

Bangor Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Bangor Elementary School
Street	7549 Oro-Bangor Hwy.
City, State, Zip	Bangor, CA 95914
Phone Number	(530) 679-2434 x201
Principal	Roger Bylund
E-mail Address	rbylund@bangorunion.org
Web Site	http://www.bangorunion.org/
CDS Code	04 61382 6002919

District Contact Information	
District Name	Bangor Union Elementary School District
Phone Number	(530) 679-2434
Superintendent	Roger Bylund
E-mail Address	rbylund@bangorunion.org
Web Site	http://www.bangorunion.org/

School Description and Mission Statement (School Year 2017-18)

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 academic and personal excellence among our students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	10
Grade 1	7
Grade 2	9
Grade 3	10
Grade 4	5
Grade 5	9
Grade 6	16
Grade 7	10
Grade 8	11
Total Enrollment	87

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	4.6
Asian	0
Filipino	0
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0
White	77
Two or More Races	3.4
Socioeconomically Disadvantaged	75.9
English Learners	2.3
Students with Disabilities	14.9
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	5	5	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: April 2018

Bangor Union Elementary School District held a public hearing in April 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures, Glencoe/McGraw-Hill, Houghton Mifflin		0
Mathematics	EnVision, California Mathematics, Everyday Mathematics, McGraw-Hill, California Mathematics, SRA/McGraw-Hill		0
Science	Holt		0
History-Social Science	Houghton Mifflin		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 middle school classroom contains 1-1 Chrome Book available for each student, and each elementary 1st-3rd classroom contains 1-1 iPads for internet-research-based learning activities. 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 2-8.

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. . We just completed our Proposition 39 Energy Plan and have already begun instituting energy conservation measures on campus, with the eventual goal of installing solar energy.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
Interior: Interior Surfaces	X			Interior: Interior surfaces (floors, ceilings, walls and window casings)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
Electrical: Electrical	X			Electrical: Electrical systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restrooms/fountains: Restrooms, sinks and drinking fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	X			Safety: Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
Structural: Structural Damage, Roofs	X			Structural: Structural condition, roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			External: Windows/doors/gates/fences, playgrounds/school grounds

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2018				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	29	30	29	30	48	48
Mathematics (grades 3-8 and 11)	14	25	14	25	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	57	95	29.82
Male	33	31	93.94	29.03
Female	27	26	96.3	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	48	45	93.75	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	25
English Learners	--	--	--	--
Students with Disabilities	11	11	100	9.09

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	57	95	24.56
Male	33	31	93.94	22.58
Female	27	26	96.3	26.92
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	48	45	93.75	28.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	20.45
English Learners	--	--	--	--
Students with Disabilities	11	11	100	0

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	43	46	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 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 530-679-2434x201

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.4	16.1	2.9	10.4	16.1	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2019 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	1			11	1			10	1		
1	12	1			10	1			7	1		
2	9	1			11	1			9	1		
3	7	2			7	1			10	1		
4	19	1			13	1			5	1		
5	14	1			20	1			9	1		
6	15	1			14	1			16	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,764	\$2,915	\$7,849	\$55,817
District	N/A	N/A		\$54,802
Percent Difference: School Site and District	N/A	N/A		1.8
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	17.7	-10.4

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

Types of Services Funded (Fiscal Year 2016-17)

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. In 2011, we added an ASES (After School Education and Safety) program and plan on reinstating our Parent Cooperative Pre-School in the 2018-19 school year.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,097	\$42,598
Mid-Range Teacher Salary	\$50,750	\$62,232
Highest Teacher Salary	\$67,415	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$112,760	\$117,868
Percent of Budget for Teacher Salaries	25%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

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

In the 2017-18 year, professional development has continued to be geared towards educational technology. Our school is collaborating with the Butte County Office of Education and tapping into their technological and professional resources. In addition we purchased 20 more iPad minis to support a 1-1 ratio for grades 2-4th. We have a total of six separate professional development days directly related to educational technology in the classroom. In addition, there have been some specific release days for teachers related to common core math implementation.

The administration and certificated teaching staff also been involved in a collaborative process with two other school districts. Bangor has been collaborating with both Golden Feather and Pioneer School Districts. Both 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.