

Bonsall High 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)

School Contact Information	
School Name	Bonsall High School
Street	7350 West Lilac Road
City, State, Zip	Bonsall, CA 92003
Phone Number	760-305-5700
Principal	Jason V. Fowler, Ed. D.
E-mail Address	jason.fowler@bonsallusd.com
Web Site	www.bonsallusd.com
CDS Code	37 76851 0129320

District Contact Information	
District Name	Bonsall Unified School District
Phone Number	760-631-5200
Superintendent	David Jones
E-mail Address	david.jones@bonsallusd.com
Web Site	www.bonsallusd.com

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

The mission of Bonsall High School is to ensure ALL students learn at high levels. We prepare our students to be professionally, socially and emotionally ready for the challenges beyond high school. We utilize Project Based Learning as a rigorous and meaningful curriculum. We facilitate the development of self-determination, critical thinking, and community involvement. BHS is committed to providing a first-rate education for all students. We provide a comprehensive education that provides choices for all students. Students at Bonsall High School have voice and choice in the direction of their learning, and play an integral role in ownership of the development of the school. Bonsall High School prides itself on being a college prep school with all core courses on the University of California A-G list serving as requirements for graduation. BHS staff deeply believe that students have the right to preserve the choice of college and support all students to complete rigorous course work while also exploring other post-secondary options. At Bonsall High School, students learn to balance individual accountability and content knowledge and thinking by collaborating with other students on projects that are presented to community audiences. Assessment of student work focuses on college-ready reading, writing, integrated mathematics and scientific reasoning in alignment with skills that students will need for college and career success. In 2018 Bonsall High School received a 6-year WASC accreditation (Western Association of Schools and Colleges) and our first graduating class saw an almost 97% graduation rate.

BHS students are assessed and graded on core learning outcomes that are in alignment with professional expectations and college and career readiness standards:

- 1) **Written Communication:** The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.
- 2) **Content Knowledge and Thinking:** The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- 3) **Oral Communication:** The ability to communicate knowledge and thinking through effective oral presentations.
- 4) **Collaboration:** The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.
- 5) **Agency:** The ability to develop and reflect on growth mindset and demonstrate ownership over one's learning.

Bonsall High School's learning management system provides an online platform that integrates a project-based learning curriculum with student work aligned to these learning outcomes. Students are graded and receive feedback on these various learning outcomes and build a portfolio demonstrating these skills over the course of their 4 years while at BHS.

Bonsall High School works in partnership with many community organizations to deepen curriculum connections, provide opportunities for student service, and to increase opportunities for students to have access to career networks. One of these partnerships is Palomar College with whom Bonsall Unified School District has a formal partnership to provide dual enrollment courses on both our high school and the college campus during the day for BHS students. Additional partnerships include local and regional businesses across many sectors and BHS staff is continually working to enhance and add additional partnerships to help connect students to the world beyond the classroom. Bonsall High School staff regularly engage in cycles of inquiry and collaborative coalitions to ensure continual learning and improvement as a school community

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

Grade Level	Number of Students
Grade 9	105
Grade 10	84
Grade 11	85
Grade 12	55
Total Enrollment	329

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	5.8
Asian	2.1
Filipino	2.4
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.3
White	44.1
Socioeconomically Disadvantaged	47.7
English Learners	15.8
Students with Disabilities	24.0
Foster Youth	0.0

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
With Full Credential	13	16	19	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

Bonsall High School provides a 1:1 ratio of Chromebooks to students which allows all students, including English Learners, Special Education Students, and new move-ins access to standards-aligned instructional materials in class and to take home. Teachers are provided tools, training, and time to develop curriculum aligned to the highest academic and professional standards in each subject area and provide these materials to students via a comprehensive online learning management system.

BHS curriculum is driven by the BHS learning outcomes and all assessments are based upon professionally designed rubrics from Stanford Center for Assessment, Learning and Equity (SCALE) and the New Tech Network (ECHO). All tools are aligned to the California State Standards for education and based on college and career readiness.

Social Studies and English Language Arts: All grade level Social Studies and English Language Arts courses are integrated. Resources are selected based upon their inter-connectedness and relevancy. Teachers use high quality materials developed by the San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to professional standards in accordance with local business partners.

Science: All science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Science Standards and their inter-connectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum and Forensics online. Materials for courses are available upon request.

Mathematics: All math courses are integrated across mathematics disciplines including Integrated Math 1, IM 2, and IM 3. Materials are selected based on their interconnectedness across math disciplines, authentic applications, and modern technology tools. Teachers use high quality materials developed by professional organizations such as New Tech Network, Robert Kaplinsky, and Illuminated Mathematics. Materials for specific courses are available upon request.

Electives: All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All grade level Social Studies and English Language Arts courses are integrated. Resources are selected based upon their interconnectedness and relevancy. Teachers use high quality materials developed by the San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to professional standards in accordance with local business partners.		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	All math courses are integrated across mathematic disciplines including Algebra, Geometry, and Algebra II. These courses are designed around the UC's Integrated sequence of Integrated Math 1, 2 and 3. Materials are selected based on their interconnectedness across math disciplines, authentic applications, and modern technology tools. Teachers use high quality materials developed by professional organizations such as New Tech Network, Robert Kaplinsky, and Illuminated Mathematics. Materials for specific courses are available upon request.		0
Science	All science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Science Standards and their interconnectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum or foreniconline. Materials for courses are available upon request.		0
History-Social Science	All grade level Social Studies and English Language Arts courses are integrated. Resources are selected based upon their interconnectedness and relevancy. Teachers use high quality materials developed by the San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to professional standards in accordance with local business partners.		0
Foreign Language	All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses.		0
Visual and Performing Arts	All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses.		0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Bonsall High School is currently located on a portion of the Sullivan Middle School Campus and the majority of BHS courses are in the newest 2-story building on campus. The facility, innovative furniture, and all technology within the building have been purchased or built within the last 3 years and are in excellent repair. BUSD staff respond quickly to any repairs and keep the building in good condition. New methods are continually developed to use safe, environmentally friendly cleaning products and local community groups donate time and supplies to enhance landscaping. Older facilities shared on campus require maintenance and updates that BUSD staff address efficiently. While some athletic facilities on campus do not meet CIF standards due to dimensions or other factors and BUSD staff have made arrangements with other community agencies for practice and game fields. Additionally BUSD staff have made substantial adjustments to existing facilities so BHS students can increasingly use the facilities for home events. The multi-purpose room floor has recently been replaced with flooring that is in alignment with CIF athletics and staff is working to maintain the floor for the highest safety standards. The district governing board has adopted cleaning standards for all schools in the district. The site and district administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100% of restrooms on campus were in good working order. Grounds have been updated with drought resistant vegetation and new drinking fountains and bathroom fixtures were installed three year ago.

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

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

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)	69.0	54.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	26.0	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	75	71	94.67	53.52
Male	38	38	100.00	50.00
Female	37	33	89.19	57.58
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.55	58.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	34.29
English Learners	11	11	100.00	27.27
Students with Disabilities	12	12	100.00	8.33
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	75	71	94.67	25.71
Male	38	38	100	32.43
Female	37	33	89.19	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	27	93.1	15.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77	30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	8.82
English Learners	11	11	100	0
Students with Disabilities	12	12	100	0
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.

Career Technical Education Programs (School Year 2017-18)

Bonsall High School considers career preparation a primary outcome for all students and embeds 5 learning outcomes for all students specifically to enhance career preparation. These learning outcomes are 1) Content Knowledge and Thinking 2) Oral Communication 3) Written Communication 4) Collaboration and 5) Agency (a combination of growth mindset and student ownership over learning). BHS has partnered with our local community college to bring CTE and Dual Enrollment courses on campus in which students are enrolled in college courses which receive both high school and college credits. All college courses offered on the Bonsall campus are IGETC transferable through Palomar College. Completion rates and student academic success in these courses are used to evaluate the effectiveness of the program on a quarterly basis. College retention and CTE program completion rates will be used to determine whether these introductory courses and learning outcomes lead to long-term success.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	103
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

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
9	14.0	25.2	30.8

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)

Parents are integral to the success of Bonsall High School. Our parent organization, PING (Parent Involvement Networking and Guidance), and the BHS School Site Council are just two of the many opportunities parents have to engage in and to become a part of the school community. Bonsall High School staff believes that schools are strongest when parents contribute meaningfully to decisions about academics, school activities, and school administrative decisions rather than serving only as a fundraising group. The small size of Bonsall High School provides the opportunity for staff to develop personal relationships not only with all students but with parents, leading to greater student academic, social, and emotional support at school. Parents and other community members are regularly invited to the classroom to serve on panels to evaluate student work, mentor students, speak to students on specific topics, and provide content expertise in classroom projects throughout the year. BHS hosts an average of 30 distinct organizations or individuals per year who participate in classroom projects. Parents or other community members interested in contributing to the school can contact the BHS Office Manager at (760) 305-5700.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate						16.4	10.7	9.7	9.1
Graduation Rate						37.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	0.0	90.9	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	0.0	82.9	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	0.0	75.8	88.6
English Learners	0.0	11.1	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

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	5.2	1.6	7.3	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)

Bonsall High School emphasizes a safe environment for all of our students both physically and emotionally. The relative newness of the high school facility and the small number of students contributes to safe conditions in which each student is known and supported accordingly. BHS has a comprehensive disaster plan; fire, lock down, and disaster drills are conducted regularly and the school's safety plans are reviewed regularly for continued improvement. Student expectations regarding the plan are shared by their classroom teacher and all staff members are involved with discussion regarding implementation of the plan. Campus supervision is provided before school, during lunch, and immediately following school dismissal. All visitors are required to sign in at the office and wear a visitor's pass while on campus.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	4	1	1	29.0	3		5	32.0	2	4	6
Mathematics	22.0	3	2	1	19.0	9	5	1	21.0	7	10	1
Science	22.0	4	2		23.0	4	4	2	25.0	3	7	2
Social Science	22.0	5	1	1	27.0	4		6	11.0	30	2	6

Note: 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.

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)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	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	\$10,162	\$2,834	\$7,329	\$61,077
District	N/A	N/A	\$8,079	\$67,986
Percent Difference: School Site and District	N/A	N/A	-9.7	-10.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	2.8	-15.6

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)

LCAP and other site funds are utilized for special education, reading and math intervention, after and before school tutoring, college/ dual enrollment programs, the purchase and maintenance of student Chromebooks, and field trips to nearby Universities and vocational education programs.

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/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Over the last several years the school has focused on 4 areas of development: Authenticity in learning, Developing Student Empathy, Improving Student Agency, and College Ready Writing. These focus areas came about as a result of community input about what a high school might look like in Bonsall. Student writing samples were used to identify areas of growth as well as PSAT data specifying areas of need. In addition to looking at specific student achievement data, BHS staff regularly look at grade distribution of BHS students and research methods to increase student motivation. This research points to authentic learning and school culture as high leverage points to increase student academic achievement as measured by grades. The methods for the professional development include virtual, on-site coaching, weekly professional learning experiences, workshops, and summer conferences. We work with New Tech Network and the San Diego County Office of Education to connect with local resources available to our district. Teachers participated in conferences and weekly learning including looking at student work protocols and analysis of student performance data to track progress towards school goals. In addition to professional educational organizations, teachers receive professional development from local organizations and businesses to calibrate with professional standards to deepen understanding of the skills and content students will need in the work force.

The 2018-19 school year brought with it new focus on college and career readiness. Writing instruction and test prep. The staff utilizes minimum days on every Thursday that amounts 38 days of professional development per year. Teachers work together to help students increase their ability to listen carefully, restate what they have learned, and to revise their thinking based on new information. Data indicating a need for this focus area includes CAASPP scores in which BHS students are relatively strong in research/inquiry but need additional support in listening skills. Teachers receive support for the focus area through collaborative learning during professional development time on Thursday and through County and District sponsored training.