

San Luis Coastal Unified School District Bishop's Peak Elementary School

Grades
Kindergarten through Sixth

Donald J. Nicholson
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2003-2004 School Accountability Report Card *Published 2004-2005*

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SCHOOL DESCRIPTION AND MISSION STATEMENT

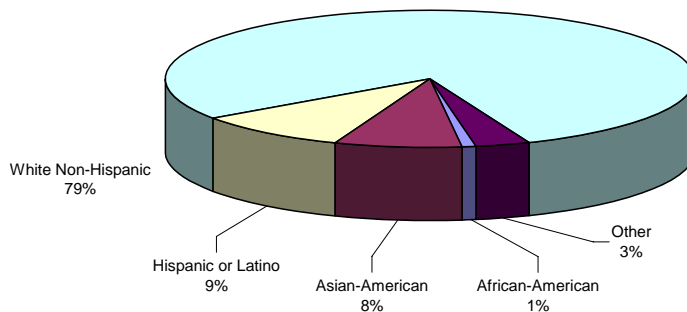
Bishop's Peak Elementary School is home to some of the finest young minds in San Luis Obispo. Our school is dedicated to academic excellence and achievement. We are committed to nurturing the intellectual, physical, social, and emotional capacities of every student. We strive to make all students life-long 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 School community (students, parents, staff, and society) share a commitment to provide rich, varied learning opportunities for all students to grow intellectually, socially, emotionally, and creatively. Our vision is to empower our students to become lifelong learners and contributors to the global community.

DEMOGRAPHIC INFORMATION

Bishop's Peak Elementary School serves grades K through 6. Total enrollment for 2003-04, as of California Basic Educational Data System (CBEDS) day, was 299. The student ethnic demographics for the 2003-04 school year follow:



OPPORTUNITIES FOR PARENTAL INVOLVEMENT

We encourage and appreciate parental involvement. Opportunities for parental/community involvement include participation on School Site Council and PTA. Parents help in every classroom, drive on fieldtrips, chaperone study trips, and are very active in other school support activities, such as the Variety Show, Carnival, and March-A-Thon. For further information on parental involvement, please contact Marilyn Fuller (School Secretary) or Donald Nicholson (Principal) at (805) 596-4030.

QUALITY OF INSTRUCTION AND LEADERSHIP

The Bishop's Peak School Improvement Plan combines the District's mission statement, beliefs, values, and policies and site-based procedures and activities into a unified document that puts a high priority on quality of instruction and leadership. Bishop's Peak is a California Distinguished School. Our 2004 API (Academic Performance Index) is 870. We met all AYP (Adequate Yearly Progress) goals mandated by the No Child Left Behind Act of 2001. Each year our parents express high regard for the school's academic program in the annual survey. In addition to high quality standards-based instruction in every classroom, we have developed a variety of programs to support special student populations. Students with exceptional needs are placed in the least restrictive environment. Second language learners receive extra instruction daily and are assessed annually to determine their progress and placement. Extra instruction is provided within the school day and after school for all students below grade level. All staff is continually focused on quality instruction.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

Bishop's Peak Elementary School promotes a positive learning environment by creating a safe and caring climate that supports the needs of every student. Our teachers, counselor, and all other staff members are trained in conflict management. We provide specific programs for our English Learners, accelerated learners, low readers, and students with social issues. We offer enrichment classes in the areas of art, dance, intramural sports, chess, and band, and host multiple performances by a wide variety of artists. Students have the opportunity to express themselves through student government, variety shows, musicals, and technology presentations. We strive to meet the needs of the whole child.

QUALITY AND CURRENCY OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A priority of the district is to supply staff and students with high quality textbooks and instructional materials. The ratio of textbooks per pupil is one textbook to each student. The district has purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education:

Subject	Year Adopted	Grade Levels	Publisher	Title
English / Language Arts	2003	K-5	Houghton Mifflin	<i>California Reading</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	K-6	Scott Foresman	<i>California Mathematics</i>
	2001	K-6 (Pacheco)	Harcourt	<i>Harcourt Math</i>
	2001	7-8	McDougal Littell	<i>Mathematics Course 2 Algebra I Concepts and Skills</i>
History / Social Science	2001	7	Houghton Mifflin	<i>Across the Centuries, 21st Century Edition</i>
	2001	8	Holt, Rinehart & Winston	<i>Call to Freedom: Beginnings to 1914</i>
Science	2003	4-5	Houghton Mifflin	<i>Discovery-Works</i>
	2001	6-8	Prentice Hall	<i>Science Explorer</i>

The District has not purchased materials from the most recent list of standards-based materials adopted by the State Board of Education for the following subjects and grade levels:

- History/Social Science K-6
- Science K-3

The District's plan is to comply with the new requirements as new State adoptions occur. The plan is that the district will:

- Consider a K-12 history/social science adoption in 2005-06 when the State adopts new K-8 instructional materials in history/social science; and
- Consider a K-12 science adoption in 2006-07 when the State adopts new K-8 instructional materials in science.

The District has adopted the following standards-based materials for Grades 9-12, consistent with the state textbook adoption cycle:

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	Language of Literature
Mathematics	2001	9-12	McDougal Littell	Geometry Algebra II
History / Social Science	2001	10	Heath / McDougal Littell	Modern World History: Patterns for Interaction
		11	Heath / McDougal Littell	The Americans: Reconstruction Through the 20th Century
		12	Prentice Hall	Magruder's American Government
		12	Glencoe	Economics: Principles and Practices
Science	2001	9	Holt, Rinehart & Winston	Science Spectrum: A Physical Approach
		10	Scott Foresman	Biology: The Web of Life, 2nd Edition
		11	Heath / McDougal Littell	Introductory Chemistry: A Foundation, 4th Edition
		12	Holt, Rinehart & Winston	Holt Physics 2002

INSTRUCTIONAL MINUTES

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade for the 2003-04 school year.

Bishop's Peak Elementary School		
Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	50,700	50,400
4-6	54,000	54,000

TOTAL NUMBER OF MINIMUM DAYS

Bishop's Peak Elementary School had a total of 12 minimum days during the 2003-04 school year.

CLASS SIZE

San Luis Coastal Unified School District has completed class size reduction of 20:1 grade levels K-3. Currently, this is the maximum number of elementary grade levels for which the state provides funding for class size reduction. In the district, average elementary class size was 24.14. At Bishop's Peak Elementary School, actual class size varied from a low of 19 to a high of 35. The actual student/teacher ratio for Bishop's Peak Elementary School was 23.7.

TEACHER CREDENTIAL INFORMATION

The chart below reflects a credentialing comparison for Bishop's Peak Elementary School over a three-year period:

	2001-02	2002-03	2003-04
Total Number of Teachers	16	17	16
Full Credential (fully credentialed and teaching in subject area)	16	17	16
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0
Vacant Teacher Positions	0	0	0

TEACHER EVALUATIONS

All probationary and temporary teachers participate in a full evaluation process, which includes setting goals and a variety of observations, conferences, and continuous feedback. Tenured teachers receive a formal evaluation every other year but set goals and have conferences regarding instructional improvement on an annual basis.

SUBSTITUTE TEACHERS

San Luis Coastal Unified School District is able to recruit and retain qualified substitute teachers for all areas of the curriculum. There is difficulty in providing adequate coverage on those days when there are county-wide staff development programs which affect the pool of available substitutes in the entire area. Ninety percent of substitutes hold a full teaching credential. The remaining ten percent are in a credential program and/or hold an emergency credential.

PROFESSIONAL DEVELOPMENT

The district has funded an extensive professional development program using the federal Title II Teacher Quality funds, district funds, and site monies. With the adoption of new textbooks for reading/language arts in 2003, it was determined that this should be the focus of

professional development in 2003-04. Each grade-level met before school started in August to get an overview of the core components of the new reading/language arts program, as well as walk through the student textbook, the teacher's edition, and other teacher resources. K-6 Grade-Level Leads then provided all classroom teachers at each grade level with four days of professional development in the new language arts materials, including reading, writing, differentiation, strategies, use of assessments, etc. Each teacher received five days of professional development for the new adoption. Each of these professional development days was a full day. The district paid for substitutes for the four days held during the school year.

All teachers received student performance data reports profiling their students' assessment history on the state assessments in English/language arts and math. This allowed them the opportunity to organize their class instruction to meet the needs of their students.

In January, the K-6 sites held their own professional development day for teachers. This was a local recess day, so students were not in class. The focus was K-6 writing provided by experts.

Grades 7-12 were also involved in professional development on the topic of secondary reading. Kevin Feldman (Sonoma County Office of Education) and Joanne Rogoff (San Luis Obispo County Office of Education), experts in the field of secondary reading, provided instruction on dealing with struggling readers. Teachers were involved in modifying the reading courses in the middle schools and high schools, as well as developing placement criteria. In addition, they identified reading programs to pilot. Also, middle schools and high schools coordinated their own site-based professional development days prior to school starting and during the school year.

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) Program through the San Luis Obispo County Office of Education BTSA Consortium. Each new teacher is assigned an experienced teacher advisor to work with throughout their first two years of teaching.

In the area of Educational Technology, training for CTAP I, II, and III was provided at various sites. Also, training was provided for various district software programs in grades K-12.

Teachers experiencing difficulty or in need of improvement were referred to the Peer Assistance and Review (PAR) Committee, where they were assigned an advisor to work with during the year.

Number of Professional Development Days		
2001-02	2002-03	2003-04
3 days	3 days	3 days

SCHOOL SAFETY PLAN

Bishop's Peak Comprehensive School Safety Plan includes the following key elements: School Characteristics, Physical Environment, Social Environment, School Culture, Crime Data, Critical Incident Response, and Emergency Response Plan. The school's Safety Plan was last updated in June 2004 and was reviewed with staff in August 2004.

SCHOOL FACILITIES

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment follows:

Age of School Buildings

Bishop's Peak School has 19 classrooms, a multipurpose room, a library, and an office. The main campus was built in 1956. Additions were constructed in 1958, 1961, 1972 and 1998.

Maintenance and Repair

The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. We recently completed rehabilitation of many of our facilities as part of our Measure A Building Program, which began in 1996. Our facilities are in very good shape.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts 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. The district budget is \$202,644 for the deferred maintenance program for all the district schools. This represents .35% of the district's general fund budget.

Deferred Maintenance Projects

The district's Board of Education has approved deferred maintenance projects for the district's schools. The district's complete deferred maintenance plan is available at the Buildings, Grounds and Transportation Office.

SUSPENSIONS AND EXPULSIONS

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. Since San Luis Coastal is a unified school district, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Therefore, the following chart shows a comparison of data with the district-wide average for the same type of school — which, in this case, would be at the elementary school level only.

	Bishop's Peak Elementary School			District (elementary only)		
	01-02	02-03	03-04	01-02	02-03	03-04
Suspensions (number)	14	8	3	109	172	158
Suspensions (rate)	4.20%	2.7%	1.0%	3.06%	4.5%	4.3%
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0%	0%	0%	0%	0%	0%

STUDENT ACHIEVEMENT

STANDARDIZED TESTING AND REPORTING (STAR)

Through the STAR Program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2 through 11, and Science and History-Social Science in grades 9 through 11; and the California Achievement Test, Sixth Edition (CAT-6), which tests Reading, Language, Mathematics (grades 2 through 11), Spelling (grades 2 through 8), and Science and History-Social Science (grades 9 through 11). Detailed information regarding STAR can be found at <http://star.cde.ca.gov> or by speaking with the school principal.

♦ **California Standards Test (CST)**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

CST – All Students

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	Bishop's Peak			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	66	71	67	58	60	61	32	35	36
Mathematics	70	74	73	54	57	55	31	35	34
Science			29	53	51	36	30	27	25

CST – Racial/Ethnic Groups

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White-not Hispanic
English-Language Arts			50		35		71
Mathematics			86		24		76
Science							32

CST – Subgroups

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	Male	Female	English Learners	Economically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	65	69	15	30	73	44	69	
Mathematics	75	70	54	45	77	44	75	
Science	29	29			31		26	

◆ **California Achievement Test, Sixth Edition (CAT-6)**

Reading and mathematics results from the CAT-6 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

CAT – All Students

(percentage of students scoring at or above the 50th percentile)

Subject	Bishop’s Peak			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	--	78	71	--	70	69	--	43	43
Mathematics	--	83	81	--	74	73	--	50	51

CAT – Racial/Ethnic Groups

(percentage of students scoring at or above the 50th percentile)

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White-not Hispanic
Reading			64		65		72
Mathematics			93		41		83

CAT – Subgroups

(percentage of students scoring at or above the 50th percentile)

Subject	Male	Female	English Learners	Economically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	76	66	38	42	76	56	72	
Mathematics	83	78	62	58	84	81	81	

CALIFORNIA FITNESS TEST

The percentage of Bishop’s Peak Elementary School students meeting fitness standards, scoring in the healthy fitness zone on all six fitness standards, is shown below. Detailed information regarding the California Fitness Test can be found at <http://www.cde.ca.gov/ta/tg/pf/> or by speaking with the school principal.

Grade Level	Bishop’s Peak			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	44.4	39.3	52.9	41.7	43.3	39.9	24.8	26.7	22.9

ACADEMIC PERFORMANCE INDEX (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. API criteria are subject to change as new legislation is enacted into law. Detailed information about the API can be found at <http://api.cde.ca.gov/> or by speaking with the school principal. The current statewide goal for all schools is 800. Annual interim targets are set for each school.

API – All Students

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	864	864	885	API Growth Score	861	879	868
Growth Target	*	*	*	Actual Growth	-3	15	-17
Statewide Rank	10	10	10				
Similar Schools Rank	7	7	9				

* = Scored at or above the statewide performance target of 800 in 2003.

API Subgroups – Racial/Ethnic Groups

White – Not Hispanic				White – Not Hispanic			
	2001	2002	2003		2001	2002	2003
API Base Score	883	879	886	API Growth Score	878	880	883
Growth Target	*	*	*	Actual Growth	-5	1	-3

* = Scored at or above the statewide performance target of 800 in 2003.

API Subgroups – Socioeconomically Disadvantaged Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	751	**	770	API Growth Score	**	773	**
Growth Target	1	**	1	Actual Growth	**	**	**

**Not numerically significant subgroup

ADEQUATE YEARLY PROGRESS (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. The following data shows whether all groups of students at Bishop's Peak Elementary School made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	Bishop's Peak			District		
	2002	2003	2004	2002	2003	2004
All students	--	Yes	Yes	--	No	No
Subgroups						
All Students	--	Yes	Yes	--	Yes	Yes
African American	--	n/a	n/a	--	n/a	n/a
American Indian or Alaska Native	--	n/a	n/a	--	n/a	n/a
Asian	--	n/a	n/a	--	Yes	Yes
Filipino	--	n/a	n/a	--	n/a	n/a
Hispanic or Latino	--	n/a	n/a	--	Yes	Yes
Pacific Islander	--	n/a	n/a	--	n/a	n/a
White-not Hispanic	--	Yes	Yes	--	Yes	Yes
Socioeconomically Disadvantaged	--	n/a	n/a	--	Yes	Yes
English Learners	--	n/a	n/a	--	Yes	Yes
Students with Disabilities	--	n/a	n/a	--	No	No

AVERAGE SALARIES

Data reported are the district average salary for teachers, principals, and superintendents compared to the state average salaries for districts of the same type and size as defined by Education Code Section 41409. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs>.

Category	District	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,421	\$36,096
Mid-Range Teacher Salary	\$51,958	\$56,626
Highest Teacher Salary	\$64,990	\$70,684
Average Principal Salary (Elementary)	\$80,445	\$88,337
Average Principal Salary (Middle)	\$83,810	\$93,252
Average Principal Salary (High)	\$91,182	\$100,430
Superintendent Salary	\$136,856	\$136,519
Percent of Budget for Teacher Salaries	43.9%	42.6%
Percent of Budget for Administrative Salaries	5.3%	5.8%

ADDITIONAL COMPENSATION FOR ADMINISTRATORS

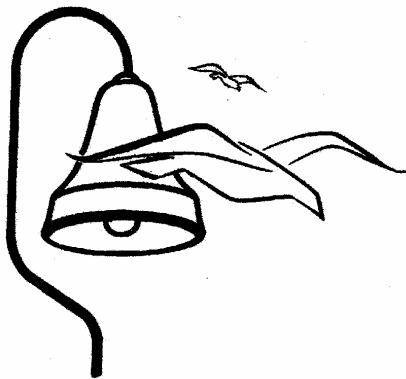
Additional compensation for administrators includes life insurance (approximately \$200 per year), a tax sheltered annuity (\$1,000 per year), and mileage stipends.

EXPENDITURES

District		State Average for Districts in Same Category	State Average for All Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars Per Student
\$50,401,538	\$6,678	\$6,882	\$6,822

TYPES OF SERVICES FUNDED

Types of services funded include instructional, transportation, operations, and administrative.



San Luis Coastal Unified School District

Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community.

The District guarantees to provide the highest quality programs and services possible in order to give all individuals the opportunity to realize their full intellectual, physical, create, emotional, and social potential.