	56	27.7%
Female	0.50%	0%	199	195	49	25.1%
Non-binary	%	0%				%
African American	%	0%				%
American Indian or Alaska Native	%	0%	2	2	1	50%
Asian	%	0%	23	23	1	4.3%
Filipino	%	0%	3	3	0	0%
Hispanic or Latino	6.78%	0%	59	57	25	43.9%
Pacific Islander	%	0%	1	1	0	0%
White (not Hispanic)	1.02%	0%	294	285	73	25.6%
Two or more	4.76%	0%	21	21	5	23.8%
Socioeconomically Disadvantaged	4.58%	0%	131	124	56	45.2%
English Learners	15.38%	0%	13	12	3	25%
Foster Youth	%	0%	1	1	0	0%
Homeless	10.53%	0%	19	17	7	41.2%
Students with Disabilities	7.79%	0%	77	76	30	39.5%

## IV. Facilities

### Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <https://www.slcsd.org/departments/bgt/facility-planning>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

### Age of School Buildings

Bishop's Peak School has 19 classrooms, a multi-purpose room, a library and an office. The main campus was built in 1956; additions were constructed in 1958, 1961, 1972 and 1998. A new multi-purpose room and remodeled administrative office were completed in 2020.

### Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

### Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools 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.

### Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Year and month of the most recent FIT report: 10/30/22

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			Action taken or planned is tracked with School Dude
<b>Interior:</b> Interior Surfaces	✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			
<b>Electrical:</b> Electrical	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			
<b>Structural:</b> Structural Damage, Roofs	✓			
<b>External:</b> Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
<b>Overall Rating</b>	Exemplary			

## V. Teachers

### Teacher Preparation and Placement (School Year 2020-2021)

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	17.6	89.81	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0	0	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	0	0	9.2	2.33	12115.80	4.41
Unknown	2	10.19	27.6	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	<b>19.60</b>	<b>100</b>	<b>398.60</b>	<b>100</b>	<b>274759.10</b>	<b>100</b>

Teacher Preparation and Placement (School Year 2021-2022) The following information will not be available for publishing on January 31, 2023. Date of release TBD by CDE.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	19.40	90.67	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	0	4	0.96	4853
Teachers without credentials and misassignments	1.74	0	0	5	1.21	12001.50
Credentials teachers assigned out-of-field	4.30	0	0	13.40	3.24	11953.10
Unknown	4.28	2	9.33	4.83	15831.90	5.67
<b>Total Teaching Positions</b>	<b>21.40</b>	<b>100</b>	<b>415.70</b>	<b>100</b>	<b>279044.80</b>	<b>100</b>

### Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
<b>Total Teachers without credentials and misassignments</b>	<b>0</b>	<b>0</b>

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.

### Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0	0
Local assignment options	0	0
Total Out-of-field teachers	0	0
Misassignments for English learners	0	0
<b>No credential, permit or authorization to teach</b>	<b>0</b>	<b>0</b>

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (2021-2022)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Counselor
Counselor	1	337
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.65	
Nurse	0.56	
Speech/Language/Hearing Specialist	1.07	
Adaptive Physical Education		
Occupational Therapist	0.2	

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2022-2023)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

### K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (6th City)	Heinemann	<i>Units of Study for Teaching Reading/Writing</i>
	2019	K-2	Heinemann	<i>Phonics Units of Study</i>
	2022	6(LOMS), 7,8	Houghton Mifflin Harcourt	<i>Into Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2<sup>nd</sup> Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2<sup>nd</sup> Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
		7	College Preparatory Mathematics	<i>Core Connections, Course 2</i>
	2016	8	College Preparatory Mathematics	<i>Core Connections, Course 3</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2020	6	National Geographic Learning	<i>World History: Ancient Civilizations</i>
	2020	7	National Geographic Learning	<i>World History: Medieval and Early Modern Times</i>
	2020	8	National Geographic Learning	<i>US History: American Stories, Beginnings to World War I</i>
Science	2016	K-5	Delta Education	<i>FOSS Next Generation</i>
	2020	6	Delta Education	<i>FOSS Next Generation</i>
	2020	7	Delta Education	<i>FOSS Next Generation</i>
	2020	8	Delta Education	<i>FOSS Next Generation</i>

### 9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2022	9-11	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2015	12	CSU (The California State University)	<i>ERWC 3.0</i>
Mathematics	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>

	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th Edition</i>
	2022	9-12	Pearson/Savvas	<i>Precalculus, 7th Edition (Blitzer)</i>
	2022	9-12	Pearson/Savvas	<i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB &amp; BC Edition)</i>
<b>History/Social Science</b>	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	10-12	Cengage	<i>Western Civilization Since 1300 (AP)</i>
	2019	11	Houghton Mifflin Harcourt	<i>American History, Reconstruction to the Present</i>
	2019	12	Pearson/Savvas	<i>Magruder's American Government</i>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
<b>Science</b>	2018	9	Lab-Aids	<i>Science and Global Issues: Biology, 2<sup>nd</sup> Edition</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMM Science Dimensions Chemistry in the Earth System</i>
	2014	11-12	Pearson/Savvas	<i>College Physics: A Strategic Approach, 3rd Edition (AP Edition)</i>

### Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
<b>Health</b>	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

### World Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
<b>Spanish</b>	2018	9-12	Vista Higher Learning	<i>Senderos, Levels 1-4</i>
	2018	9-12	Holt McDougal Online	<i>Abriendo puertas: Ampliando perspectivas</i>
	2013	9-12	Pearson	<i>Reflexiones: Introducción a la literatura hispánica (AP Edition)</i>
	2020	9-12	McGraw-Hill	<i>Tu Mundo: Espanol Sin Fronteras, 2nd Edition</i>
<b>French</b>	2018	9-12	Vista Higher Learning	<i>D'accord! Langue et Culture du Monde Francophone, Levels 1-3</i>
<b>Latin</b>	2012	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4<sup>th</sup> Edition</i>
	2012	9-12	Bolchazy-Carducci Publishers	<i>Aeneid Books I-VI and Selections from Julius Caesar's Commentarii de bello gallico</i>
<b>ASL</b>	2008	9-12	Dawn Sign Press	<i>Signing Naturally</i>

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-2021)

This table displays a comparison of the schools per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$14,741	\$5,109	\$9,632	\$85,459
<b>District</b>			\$15,068	\$15,068
<b>Percent Difference - School Site and District</b>			-36.08%	-36.08%
<b>State</b>			\$6,594	\$6,594
<b>Percent Difference - School Site and State</b>			46.07%	46.07%

## Types of Services Funded (2021-2022)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education	Limited English Proficiency, Title III
College Readiness	Special Education
English Language Instruction	Title I, Title IV Student Support & Academic Enrichment
Homeless Child Education	Vocational Education
Lottery	Lowest Performing Student Block Grant

## Teacher and Administrative Salaries (Fiscal Year 2020-2021)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$49367	\$52478
Mid-Range Teacher Salary	\$73737	\$80810
Highest Teacher Salary	\$103731	\$101276
Average Principal Salary (Elementary)	\$132578	\$127080
Average Principal Salary (Middle)	\$149211	\$134264
Average Principal Salary (High)	\$166847	\$147200
Superintendent Salary	\$228449	\$242351
% of Budget for Teacher Salaries	30.09%	33%
% of Budget for Admin Salaries	5.18%	6%

## IX. Student Performance

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

### California Assessment of Student Performance and Progress Results for All Students (School Year 21-22)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	64	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	56	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-a9 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

### CAASPP Assessment Results – English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	234	95	59.40
Male	121	112	93	57.14
Female	125	122	98	61.48
Asian	16	15	94	93.33
Hispanic or Latino	37	37	100	37.84
White	176	167	95	62.87
Two or More Races	14	12	86	41.67
Socioeconomically Disadvantaged	79	72	91	36.11
English Learners	--	--	--	--
Students with Disabilities	56	49	88	22.45

Note: ELA/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 on the CAAs divided by the total number of students who participated in both assessments. 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 Assessment Results – Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	235	96	59.57
Male	121	113	93	64.60
Female	125	122	98	54.92
Asian	16	16	100	81.25
Hispanic or Latino	37	37	100	32.43
White	176	168	95	64.88
Two or More Races	14	11	79	45.45
Socioeconomically Disadvantaged	79	74	94	39.19
English Learners	--	--	--	--
Students with Disabilities	56	50	89	26

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and High School**

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (5 <sup>th</sup> grade)	51.35	33.33	42.48	45.40	28.50	29.47

**CAASPP Assessment Results – Science**

**Disaggregated by Student Groups, Five, Eight and High School (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100	33.33
Male	27	27	100	33.33
Female	30	30	100	33.33
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	41	41	100	41.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100	15.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

**California Physical Fitness Test Results (2021-22)**

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. In January 2022, the State Board of Education passed PFT regulations which changed the definition of PFT results to indicate that local educational agencies (LEAs) will report participation rates only on the School Accountability Report Card (SARC).

Grade Level	Student Participation Rate for each component by grade level				Flexibility
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	
5	90%	89.6%	90.3%	86.1%	89.8%

## X. Instructional Planning and Scheduling

### Professional Development

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	55/39	59/43	45/27

Note: Full days/partial days



*The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.*