

# Bonsall West Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Bonsall West Elementary School
<b>Street</b>	5050 El Mirlo Drive
<b>City, State, Zip</b>	Oceanside, CA 92057
<b>Phone Number</b>	760.721.8001
<b>Principal</b>	Tina Calabrese
<b>E-mail Address</b>	tina.calabrese@bonsallusd.com
<b>Web Site</b>	www.bonsallusd.com
<b>CDS Code</b>	37679750000000

District Contact Information	
District Name	Bonsall Unified School District
Phone Number	760.631.5200 x1001
Superintendent	David Jones
E-mail Address	david.jones@bonsallusd.com
Web Site	www.bonsallusd.com

### School Description and Mission Statement (School Year 2018-19)

#### Mission Statement:

Bonsall West staff is committed to fostering the social and emotional needs of each and every child while embracing high academic expectations. The school focuses on developing students who demonstrate the six pillars of character and are 'up-standers', not bystanders. Students are taught to be kind to others and to always give 100%. Our theme is Dream Big Bonsall West and Ride with Pride!

#### Message from the Principal

Bonsall West is a high performing school in which every student is inspired to do their best, be respectful, work hard, think of others, and dream big. Our school history began in 2005. We have a vibrant school community where parent participation and involvement is the norm, not the exception. Our PTA supports all endeavors, both financially and with volunteers. We have wonderful students who truly care about others. We are in our third year focusing on a year long kindness challenge based on feedback from our staff and students. We have thanked our local responders (military, police, fire) during the month of September in remembrance of 9-11, collected candy for troops for Halloween in October, and collected hundreds of cans of food for November. Toys for Tots/ making holiday cards for our military will be in December, the week long Great Kindness Challenge is in January and Blankets for the Homeless in February. Each month, the students/staff determine where our kindness focus will be. We will be collecting pennies for patients as well in February.

Our staff and principal promote high academic standards, respect, cooperation, and personal responsibility within a caring and safe learning community so that all students will effectively learn. The Bonsall West staff is committed to working together with parents and members of the community to continue offering the highest academic challenges to our students. This is evident as our students in grades 3-6 outperformed their county/state peers on the CAASPP.

Bonsall West Elementary School opened its doors to students in 2005. We have a short history that is packed with great accomplishments. Each classroom has chrome book carts, one:one devices and i pad carts for use in the classroom for class projects. The entire school is on a wireless network and all classrooms are equipped with LCD projectors, flex-cams and Smartboards; all of these improvements help enhance the teaching and learning environment. Our students consistently outperform the district, county, and state on statewide assessments. Most recently, our students outperformed the state and county averages in both ELA and math on the CAASPP. On Great Schools.com, we scored a 9/10 to similar schools. We are located near Camp Pendleton Marine Base. We are proud to work closely with our school base liaison to offer resources/support to our military families. This year, we began offering Operation Hero sessions for our students after school to develop leadership/study skills. We also began the FOCUS program with the support of Camp Pendleton to enable students to learn more about military life and its' impact on military connected students. For the past four years, our school has hosted a special night to honor our military: Tell me a Story night and brought the Single Marine Fitness challenge to our students. We honor our military weekly with a patriotic assembly that includes the pledge and patriotic song. Last year, we were granted a \$250,000 DoDea grant for military dependents. Project AIM( Academic Achievement, Innovation, Mental Health) High helps us address students' needs in literacy, STEM, and social emotional health. Our school boasts a diverse socioeconomic student body and an intensely dedicated group of educators and parents that will do whatever is necessary to help all students master the skills they need.

**\*\* Note\*\*** All the data reflects the school data pertaining to the prior CDS code but does reflect the school data for 2013-14 school year for this school.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	91
Grade 1	79
Grade 2	85
Grade 3	80
Grade 4	89
Grade 5	68
Grade 6	60
<b>Total Enrollment</b>	<b>552</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	6.2
Filipino	4.9
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	1.6
White	42.6
Socioeconomically Disadvantaged	19.9
English Learners	9.2
Students with Disabilities	10.3
Foster Youth	0.2

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	25	26	123
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** September 2018

All of our textbooks except for those in the following subject areas are the most recently approved by the State Board of Education or our Local Governing Agency:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Houghton Mifflin Reading Adopted 2003	Yes	0%
Mathematics	Macmillan/McGraw-Hill - California Mathematics Adopted 2008	Yes	0%
Science	Houghton Mifflin - Discovery Works Adopted 2000	No	0%
History-Social Science	Scott Foresman - Scott Foresman History-Social Science Adopted 2005	Yes	0%

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

Bonsall West is a 13 year old school and buildings are in good condition. School grounds are maintained regularly by district staff, restrooms are clean and well stocked, and all facilities are safe and secure. This school year we added a water filtration system to our lunch court and are always looking for ways to improve school safety/facilities.

**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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	75.0	78.0	62.0	63.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	75.0	70.0	57.0	55.0	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 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 ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	292	98.32	77.74
Male	152	149	98.03	77.18
Female	145	143	98.62	78.32
Black or African American	14	13	92.86	53.85
Asian	22	22	100.00	95.45
Filipino	11	11	100.00	100.00
Hispanic or Latino	86	86	100.00	58.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	120	97.56	86.67
Two or More Races	17	17	100.00	88.24
Socioeconomically Disadvantaged	61	60	98.36	58.33
English Learners	37	37	100.00	75.68
Students with Disabilities	30	30	100.00	63.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	291	97.98	70.1
Male	152	149	98.03	71.14
Female	145	142	97.93	69.01
Black or African American	14	13	92.86	23.08
Asian	22	22	100	81.82
Filipino	11	11	100	100
Hispanic or Latino	86	86	100	52.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	119	96.75	81.51
Two or More Races	17	17	100	64.71
Socioeconomically Disadvantaged	61	60	98.36	40
English Learners	37	37	100	64.86
Students with Disabilities	30	30	100	60

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.2	30.8	55.4

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.

## 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)

Bonsall West understands the importance of parent involvement both at the school and in the home atmosphere. The Bonsall West staff encourages parent participation both in the classroom and during extra-curricular activities. We have a very involved parent community who supports us with our Arts Attack program and Everyone a Reader program. The Arts Attack program is solely run by our parent volunteers. The projects our students complete are incredible and consistently win blue ribbons at the Del Mar Fair. Our PTA is very active and always looking for ways to involve parents in the activities being brought to the school. Our PTA hosts family community events such as Multicultural Night, lunch on the lawn and a Round-Up carnival. Our PTA raised \$58,778 in our annual jog a thon to provide much needed financial support to our school. They were able to fund school supplies, ST math, Brainpop, Reading A-Z, funding for Arts Attack, funding for field trips, funding for teacher class supplies, a water filtration system, and technology. Parents are also encouraged to be representatives on our School Site Council and ELAC committees. Over 7% of our parents volunteer consistently throughout the year.

Parent involvement coordinator: JoAnn Carruego (760-721-8001)

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.4	0.2	1.3	1.6	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

The Bonsall West School Safety Plan is revised annually and reviewed by local law enforcement, fire agency, our SSC, and staff. We have various drills that are practiced throughout the year on a monthly basis. The staff at Bonsall West works closely with the administrative office staff, to make sure the most up-to-date procedures are followed with regard to the safety plans. In the event of a real emergency teachers and staff are assigned specific duties to help ensure the safety of all of our students. The school faculty, local law enforcement, fire agency and SSC approved the Safety plan in October 2018.

## 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.



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

Grade Level	2015-16				2016-17				2017-18			
	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	21	1	3		22	1	3		23	1	3	
1	22		4		22	1	3		19	3	1	
2	22		4		22		4		22	1	3	
3	27		3		28		3		20	4		
4	26		3		26		3		30		3	
5	24		3		23		3		23		3	
6	32		6	6	32		12		30		11	

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	6	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,917	\$1,159	\$5,758	\$69,040
District	N/A	N/A	\$8,079	\$67,986
Percent Difference: School Site and District	N/A	N/A	-33.5	1.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-21.2	-3.3

Note: Cells with N/A values 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.

### Types of Services Funded (Fiscal Year 2017-18)

Programs and supplemental services paid for using state and federal monies or other funds include the following:  
 Special education (programs offering appropriate individualized education to students with special needs)

Gifted and Talented Education (specialized learning assistance for students with high ability, achievement or potential). Many of our teachers have been GATE certified and provide differentiation in the classroom.

Special projects – monies from agencies (e.g. state or federal) earmarked for specific services : See grants below

General operations (services, materials, and support to general education)

Transportation

Maintenance and Operations

District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Trustees’ policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The school supplements the monies received with grants/donations: DoDea Project A.I.M. High, PTA donations.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>		\$45,681
<b>Mid-Range Teacher Salary</b>		\$70,601
<b>Highest Teacher Salary</b>		\$89,337
<b>Average Principal Salary (Elementary)</b>		\$110,053
<b>Average Principal Salary (Middle)</b>		\$115,224
<b>Average Principal Salary (High)</b>		\$124,876
<b>Superintendent Salary</b>		\$182,466
<b>Percent of Budget for Teacher Salaries</b>	35.0	33.0
<b>Percent of Budget for Administrative Salaries</b>	7.0	6.0

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)**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. We set aside 2 complete days for staff development plus each Thursday students are released 90 minutes early allowing teachers to participate in a weekly Professional Development format. This year's foci are NGSS , FOSS, 7 Habits( The Leader in Me), and PLC training . We have 38 Thursdays and two additional staff days to train our staff. In 2016-2017, there were 38 Thursdays with one hour for training where we used PD time to for teachers to explore areas of professional development that are specific to their needs. Some topics include Growth mindset, researching best practices for lessons in all subject areas, guided reading instruction, writing, NGSS, Google docs/forms, Digital citizenship, and Genius hour, Mystery Science lessons, ELD standards, Math tasks, Literature circles, number talks, math games/strategies, PBIS, Conscious Classroom Management training, Love/Logic. Our ELD teachers were also trained for 2 days on the ELPAC.