

# Bangor Elementary School

## School Accountability Report Card

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

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

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

Entity	Contact Information
<b>School Name</b>	Bangor Elementary School
<b>Street</b>	7549 Oro-Bangor Hwy.
<b>City, State, Zip</b>	Bangor, CA 95914
<b>Phone Number</b>	(530) 679-2434 ext.201
<b>Principal</b>	Lauren Albert
<b>Email Address</b>	lalbert@bangorunion.org
<b>Website</b>	<a href="http://www.bangorunion.org/">http://www.bangorunion.org/</a>
<b>County-District-School (CDS) Code</b>	04 61382 6002919

Entity	Contact Information
<b>District Name</b>	Bangor Union Elementary School District
<b>Phone Number</b>	(530) 679-2434 ext. 201
<b>Superintendent</b>	Lauren Albert
<b>Email Address</b>	lalbert@bangorunion.org
<b>Website</b>	<a href="http://www.bangorunion.org/">http://www.bangorunion.org/</a>

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

Bangor Elementary School strives for the highest academic standards for all students. Our highly trained and motivated teachers are dedicated to creating a safe, caring, and inclusive environment that fosters excellence in academic and personal life skills.

In addition to academic growth, teachers and staff promote the social and emotional growth of students to ensure that they have the personal and interpersonal skills to achieve success and happiness in life as an adult and function as responsible and productive citizens.

The administration at Bangor Union Elementary is supportive of the staff and teachers and works to ensure that a rigorous, dynamic and comprehensive curriculum is delivered to our students in order to continue to meet or exceed the State and Federal academic standards.

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

Grade Level	Number of Students
Kindergarten	11
Grade 1	9
Grade 2	9
Grade 3	15
Grade 4	9
Grade 5	13
Grade 6	5
Grade 7	12
Grade 8	15
<b>Total Enrollment</b>	<b>98</b>

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2
Hispanic or Latino	29.6
White	66.3
Two or More Races	2
Socioeconomically Disadvantaged	77.6
English Learners	7.1
Students with Disabilities	16.3
Foster Youth	5.1
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	4.5	6	6
Without Full Credential		.5	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	.5	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Bangor Union Elementary School District held a public hearing in September 2019, and determined that the school has sufficient standards-aligned textbooks, instructional materials and science-lab equipment pursuant to the settlement of Williams, et al., v. State of California, et al. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Although the state textbook-adoption cycle was suspended until 2013 due to the state's budget crisis, Bangor has adopted and purchased a new middle-school algebra and math series and new elementary K-4 reading materials. In addition, in 2016, Bangor purchased new math textbooks for grades K-2 and new English language arts textbooks for grades 5-8. In 2013, Bangor purchased new math textbooks for grades 3-6. These new textbooks aide in the transition to the Common Core State Standards (CCSS). Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the school board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Wonders, McGraw-Hill	Yes	0
Mathematics	EnVision, California Mathematics, Everyday Mathematics, McGraw-Hill, California Mathematics, SRA/McGraw-Hill	Yes	0
Science	Holt	Yes	0
History-Social Science	Houghton Mifflin	Yes	0

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

Bangor Elementary School was originally constructed in 1932 and consists of six classrooms; a visual and performing arts (VAPA)/science lab; an after-school program room; library; computer lab; extensive playgrounds; multipurpose room/gym/kitchen/dining; and administration building, including offices and a teacher workroom. Recent remodeling included refurbishing four bathrooms, repaving of the quad area, new sidewalks and walkways, HVAC units, new siding, and painting.

Each classroom in Grades 3-8 contains 1-1 Chromebook available for each student, each first and second grade classroom contains 1-1 iPads for internet-research-based learning activities, and the kindergarten class has five iPads for small groups. In addition, Bangor has a computer lab which contains 25 networked computers. Bangor has a comfortable, well-appointed, dedicated library with more than 3,800 volumes, well in excess of state requirements. The library is staffed two hours per day by a trained paraprofessional who also supports teacher instructional activities and administers the Accelerated Reader program for grades 1-8.

The district governing board has adopted cleaning standards for the district. A summary of these standards is available at the district office for review. District maintenance staff members perform the repairs necessary to keep the school in good repair and working ordering in a timely manner. A work-order process board is used to ensure efficient service and the highest priority is given to emergency repairs. BUSED just completed our Proposition 39 Energy Plan and have completed installing solar panels.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** March 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
<b>Interior:</b> Interior Surfaces	Good	Interior: Interior surfaces (floors, ceilings, walls and window casings)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
<b>Electrical:</b> Electrical	Good	Electrical: Electrical systems (interior and exterior)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms/fountains: Restrooms, sinks and drinking fountains (interior and exterior)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Safety: Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
<b>Structural:</b> Structural Damage, Roofs	Fair	Structural: Structural condition, roofs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External: Windows/doors/gates/fences, playgrounds/school grounds
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	33	35	33	50	50
Mathematics (grades 3-8 and 11)	27	24	27	24	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	75	94.94	5.06	33.33
Male	44	43	97.73	2.27	27.91
Female	35	32	91.43	8.57	40.63
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander					
White	53	49	92.45	7.55	42.86
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	69	65	94.20	5.80	27.69
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	7.14
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	79	75	94.94	5.06	24.00
<b>Male</b>	44	43	97.73	2.27	20.93
<b>Female</b>	35	32	91.43	8.57	28.13
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	19	19	100.00	0.00	5.26
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	53	49	92.45	7.55	32.65
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	69	65	94.20	5.80	21.54
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

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

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2019-20)**

Bangor Elementary School greatly benefits from supportive parents who work on projects of the Bangor Parent Association and would like to encourage more parents to get involved. The school has a number of parent volunteers who provide assistance to teachers and financial support to the school and its programs. Parents are also welcome to join the School Site Council/ LCAP Committee, Bangor Parents Association and other community partnerships. With the advent of the Local Control Funding Formula and the Local Control Accountability Plan, there is a greater need and opportunity for parent input and participation.

Parents or community members who wish to participate in leadership teams, school committees, school activities, volunteering or wish to learn more about Bangor may contact the main office at 530-679-2434 x201.



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	4.8	5.5	2.9	4.8	5.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

School administration and Safety Committee continue to work on the Comprehensive Safe School Plan. This plan includes updated board policies and administrative regulations related to school safety laws and procedures. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan will have a full review and approval in March 2020 by the School Safety Committee. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster, plus an appropriate incident- and post-incident-response plan. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held several times a year. Safety of students and staff is a primary concern of Bangor Elementary School and procedures are assessed after every drill.

Students are supervised before and after school by classified staff. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop-off and pickup. Visitors are required to check in at the school office. Facility and modernization projects have provided for additional fencing to minimize unauthorized campus access and to route all visitors through the office area during the instructional day.

## D. Other SARC Information

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

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	1			7	1			4	1		
1	7	1			8	1			9	1		
2	9	1			11	1			9	1		
3	10	1			6	1			15	1		
4	5	1			7	1			9	1		
5	9	1			6	1			13	1		
6	16	1			10	1			5	1		
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,334.06	\$4,321.77	\$11,012.29	\$53,758.19
District	N/A	N/A	\$11,012.29	\$58,556.00
Percent Difference - School Site and District	N/A	N/A	0.0	-8.5
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	37.9	-18.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Most state categorical programs have been rolled into this new Local Control Funding Formula. As a result, Bangor receives regular state funding and both Concentration and Supplemental grants. Bangor Elementary School receives federal funding from categorical funds and other support programs. Bangor is a Title I school and receives federal funding which supports various instructional aides. We operate Class Size Reduction classes in grades K-3 and multi grade reduction school wide. In 2011, we added an ASES (After School Education and Safety) program. Recently awarded grants enhanced our (VAPA) Visual and Performing Arts program both in the classrooms, as well as, the After-School program starting the spring of 2019.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,881	\$45,252
Mid-Range Teacher Salary	\$54,363	\$65,210
Highest Teacher Salary	\$71,681	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$32,000	\$124,686
Percent of Budget for Teacher Salaries	24%	31%
Percent of Budget for Administrative Salaries	3%	7%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff members are building teaching skills and concepts by participating in many conferences and workshops throughout the year and then share their experiences and knowledge with district colleagues. BUESD had an early-release-day concept where school is dismissed an hour earlier each Friday for teachers to participate in professional growth and staff collaboration, which has proven most effective. Teachers are provided three buyback days per year to participate in professional growth and development.

In the 2018-19 year, professional development has been focused on the implementation of PBIS (Positive Behavior Intervention and Support) and other strategies for improving school culture, as well as a focus on Reading. BUESD has contracted with the Butte County Office of Education and is tapping into their technology and professional resources.

The administration and certificated teaching staff have been involved in a collaborative process with other single school districts. Bangor has been collaborating with Manzanita, Golden Feather, and Pioneer School Districts. These districts have similar populations, similar staff makeups/configurations and are experiencing the same challenges that come with being a small and single school district. These collaborative efforts have been in researching best practices of instruction and systems that lead to a positive school climate with an emphasis on student behavior. We will continue with this collaborative effort with the County Office and other school staffs to ensure we are providing the best opportunity for our students to achieve at high levels.