

# Vivian Banks Charter 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>	Vivian Banks Charter School
<b>Street</b>	11800 Pala Mission Road
<b>City, State, Zip</b>	Pala, CA 92059
<b>Phone Number</b>	760.742.3300
<b>Principal</b>	Eric A. Kosch
<b>E-mail Address</b>	eric.kosch@bonsallusd.com
<b>Web Site</b>	www.bonsallusd.com
<b>CDS Code</b>	37-67975-6113468

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

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

Vivian Banks is a very special place for learning. The setting is bucolic, with a magnificent view of snow-capped Palomar Mountain available most days and a rural setting that lends itself to a myriad of learning opportunities. It is on the grounds of the Pala Mission, an auxiliary site of the nearby San Luis Rey Catholic Mission. The School is named after Vivian Banks, a Native American who served on the District Board of Trustees from 1944 to 1990.

As a small school VBCS is able to provide students an individualized and personal educational experience with small classroom sizes (average 17 students). Established in 2006, Vivian Banks Charter School has served generations of Pala families. Vivian Banks Charter School (VBCS) is located on the Pala Indian Reservation, within the Bonsall Unified School District (BUSD) existing boundaries.

The Vivian Banks Charter School is a learning community committed to the cultural awareness, social and physical development, and intellectual growth of each student. It establishes a learning environment that fosters respect for self and others, responsibility, and enables students to meet present needs and future challenges in a complex, changing society.

The VBCS educational program serves students with a diverse background and of all ability levels from kindergarten through fifth grade. Our students will be able to apply basic and higher order thinking skills, use technology, and develop effective interpersonal communication, particularly in the area of self-management. A variety of technologies are used to enhance teaching and learning. The school fosters unity by recognizing our common heritage and, within it, the unique contributions of each individual.

Currently our school serves approximately 104 students. We provide a wide array of academic support programs for children who require special assistance in mastering academic standards. A Multi-Tiered System of Support (MTSS) is provided that includes an academic intervention program in English Language Arts and Math, Resource Specialist support, summer school, no-cost before and after school programs, small class sizes, bilingual English Learner support, full-time PE teacher, music teacher, iPads, Smart Boards, 1-1 Chromebooks in grades 2-5, as well as extracurricular enrichment opportunities i.e. running club, student council, native language classes (Cupeno), parent classes, After School Education and Safety Grant (ASES).

Vivian Banks also has a counselor one day per week to support students who need emotional and/or behavioral support. Depending on student need, the school counselor either provides one-on-one support or small group support focused on appropriate peer interactions. The school counselor also supports students in making positive choices as well as delivers push-in character lessons to all classrooms.

VBCS staff not only cares about every child's academic achievement, but also their social and emotional development. We have clear guidelines for behavior that are focused primarily on the Character Counts Traits. These traits include Citizenship, Trustworthiness, Respect, Caring, Responsibility, and Fairness. These positive behaviors are reinforced daily by student/staff interactions and classroom instruction by teachers and counselor.

Over the past 20 years the Pala Band of Mission Indians has demonstrated an unwavering commitment to the education and social well-being of VBCS students. The Pala Band of Mission Indians plays an active role in its support and commitment to the school and the students who attend here.

Visit our school and you will see an atmosphere of high energy and on-task learners, caring and expert instructional staff, and dedicated and caring parents who value the balance of academics and character development for all students.

#### **Mission Statement**

Vivian Banks Charter School will create an environment for learning where students and teachers are learners, where parents are fully involved, where thinking and character are values, where a relationship of trust and integrity exists, where risk is expected behavior, and where the culture and background of each learner is recognized and valued.

Vision Statement

“Academic excellence and support for all students to be highly competitive in their chosen career path and college”

Philosophy

Continuous Improvement

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	10
Grade 1	13
Grade 2	20
Grade 3	21
Grade 4	16
Grade 5	18
<b>Total Enrollment</b>	<b>98</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.0
American Indian or Alaska Native	44.9
Asian	0.0
Filipino	0.0
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.0
White	4.1
Socioeconomically Disadvantaged	75.5
English Learners	36.7
Students with Disabilities	11.2
Foster Youth	1.0

## **A. Conditions of Learning**

### **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	8	7	8	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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: 12/18**

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
<b>Reading/Language Arts</b>	Curriculum Associates, i-Ready Reading- Adopted 2016  Wonders, McGraw Hill, Pilot 2018	Yes	0%
<b>Mathematics</b>	Curriculum Associates, i-Ready Math - Adopted 2016  Go Math, Houghton Mifflin Harcourt - Pilot 2018	Yes	0%
<b>Science</b>	Houghton Mifflin - Discovery Works Adopted 2003	Yes	0%
<b>History-Social Science</b>	Scott Foresman - Scott Foresman History-Social Science Adopted 2006	Yes	0%

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

VBCS staff and students take great pride in the history of our beautiful campus. We work hard to insure it is kept in its original form and continues to demonstrate the beauty and serenity it was founded upon. The San Antonio de Pala Asistencia, or the "Pala Mission", was founded on June 13, 1816 as an asistencia ("sub-mission") to Mission San Luis Rey de Francia, some twenty miles inland upstream from the mission on the San Luis Rey River. It was part of the Spanish missions, asistencias, and estancias system in Las Californias—Alta California. Today it is located on the Pala Indian Reservation located in northern San Diego County, with the official name of Mission San Antonio de Pala. It is the only historic mission facility still serving a Mission Indian tribe.

The district’s maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on campus throughout every school day.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: December 2018		
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	
<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: December 2018	
<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.

### 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
English Language Arts/Literacy (grades 3-8 and 11)	30.0	17.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	8.0	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	63	60	95.24	16.67
Male	28	27	96.43	18.52
Female	35	33	94.29	15.15
Black or African American	--	--	--	--
American Indian or Alaska Native	33	33	100.00	12.12
Hispanic or Latino	25	23	92.00	21.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	14.29
English Learners	22	20	90.91	25.00
Students with Disabilities	11	10	90.91	0.00
Students Receiving Migrant Education Services	--	--	--	--

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	63	59	93.65	8.47
Male	28	26	92.86	7.69
Female	35	33	94.29	9.09
Black or African American	--	--	--	--
American Indian or Alaska Native	33	32	96.97	3.13
Hispanic or Latino	25	23	92	17.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	8.16
English Learners	22	20	90.91	15
Students with Disabilities	11	9	81.82	11.11
Students Receiving Migrant Education Services	--	--	--	--

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

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)

The volunteer assistance you provide in our school is invaluable. We recognize your experiences will enrich the educational program, increase supervision of students and contribute to school safety while strengthening our school's relationships with the community. Vivian Banks Charter School solicits participation from parents on many levels. Through the Charter Council, parents can attend monthly meetings to stay informed of social activities, school programming, and important school information. Parents are also encouraged to volunteer at the many family-based activities offered throughout the year. Some of these events include the Halloween Walk, Parent Appreciation BBQ, Jog-a-Thon, Lunch on the Lawns, Family Movie Night, Book Fair, and Fundraising opportunities. Also, parents are always welcome to volunteer in the classrooms and library. Before and after school clubs such as Running Club and ASES encourage parent participation which promotes academic and physical well-being.

Vivian Banks also welcomes the parents/guardians of Native American students to participate on the Indian Education Committee. The Indian Education Committee works to develop educational programs designed to meet the specialized and unique educational needs of Indian children, and approves all programs and budgets funded by the Johnson-O'Malley Program (JOM) and Title VI. The committee consists of elected parents and guardians of Indian students who are enrolled in schools that are receiving funding under the JOM and Title VI program.

Vivian Banks Charter School also hosts Coffee with the Principal Meetings. At these meetings parents are encouraged to share ideas and concerns regarding school programming.

Parent Committees:

Charter Council

Indian Education Committee

Coffee with the Principal Monthly Meetings

Categorical Committees: Title I, GATE, Indian Education, Migrant Parent Advisory, ELAC

DELAC (District English Learner Advisory Committee)

School Safety Committee

Contact: Teresa Suarez, 760.742.3300



## 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
<b>Suspensions</b>	0.8	1.7	0.0	1.3	1.6	1.5	3.7	3.7	3.5
<b>Expulsions</b>	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)

Vivian Banks Charter School places strong emphasis on safety for students and staff. We have clear guidelines for behavior that are focused primarily on the Character Counts Traits. These traits include Citizenship, Trustworthiness, Respect, Caring, Responsibility, and Fairness. These positive behaviors are reinforced daily by student/staff interactions and classroom instruction by teachers and counselor. On Friday morning of each week students demonstrating outstanding character are recognized at a school-wide assembly.

The school safety plan includes procedures for a variety of emergency situations, is updated yearly, and is based upon the Emergency Response Crisis Management Template. The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at the school.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills monthly.

Vivian Banks has a counselor on site one day per week to support students who need emotional and/or behavioral support. Depending on student need, the school counselor either provides one-on-one support or small group support focused on appropriate peer interactions. The school counselor also supports students in making positive choices as well as delivers push-in character lessons to all classrooms.

Vivian Banks is fortunate to have the Pala Fire Department near the school. The firemen are often on campus talking with students and supervising fire and safety drills. They also provide safety assemblies for students throughout the year covering topics such as Fire Safety and Bicycle Safety. Vivian Banks has also fostered a strong relationship with the Valley Center Sheriff's Office. Deputies routinely visit the campus and provide assemblies to students and parents regarding stranger safety, internet safety, and crime prevention.

## 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	17	1			14	1			10	1		
1	23		1		22		1		13	1		
2	17	1			20	1			20	1		
3	19	1			18	1			21		1	
4	17	1			19	1			16	1		
5	16	1			15	1			18	1		

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)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1.5	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	\$12,863	\$1,998	\$10,865	\$65,553
District	N/A	N/A	\$8,079	\$67,986
Percent Difference: School Site and District	N/A	N/A	29.4	-3.6
State	N/A	N/A	\$11,548	\$71,392
Percent Difference: School Site and State	N/A	N/A	-6.1	-8.5

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

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.

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

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

All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. Bonsall Unified School District identifies a yearly professional development focus based on a comprehensive analysis of multiple forms of student data and feedback from teachers including:

- Common Core Implementation including the SBAC assessment system for ELA, Math, ELD, Science, Social Science.
- Technology Implementation–Professional Development to support best practices of technology integration in the classroom along with the use of new and existing programs.
- Positive discipline in-services and student character development.
- Devices/Software–Multiple pilots of devices and software with professional development for admin, teachers and students.
- I-ready – Adaptive diagnostic and online instruction framework for Reading and Math
- Technology Team, Superintendent Advisory and Curriculum Councils
- Weekly Professional Learning Community (PLC) collaboration for all teachers.
- Instructional Leadership PLC Workshops throughout the year for K-5 teachers and principals focused on support for district initiatives and collaboration time.