

Bishop Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 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://bishop.sesd.org/
Grade Span	
County-District-School (CDS) Code	43 69690 6049142

2025-26 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Gudiel Crosthwaite
Email Address	gudiel.crosthwaite@sesd.org
District Website	www.sesd.org

2025-26 School Description and Mission Statement

Bishop Elementary School is located in Sunnyvale, California in the heart of Silicon Valley. We serve over 450 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 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, Ukulele, Bay Area Women Sports Initiative, and PlayWorks Clinic, etc.

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.

This year marked our first year implementing a performing arts school focus. We believe that integrating the arts enhances students' academic growth, creativity, and confidence. By maintaining a strong academic foundation while incorporating the performing arts, we aim to support the whole child—fostering both intellectual and emotional development.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	66
Grade 2	80
Grade 3	67
Grade 4	79
Grade 5	61
Total Enrollment	465

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.4
Asian	8.8
Black or African American	1.7
Filipino	4.9
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	1.5
Two or More Races	5.2
White	8.4
English Learners	39.6
Homeless	1.3
Socioeconomically Disadvantaged	50.8
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.

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)	20.6	91.15	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	8.85	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	0	0	15.6	5.14	15831.9	5.67
Total Teaching Positions	22.6	100	305.4	100	279044.8	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.

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)	21.6	87.8	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.13	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.07	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.2	2.76	14303.8	5.15
Total Teaching Positions	24.6	100	299.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.1	84.67	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	0.5	1.92	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.66	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	1.5	5.75	20.8	6.99	13705.8	4.91
Total Teaching Positions	26.1	100	297.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	2.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.4	3.5
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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023 Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th) Currently piloting ELA and ELD for Adoption in 2026	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	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	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Bishop Elementary School received an overall “Good” rating (90.05%) on the 2025–26 Facility Inspection Tool (FIT), indicating that the campus is safe, clean, and maintained in effective working order. The school performed well across the majority of facility categories, with strong results in systems, safety, structural integrity, and external grounds. Areas identified for improvement, primarily restroom compliance and electrical access, have been addressed or are currently in progress through district work orders. The district will continue monitoring these items to ensure the campus remains in good repair and supportive of student learning.

Year and month of the most recent FIT report

12/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AUDITORIUM: 2. HVAC SYSTEM IS NOT WORKING PROPERLY. KITCHEN: 2. DIRTY VENT IN RR.
Interior: Interior Surfaces	X			A108: 4. CEILING TILE HAS A WATER STAIN. F120: 4. CEILING TILE HAS A WATER STAIN. F122: 4. CEILING TILE HAS A WATER STAIN. MULTI-USE: 4. CEILING TILES ARE LOOSE. OFFICE: 4. CEILING TILE HAS A WATER STAIN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D101: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D103: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D104: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E111: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E112: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E113: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E117: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E119: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E212: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>E213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E215: 5. UNSECURED ITEMS ARE STORED TOO HIGH. F124: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>A107: 7. TWO LIGHT PANELS ARE OUT. AUDITORIUM: 7. FOUR LIGHT FIXTURES ARE OUT. BOYS REST ROOM: 7. HAND DRYERS ARE NOT FUNCTIONING. D103: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. D104: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. E110: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED AND IS OBSCURED. E111: 7. ELECTRICAL PANEL IS OBSCURED. E113: 7. ELECTRICAL PANEL IS OBSCURED. E114: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. E211: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. E215: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED AND OBSCURED. E216: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. MULTI-USE: 7. MULTIPLE LIGHT FIXTURES ARE DIM OR OUT. OFFICE: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. OFFICE: 7. ONE LIGHT PANEL IS OUT. OFFICE: 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. STAFF ROOM: 7. TWO LIGHT PANELS ARE OUT.* STORAGE: 7. ONE LIGHT PANEL IS OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>BOYS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT BASE. BOYS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. (ROOM IDS ARE HIDDEN WHEN DOOR IS PROPPED OPEN) BOYS REST ROOM: 9. ONE FAUCET IS LOOSE AT BASE. D102: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. E110: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. E114: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. E118: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. E119: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (WILLIAMS NOTICE NOT POSTED) (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>E215: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>E219: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>F123: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED).</p> <p>GIRLS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE NOT POSTED).</p> <p>MENS REST ROOM: 8. ALL SINGLE USER REST ROOM MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>MULTI-USE: 9. ONE DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>STUDENT UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>UNISEX REST ROOM: 9. FAUCET HAS A LOW FLOW.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>BOYS REST ROOM: 10. FIRE SPRINKLER ESCUTCHEON IS LOOSE.</p> <p>CUSTODIAN: 10. NO ROOM ID.</p> <p>D103:10. *EMERGENCY EXIT IS BLOCKED</p> <p>D105:11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E110: 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E111: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>E112: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. PLUG IN AIR FRESHENER.</p> <p>E113: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>E116: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>BOYS REST ROOM: 12. HOLE IN EXTERIOR WALL. (ROOM IDS ARE HIDDEN WHEN DOOR IS PROPPED OPEN)</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>D105: 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS REST ROOM: 15. DOOR CLOSER COVER IS MISSING.</p> <p>OFFICE: 15. DOOR CLOSER COVER IS MISSING.</p> <p>PLAYGROUNDS: 14. IMPACT SURFACING TILES ARE LIFTING AT SEAMS CREATING TRIP HAZARDS.</p>

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	41	54	55	47	48
Mathematics (grades 3-8 and 11)	29	36	49	52	35	37

2024-25 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	207	196	94.69	5.31	41.33
Female	103	98	95.15	4.85	47.96
Male	104	98	94.23	5.77	34.69
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	69.23
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	138	130	94.20	5.80	32.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	19	19	100.00	0.00	68.42
English Learners	82	72	87.80	12.20	13.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	103	95.37	4.63	26.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	2.78

2024-25 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	207	204	98.55	1.45	36.27
Female	103	102	99.03	0.97	36.27
Male	104	102	98.08	1.92	36.27
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	69.23
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	138	138	100.00	0.00	25.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	45.45
White	19	19	100.00	0.00	78.95
English Learners	82	80	97.56	2.44	16.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	108	100.00	0.00	28.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	5.56

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.75	28.33	41.52	48.17	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	27.87
Female	30	29	96.67	3.33	27.59
Male	32	32	100.00	0.00	28.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	18	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	100	97	97	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.

2025-26 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 (Ex: Fall Festival, Multicultural Night, Dine out Nights, etc.)
- 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	493	57	11.6
Female	249	243	22	9.1
Male	258	250	35	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	48	12	25.0
Black or African American	--	--	--	--
Filipino	25	25	5	20.0
Hispanic or Latino	351	340	33	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	4	16.7
White	40	39	2	5.1
English Learners	209	204	22	10.8
Foster Youth	--	--	--	--
Homeless	17	14	0	0.0
Socioeconomically Disadvantaged	271	264	25	9.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	102	25	24.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.2	1.25	2.17	1.97	2.06	2.1	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.17	0.00
Female	0.00	0.00
Male	4.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.50	0.00
English Learners	1.44	0.00
Foster Youth	0.00	0.00
Homeless	11.76	0.00
Socioeconomically Disadvantaged	3.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.88	0.00

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.

2025-26 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 November 2025. 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.

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
K	17	1	3	0
1	19	4	0	0
2	20	1	2	0
3	23	0	3	0
4	20	4	2	0
5	31	0	4	0
6	0	0	0	0
Other	11	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	3		
1	20	3		
2	19	4		
3	22		3	
4	24		8	
5	20	6		
Other	15	7		

2024-25 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	0

2024-25 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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ 15,490.65	\$ 4,493.31	\$ 10,997.34	\$ 117,543.45
District	N/A	N/A	12,138.26	
Percent Difference - School Site and District	N/A	N/A	-200.0	-6.3
State	N/A	N/A	11,058.45	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

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

- Playworks to support safety and physical education
- Drama Teacher supports to inspire students to express themselves, think critically, and connect deeply through the art of performance.
- Starting Arts to educate students in the arts
- Reading intervention to meet the needs of students struggling in literacy & math\
 - After school academic tutorials to support students performing grade level
- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$61,597
Mid-Range Teacher Salary		\$98,902
Highest Teacher Salary		\$126,340
Average Principal Salary (Elementary)		\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary		\$288,332
Percent of Budget for Teacher Salaries	31.45%	31.29%
Percent of Budget for Administrative Salaries	6.81%	5.38%

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
 Science of Reading
 English Language Development
 Diagnostic Tools
 Assessment and Reporting Progress
 Progress Monitoring through Professional Learning Communities
 Math Instruction

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	31	40	50