

Bangor Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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, social-emotional needs, 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 2019-2020)

Grade Level	Number of Students
Kindergarten	18
Grade 1	10
Grade 2	9
Grade 3	11
Grade 4	16
Grade 5	12
Grade 6	12
Grade 7	4
Grade 8	11
Total Enrollment	103

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.9
Hispanic or Latino	20.4
White	69.9
Two or More Races	6.8
Socioeconomically Disadvantaged	72.8
English Learners	6.8
Students with Disabilities	12.6
Foster Youth	5.8
Homeless	4.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4.5	6	6	6
Without Full Credential	.5	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	.5	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Bangor Union Elementary School District held a public hearing in September 2020, 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. Recently, Bangor adopted and purchased middle-school algebra and math series called CA Math 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 aid 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 administrator. 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	California Mathematics, Everyday Mathematics, McGraw-Hill, California Mathematics, SRA/McGraw-Hill	Yes	0
Science	Holt	Yes	0
History-Social Science	Houghton Mifflin	Yes	0

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

School Facility Conditions and Planned Improvements

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; 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 K-8 contains 1-1 Chromebook available for each student and each Kindergarten, first, and second grade classroom contains 1-1 iPads for internet-research-based learning activities and small group work. 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.

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. BUESD recently completed the Proposition 39 Energy Plan and have completed installing solar panels.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
Interior: Interior Surfaces	Good	Interior: Interior surfaces (floors, ceilings, walls and window casings)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
Electrical: Electrical	Good	Electrical: Electrical systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms/fountains: Restrooms, sinks and drinking fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	Good	Safety: Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
Structural: Structural Damage, Roofs	Fair	Structural: Structural condition, roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	External: Windows/doors/gates/fences, playgrounds/school grounds
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Bangor Elementary School greatly benefits from supportive parents who work on projects and support their children. BUESD 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. The Bangor Union Elementary School Board seats are open and partially filled by parents. Parents are welcome to attend School Board Meetings. Parents are also encouraged to attend annual school community events, including: Back to School Night, Winter Program, Open House, Spring Play, and Eighth grade promotion ceremony.

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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.5	5.5	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

School administration and the School Site Council make up the Safety Committee. They 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 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 2021 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	7	1			4	1			17	1		
1	8	1			9	1			20	1		
2	11	1			9	1			18	1		
3	6	1			15	1			11	1		
4	7	1			9	1			16	1		
5	6	1			13	1			12	1		
6	10	1			5	1			12	1		

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

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	\$54,157
District	N/A	N/A	\$11,012.29	\$54,157
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	34.8	-27.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Most state categorical programs have been rolled into this new Local Control Funding Formula. As a result, Bangor receives regular state funding and Supplemental/ Concentration grants. Bangor Elementary School receives federal funding from categorical funds and other support programs. Bangor is a Title I school and receives federal funding that 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 and the After-School program starting the spring of 2019.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	20.0	30.0
Percent of Budget for Administrative Salaries	3.0	6.0

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	2018-19	2019-20	2020-21
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 conferences and workshops throughout the year and then share their experiences and knowledge with district colleagues. BUESD has 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 had 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 schools' staff to ensure we are providing the best opportunity for our students to achieve at high levels.

