

San Luis Coastal Unified School District

Bishop's Peak Elementary School

Kindergarten through
Grade 6

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2005-2006 School Accountability Report Card

Published During 2006-2007

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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, creative, emotional, and social potential.

DISTRICT OFFICE

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The Board of Education of San Luis Coastal Unified School District adopted the following District Goals for Strategic Planning on November 1, 2005:

Student Achievement and Well-Being

To provide for each student a safe school that knows and cares about the student, clarifies what is important for that student to know and be able to do, continually refines instructional practices, maintains accountability for student's achievement and well-being; and develops in the student a sense of personal responsibility for his or her education.

Budget Development

To develop a balanced budget based upon reasonable but conservative assumptions.

Facilities and Infrastructure

To plan for long-range systematic expansion/contraction, repair and replacement of district facilities and infrastructure.

Employee Recruitment and Retention

To develop systems for recruitment, induction, retention, placement, and professional growth of employees.

Community Confidence

To develop community confidence through active outreach, transparent processes, open communication, and meaningful partnerships.

Governance

To develop a community vision for our schools and a respectful forum for community input.

I. About Bishop's Peak Elementary School

School Description and Mission Statement

Bishop's Peak Elementary School is home to some of the finest young minds in San Luis Obispo. Our school is dedicated to academic excellence and achievement. We are committed to nurturing the intellectual, physical, social, and emotional capacities of every student. We strive to make all students 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.

Opportunities for Parental Involvement

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

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	41
Grade 2	43
Grade 3	51
Grade 4	33
Grade 5	50
Grade 6	38
Total Enrollment	300

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.7	White (not Hispanic)	81.0
American Indian or Alaska Native	0	Multiple or No Response	2.0
Asian	5.3	Socioeconomically Disadvantaged	21.9
Filipino	0	English Learners	6.0
Hispanic or Latino	10	Students with Disabilities	12.0
Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2			18.0	2			20.0	2		
1	20.0	2			20.0	2			19.0	1		
2	20.0	1			20.0	2			20.0	1		

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	20.0	2			19.7	3			20.0	2		
4	35.0			1	31.0		1		33.0			1
5	35.0			1	26.0		1		31.0		1	
6					28.0		1		29.0		1	
K-3	20.0	2			20.0	1			20.0	3		
3-4	19.0	1			20.0	1						
4-8	32.0		1		23.0		1		28.0		1	

Participation in the Class Size Reduction Program

All students in all district elementary schools in kindergarten through grade 3 are assigned to a classroom that participates in the Class Size Reduction Program.

II. School Climate

School Safety Plan

Safety is the only thing we care about more than learning at our school. We pride ourselves in maintaining a safe and orderly environment. As required, our school has developed a Comprehensive School Safety Plan. It includes the key elements of school characteristics, physical environment, social environment, school culture, crime data, critical incident response, and an emergency response plan. As prescribed by state law, the plan is formally reviewed annually. It was last reviewed by our School Site Council in May 2006 and by our school staff in September 2006. This Comprehensive School Safety Plan is available for review in the school office. More important than the written document, however, is our consistent attention to safety. Safety precautions and procedures are routinely reviewed and updated by the principal and staff as appropriate and drills are held regularly to reinforce established emergency procedures.

School Discipline Practices

At Bishop's Peak Elementary School, learning is a joyful, exciting process conducted in a safe and orderly environment. The work of teaching and learning is supported through collaboration with parents. Personal contacts, phone and e-mail messages, school and classroom newsletters, and regularly scheduled conferences provide mechanisms for ongoing communication between school and home. We help students develop responsibility for themselves, their learning, their community, and their relationships. We emphasize positive, respectful, and caring relationships in the classrooms, on the playground, and throughout the school. Within the classrooms, teachers use regular class meetings as a vehicle for helping students reflect on and implement academic and behavioral goals. Students are also taught to use conflict resolution techniques on the playground and in the classroom. Appropriate behavior is expected from students at all times. Behavior standards are printed in the Student/Parent Handbook, taught at the beginning of each year, and reviewed regularly. All school standards, rights, and consequences are based on the primary school rule that "I am responsible for my own actions and I will respect the rights and property of others." Consequences, when necessary, are selected depending on the individual situation and based upon Governing Board policy and the District "Student Conduct Code," which is sent home at the beginning of each year. Consequences include: warning, office referral, school service, temporary removal of student from playground or classroom, detention, parent/student/staff conference, denial of privileges (e.g., study/field trip attendance), suspension, police involvement, and expulsion.

Suspensions and Expulsions

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

Rate	School			District (Elementary)		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	1.00	0.99	1.00	4.30	3.50	3.46
Expulsions	0	0	0	0	0	0

III. 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 Buildings, Grounds and Transportation office.

Following is more 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.

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 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 Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district 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. For the 2005-06 school year, the district budget was \$202,644 for the deferred maintenance program for all district schools. This represents .35% of the district’s general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the district’s Board of Education approved deferred maintenance projects for the district’s schools. The district’s complete deferred maintenance plan is available at Buildings, Grounds and Transportation.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer/Septic	✓		
Playground/School Grounds	✓		
Other	✓		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	15	19	15	379
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

The school district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the past three years.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at this school and the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	97.0	3.0

Substitute Teacher Availability

The 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 countywide 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.

Teacher Evaluation Process

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.

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	1,000
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0.8	
Psychologist	0.2	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	0	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
English/Reading/Language Arts	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Health	1 per student

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
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>DiscoveryWorks</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

Therefore, in 2005-2006, 100% of the K-6 students lacked sufficient standards-aligned textbooks in social science; and 100% of the K-3 students lacked sufficient standards-aligned textbooks in science. However, all students had a textbook from a previous adoption.

The district plan is to comply with the new requirements as new state adoptions occur:

- Consider new K-8 history/social science instructional materials adopted by the state in 2005 for adoption by the district in spring 2007, and implementation in 2007-2008; and
- Consider new K-8 science instructional materials adopted by the state in 2006 for adoption by the district in spring 2008, and implementation in 2008-2009.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries is found at the CDE web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,196	\$1,314	\$5,882	\$64,321
District			\$6,095	\$60,215
Percent Difference - School Site and District			-3.61%	6.34%
State			\$4,743	\$57,067
Percent Difference - School Site and State			24.05%	12.71%

Types of Services Funded

Funded services include instructional, transportation, operation, and administrative.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,000	\$37,730
Mid-Range Teacher Salary	\$54,500	\$59,397
Highest Teacher Salary	\$71,000	\$72,979
Average Principal Salary (Elementary)	\$89,736	\$90,266
Average Principal Salary (Middle)	\$94,726	\$95,759
Average Principal Salary (High)	\$101,713	\$103,395
Superintendent Salary	\$150,470	\$143,489
Percent of Budget for Teacher Salaries	41.8	41.5
Percent of Budget for Administrative Salaries	5.4	5.6

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	67	67	67	61	63	63	36	40	42
Mathematics	73	77	72	55	55	56	34	38	40
Science	29	43	50	36	44	62	25	27	35

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	
Asian	54	77	*
Hispanic or Latino	36	29	*
White (Not Hispanic)	72	76	55
Male	64	71	68
Female	70	73	32
Economically Disadvantaged	48	54	38
English Learners	17	25	*
Students with Disabilities	50	59	*

- In order to protect student privacy, scores are not shown when fewer than 10 students are tested.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE web site at <http://star.cde.ca.gov/>.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	71	83	63	69	65	60	43	41	42
Mathematics	81	93	71	73	72	69	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Asian	*	*
Hispanic or Latino	*	*
White (not Hispanic)	68	78
Male	69	72
Female	55	70
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*

- In order to protect student privacy, scores are not shown when fewer than 10 students are tested.*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2005-06, 42% of 5th grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Bishop's Peak had an API score of 857 in 2005-2006. Detailed information about the API can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	9	10
Similar Schools	9	4	9

API Changes by Student Group -- Three Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Results are only provided when student group is numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-17	22	-26	857
White (not Hispanic)	-3	14	-10	880

State Award and Intervention Programs

All schools in the district scored above the 50th percentile on the Standardized Testing and Reporting (STAR) Program and, therefore, were not eligible to apply for grant funding through the Immediate Intervention Underperforming Schools Program (II/USP). No Governor's Performance Awards Program funding was allocated for the 2005-2006 school year.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics; and
- API as an additional indicator.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.7

X. Instructional Planning and Scheduling

School Instruction and Leadership

Our school is dedicated to the academic excellence and achievement of our students and committed to nurturing the intellectual, physical, social, and emotional capacities of each student. Our school's experienced, dedicated staff work with parents and students to create a powerful academic environment. Our school focuses available resources on making a rich, meaning-centered, thinking curriculum the centerpiece of instruction for all students in all subject areas. The

Bishop's Peak School Improvement Plan combines our beliefs, values, policies, procedures and activities into a unified document that places emphasis on quality.

Our school promotes a positive learning environment by creating a safe and caring climate that supports the needs of every student. In addition to high quality standards-based instruction in every classroom, several programs are in place to help meet the needs of our students. The Student Success Team (SST) is used as a resource for addressing the social, emotional, physical, academic, and behavioral needs of students. Speech/Language/Hearing (SLH) and Resource Specialist Program (RSP) services are available on campus to eligible students. Specialists provide instruction for students in P.E. and music. Reading Recovery teachers work with first grade students performing at the lowest levels of the class in reading and raise them to the average performance level of the class. A counselor provides guidance for students referred by teachers, parents, or themselves to talk through issues of peer relationships, divorce, death, grief, school success, problem solving, self esteem, etc. The "Artist in Residence" program provides each class with 30 art lessons per year. In 2005-2006 ceramics and visual arts lessons were offered. Uniform study skills programs are used in grades 1 through 6. An after-school program, Puentes, is available to assist English Learner students with homework and tutoring. Intramural sports activities are offered during lunch. Other enrichment opportunities, such as chess club, art classes, and language classes, are offered after school each year. 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.

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. District-paid substitutes covered teachers' classrooms for professional development days during the school year.

Kindergarten - Grade 6 Teachers	Site-sponsored half-day professional development workshop
Kindergarten - Grade 6 Teachers	Half-day district-sponsored workshop on new reading assessments
Kindergarten - Grade 2 Teachers	Half-day workshop on the Developmental Reading Assessment (DRA) provided by Celebration Press
Kindergarten - Grade 3 Teachers	Half-day scoring workshop for the District Writing Assessment (DWA)
Grades 3 - 6 Teachers	Half-day workshop on the Scholastic Reading Inventory
Grades 4 - 8 Teachers	Full-day scoring session for the district writing assessment
Grades 7 - 12 Spanish/French Teachers	Full day of training on the use of the newly adopted materials

Additionally,

- Teachers with two or more English Learners/Reclassified Fluent English Proficient students who performed at the mid-basic level on last year's English/Language Arts Content Standards participated in two full days of *The Focused Approach to Frontloading English Language Instruction* presented by the California Reading and Literature Project.
- Secondary math and English teachers participated in a three-day West Ed professional development day working toward developing core assessments.
- In the area of Educational Technology, approximately 24 teachers of students in grades 4 through 8 attended a two-day Video Editing Workshop funded by the EETT Grant and sponsored by Pearson Education. This workshop was designed for educators interested in conducting digital storytelling projects with students.
- Training to integrate technology into the classroom was offered for one hour each Tuesday for two months in the spring for teachers on the following subjects: On-Demand Video with United Streaming, K-6 Online Math Resources, and Moodle (online classroom).
- 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 was assigned an experienced teacher advisor to work with throughout their first two years of teaching.

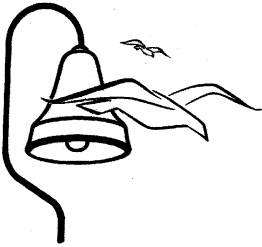
Finally, prior to the beginning of school in August, teachers at all grade levels received student performance data reports profiling their students' assessment history on the state assessments in English/language arts, math, science, history, and English language proficiency. This allowed teachers the opportunity to organize their class instruction to meet the needs of their students.

Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,700	50,400
2	50,700	50,400
3	50,700	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000

Minimum Days in School Year

Bishop's Peak had 12 shortened school days for the purpose of professional development and parent/teacher conferences.



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.