

# Community Day School III

301 No. Fowler • Bishop, CA 93514-2521 • (760) 872-3680 • Grades 9-12

Randy Cook, Principal  
rcook@bishopschools.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Bishop Unified School District**

301 N. Fowler St.  
Bishop  
(760) 872-3680  
www.bishopschools.org

### **District Governing Board**

Eric Richman  
Kathy Zack  
Trina Orrill  
Taylor Ludwick  
Joshua Nicholson

### **District Administration**

Barry Simpson  
**Superintendent**  
  
Heather Carr  
**Principal - Elm, Pine and  
Community Day School 2**  
  
Gretchen Skrotzki  
**Asst. Principal - Elm, Pine and  
Community Day School 2**  
  
Pat Twomey  
**Principal - Home Street and  
Community Day School**  
  
Derek Moisant  
**Asst. Principal - Home Street and  
Community Day School**  
  
Randy Cook  
**Principal - Bishop High and  
Community Day School 3**  
  
Dave Kalk  
**Asst. Principal - Bishop High and  
Community Day School 3**  
  
Katie Kolker  
**Principal - Palisade Glacier High,  
Bishop Independent Study and  
Keith Bright School**

### **School Description**

The mission of Community Day School III is to provide a safe and supportive atmosphere where staff, students, family and community members work together to create a learning environment where all participants develop a desire for personal growth and life-long learning.

Bishop is located in Inyo County along Highway 395, at the gateway to the Inyo National Forest, with a population of nearly 4,000. Bishop Unified School District strives to provide a quality education for all its students, with a wide range of programs and a talented staff dedicated to the needs of its population. The District serves approximately 2,000 students in grades K-12.

Students served at the Community Day School are those who qualify and who are not experiencing success in a regular school setting. It is hoped that placement in a setting with a small student-teacher ratio, more individualized instruction and closer guidance/monitoring will help the student achieve a more positive outcome both in school and in their lives. Students may be probation referred, SARBed, oppositional/defiant, expelled, academically unsuccessful or credit deficit.

### **A Message from the Principal**

Thank you for taking time to read the Bishop Unified School District Community Day School III Annual School Accountability Report Card. I am grateful we are able to offer this alternative setting for our students who benefit from this smaller setting. As principal, the ability to communicate our program to you presents itself in compliance with Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Bishop Unified School District that all students can and will excel in a supportive environment that is academically rigorous. It is due to this belief that we have been able to successfully develop a comprehensive educational program that meets the emotional/academic needs of students struggling to achieve success in the mainstream or traditional school system. We have low student/teacher ratios, individualized academic programs with counseling and support services, and dedicated staff to help students realize their potential. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

We want to keep you informed and seek your input and support. If you have any questions or comments about this report or the information contained therein, please contact us. We welcome questions or suggestions you might have. Your support of Community Day School III is appreciated.

Randy Cook, Principal

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	6
Grade 11	1
Total Enrollment	7

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	42.9
Asian	0.0
Filipino	0.0
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	71.4
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	28.6

## 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			
Community Day School III	16-17	17-18	18-19
With Full Credential	1	1	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	1	0	
Bishop Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Community Day School III	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	1	1	
Vacant Teacher Positions	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 2018-19)

Bishop Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Bishop Unified School District held a Public Hearing on September 18, 2014 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Bishop Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators and teachers. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for 30 days prior to adoption at the school library and District office for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Trustees for final adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2010 Holt - McDougal Holt Literature & Language Arts  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2008 Holt McDougal, Algebra and Trigonometry: Structure and Method, Book 2  2005 Holt McDougal, Algebra: Structure and Method, Book 1  2004 McDougal Littell, Geometry  Pearson Common Core 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 AGS, Biology - Cycles of Life 2005 AGS, Physical Science 2007 Holt, Rinehart and Winston, Modern Biology  2004 Holt, Rinehart and Winston, Science & Technology Earth, Life, Physical Science  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>2006 Glencoe/McGraw-Hill, Economics: Today and Tomorrow</p> <p>2006 Globe Pearson, Economics</p> <p>2005 McDougal Littell, The Americans</p> <p>2006 Pearson Prentice Hall, World History: The Modern World</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

#### CLEANING PROCESS AND SCHEDULE

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team 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.

#### DEFERRED MAINTENANCE PROJECTS

During the 2013-2014 school year the District spent \$407,000 to renovate the front elevation and remodel restrooms at Home Street Middle School, as well as modernize the Health Office at Bishop Union High School.

A renovation of the library at Bishop Union High School is planned for the 2015-2016 school year at an estimated cost of \$800,000.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2015		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2015		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	--	--	39.0	38.0	48.0	50.0
Math	--	--	36.0	35.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
American Indian or Alaska Native	--	--	--	--

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.

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
American Indian or Alaska Native	--	--	--	--

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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Community Day School III.

Parents are encouraged to get involved in their student's learning environment either by volunteering in the classroom, participating in a decision making group, or simply attending school events. Parents who wish to become involved may contact the school office at 760-873-4275.

#### 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.

#### School Safety Plan

Safety of students and staff is a primary concern of Community Day School 3. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. Teachers and noon aides monitor school grounds, including the cafeteria and playground, before, during, and after school to ensure a safe and orderly environment. The school is a closed campus; all visitors must sign in at the school office and wear visitor's badges while on campus, and must check out before leaving the school.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The District collaborated with the Bishop Police Department to update the plans at all the schools. This process created a comprehensive crisis management plan for all schools in the community. The plan was completed and reviewed with school staff in August 2012. A copy of the plan is available to the public at the school and District offices.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	3.5	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	8.7	7.7	3.4
Expulsions Rate	0.5	0.6	0.4
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

### Academic Counselors and Other Support Staff at this School

#### Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.10
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

### Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	1.0	3.0	3.0	4	2	3						
Mathematics	1.0		4.0	1		2						
Science	1.0	2.0	3.0	3	4	4						
Social Science	1.0	3.0	2.0	3	1	6						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

All training and curriculum development at Community Day School III revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Five mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified. The staff development committee coordinates their offerings based on the District Leadership Team/District Assistance and Intervention Team goals set out annually for staff development related to those goals.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

The District's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The District provides support services to all teachers in the District. Bishop Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,806	\$45,681
Mid-Range Teacher Salary	\$69,262	\$70,601
Highest Teacher Salary	\$92,206	\$89,337
Average Principal Salary (ES)	\$113,300	\$110,053
Average Principal Salary (MS)	\$114,810	\$115,224
Average Principal Salary (HS)	\$121,440	\$124,876
Superintendent Salary	\$177,044	\$182,466
Percent of District Budget		
Teacher Salaries	36.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. In addition to general fund State funding Community Day School III receives funding for special programs. For the 2014-2015 school year Community Day School III received Federal and State aid for the following categorical, special education and support programs.

Community Day School Waiver Funding

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Community Day School III	2014-15	2015-16	2016-17
Dropout Rate		--	--
Graduation Rate		--	--
Bishop Unified School District	2014-15	2015-16	2016-17
Dropout Rate	13.4	7.2	3.9
Graduation Rate	84.0	83.3	87.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$42,420	0	\$53.394	\$87,953
District	♦	♦	\$6,339	\$72,000
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			-196.7	19.9
Percent Difference: School Site/ State			-197.0	20.8

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

### 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).

### 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.