

# Bangor Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### 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.

## 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.

## 2023-24 School Contact Information

|  |  |
|--|--|
| <b>School Name</b>                       | Bangor Elementary School   |
| <b>Street</b>                            | 7549 Oro-Bangor Highway  |
| <b>City, State, Zip</b>                  | Bangor, CA 95914   |
| <b>Phone Number</b>                      | (530) 679-2434 ext.201   |
| <b>Principal</b>                         | Scott Johnson  |
| <b>Email Address</b>                     | <a href="mailto:sjohnson@bangorunion.org">sjohnson@bangorunion.org</a> |
| <b>School Website</b>                    | <a href="http://www.bangorunion.org">www.bangorunion.org</a>           |
| <b>County-District-School (CDS) Code</b> | 04 61382 6002919   |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Bangor Union Elementary School District                                |
| <b>Phone Number</b>     | (530) 679-2434 ext 201   |
| <b>Superintendent</b>   | Scott Johnson  |
| <b>Email Address</b>    | <a href="mailto:sjohnson@bangorunion.org">sjohnson@bangorunion.org</a> |
| <b>District Website</b> | <a href="http://www.bangorunion.org/">http://www.bangorunion.org/</a>  |

## 2023-24 School Description and Mission Statement

Bangor Elementary School is a small, rural one-school district in the southern tip of Butte County, CA. Bangor Union Elementary School District has been continuously operating since 1857. We serve grades Tk-8 in small grade cohorts that sometimes are in combination classes. For several decades our enrollment has been between 70 and 150 students. We have many families that are 3,4 and even 5th generation Bangor Panthers. Our school often serves as the center of the community with partners including local business, CDF Firehouse, 4-H and Bangor Community Hall. Our school boasts a great gym/cafeteria that is a favorite venue for sports among the Butte County small schools athletics league. We have a history of having a dedicated Pre-School (Tk) classroom and play yard. Bangor School has a track and field, library, and a play area for students, a STEAM classroom and a caring student-connected staff. Bangor has had for over a decade, a ASES (After School Education and Safety) Program. "The Panther Den" boasts approximately half of our school's enrollment as regular attendees. We have a coordinator and three classified staff that hosts, homework help, sports, arts, foreign language, STEAM, gardening, E-Sports, drama and many other fun experiences in our after school program 2:45PM-6PM each school day!

Many of our staff members have known our middle schoolers since they were in Kindergarten. Our school has strong connections with students and parents with enduring bonds that create a welcoming, safe and wholesome education experience.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  |         |         |
| Misassignments   |         |         |
| Vacant Positions   |         |         |
| <b>Total Teachers Without Credentials and Misassignments</b> |         |         |

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver |         |         |
| Local Assignment Options                               |         |         |
| <b>Total Out-of-Field Teachers</b>                     |         |         |

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |         |

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Bangor Union Elementary School District held a public hearing in September 2021, 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 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 administrator. All recommended materials are available for parent examination at the district office prior to adoption. In 2022-2023 we are beginning adoption processes for History Social Science.

**Year and month in which the data were collected**

September 2020

| 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 (K-5), and Study Synch ELA (6-8)     | Yes                         | 0  |
| Mathematics                | McGraw-Hill My Math  | Yes                         | 0  |
| Science                    | Nat Geo (K-6), Glencoe (7-8)                                 | Yes                         | 0  |
| History-Social Science     | Houghton Mifflin   | Yes                         | 0  |
| Foreign Language           |  |                             | 0  |
| Health                     |  |                             | 0  |
| Visual and Performing Arts |  |                             | 0  |

## School Facility Conditions and Planned Improvements

Bangor Elementary School was originally constructed in 1932 and consists of six classrooms; a STEAM Lab; an after-school program room; library; playgrounds; multipurpose room/gym/kitchen/dining; and administration building, including offices and a teacher workroom. The multipurpose/ gym, school kitchen, administration building, staff room are all relatively new construction in 2012. Recently, in the last 3 years Bangor has done some remodeling: refurbishing four bathrooms, repaving of the quad area, renovated library, new sidewalks and walkways, HVAC units, new siding, and painting. Each classroom in Grades 1-8 contains 1-1 Chromebooks available for each student and each Kindergarten classroom contains 1-1 iPads for internet-research-based learning activities and small group work. We are equipped with a pre school classroom and pre-school play area for TK programs. Bangor Elementary School 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.

In the coming year we plan to update our track and field, as well as continuing to upgrade our multipurpose/ gym.

**Year and month of the most recent FIT report**

9-15-22

## School Facility Conditions and Planned Improvements

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           | Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)     |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | Interior: Interior surfaces (floors, ceilings, walls and window casings)                                  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           | Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas) |
| <b>Electrical</b>  | X         |           |           | Electrical: Electrical systems (interior and exterior)  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           | Restrooms/fountains: Restrooms, sinks and drinking fountains (interior and exterior)                      |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           | All systems updated and regularly inspected.  |
| <b>Structural:</b><br>Structural Damage, Roofs                             |           | X         |           | Structural: Some facia board and skirting needs replacing, planned summer 2023                            |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           | External: Windows/doors/gates/fences, playgrounds/school grounds  |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) |                   |                   |                     |                     |                  |                  |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    |                   |                   |                     |                     |                  |                  |



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) |                |                |                  |                  |               |               |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

## 2022-23 Career Technical Education Programs

Bangor Elementary School has a 7,000 square foot vegetable garden with fruit trees, grapes, a covered outdoor classroom area, and greenhouse. We plan to utilize this space as a Pre-Ag Pathways program in the coming year 2023-2024. Many high schools in our area, including our feeder high school have large Agriculture programs. This space give students rich opportunities for experiential learning as well as given them a clear CTE component that matches the business of the area. We use this CDE document as a guide: <https://www.cde.ca.gov/ci/ct/sf/documents/agnatural.pdf>

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## B. Pupil Outcomes

### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|             |                                  |  |   |   |                             |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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. Parents are welcome to attend School Board Meetings. Parents are also encouraged to attend annual school community events, including: First days of school celebration, Back to School Night, Winter Program, Open House, Family Movie Night, Family Bingo (Gain-o) Night, athletic events, spring play, and Eighth grade promotion ceremony.

Parents and 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.

#### 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  |                       |   |                           |                          |
| Female  |                       |   |                           |                          |
| Male  |                       |   |                           |                          |
| American Indian or Alaska Native              |                       |   |                           |                          |
| Asian   |                       |   |                           |                          |
| Black or African American                     |                       |   |                           |                          |
| Filipino                                      |                       |   |                           |                          |
| Hispanic or Latino                            |                       |   |                           |                          |
| Native Hawaiian or Pacific Islander           |                       |   |                           |                          |
| Two or More Races                             |                       |   |                           |                          |
| White   |                       |   |                           |                          |
| English Learners                              |                       |   |                           |                          |
| Foster Youth                                  |                       |   |                           |                          |
| Homeless                                      |                       |   |                           |                          |
| Socioeconomically Disadvantaged               |                       |   |                           |                          |
| Students Receiving Migrant Education Services |                       |   |                           |                          |
| Students with Disabilities                    |                       |   |                           |                          |

## C. Engagement

### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions |                |                |                |                  |                  |                  |               |               |               |
| Expulsions  |                |                |                |                  |                  |                  |               |               |               |

### 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  |                  |                 |
| Female  |                  |                 |
| Male  |                  |                 |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              |                  |                 |
| Asian   |                  |                 |
| Black or African American                     |                  |                 |
| Filipino                                      |                  |                 |
| Hispanic or Latino                            |                  |                 |
| Native Hawaiian or Pacific Islander           |                  |                 |
| Two or More Races                             |                  |                 |
| White   |                  |                 |
| English Learners                              |                  |                 |
| Foster Youth                                  |                  |                 |
| Homeless                                      |                  |                 |
| Socioeconomically Disadvantaged               |                  |                 |
| Students Receiving Migrant Education Services |                  |                 |
| Students with Disabilities                    |                  |                 |

## 2023-24 School Safety Plan

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 had a full review and approval in November of 2022 by the School Safety Committee and Site Council/ LCAP 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. We have our County Director on School Safety present to staff for a 90 minute training in August 2022. Our school utilizes the Butte County Safety Plan template with matching quick reference flip chart used in much of the county.

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. In 2022, we performed a review and assessment of our fire systems and fire pump with some minor maintenance and updating.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> |       |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$15,334.06                  | \$4,321.77                          | \$15,334.06                           | \$61,769               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$15,334.06                           |                        |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 0.0                                   | 0.0                    |
| <b>State</b>   | N/A                          | N/A                                 |                                       |                        |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 79.7                                  | -18.1                  |



## Fiscal Year 2022-23 Types of Services Funded

Most state categorical programs have been rolled into the 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 TK-8 and multi grade reduction school wide. In 2011, we added an ASES (After School Education and Safety) program. Recently awarded grants above the generous and various standard California and federal grants include \$19,000 in grants from Butte County's North Valley Community Foundation.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      |                 |  |
| <b>Mid-Range Teacher Salary</b>                      |                 |  |
| <b>Highest Teacher Salary</b>                        |                 |  |
| <b>Average Principal Salary (Elementary)</b>         |                 |  |
| <b>Average Principal Salary (Middle)</b>             |                 |  |
| <b>Average Principal Salary (High)</b>               |                 |  |
| <b>Superintendent Salary</b>                         |                 |  |
| <b>Percent of Budget for Teacher Salaries</b>        |                 |  |
| <b>Percent of Budget for Administrative Salaries</b> |                 |  |

## Professional Development

Staff members are building teaching skills and concepts by participating in coaching 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. In the 2022-23 year, professional development had been focused on the implementation of PBIS (Positive Behavior Intervention and Supports) and other strategies for improving school culture. BUESD has contracted with the Butte County Office of Education and is tapping into their technology and professional resources. In 2019-2020, staff development for teachers focused on assessment data and having data drive intervention. In 2020-2021, staff development for teachers has been focused on classroom instruction, including engagement norms and data driven intervention.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 2       | 2       |         |

