

# Bonsall 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 Elementary School
<b>Street</b>	31555 Old River Rd.
<b>City, State, Zip</b>	Bonsall, CA 92003-5112
<b>Phone Number</b>	760.631.5205
<b>Principal</b>	Stacy Bermingham
<b>E-mail Address</b>	stacy.bermingham@bonsallusd.com
<b>Web Site</b>	www.bonsallusd.com
<b>CDS Code</b>	37679756037543

<b>District Contact Information</b>	
<b>District Name</b>	Bonsall Unified School District
<b>Phone Number</b>	760.631.5200
<b>Superintendent</b>	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)

#### Message from the Principal

Welcome to Bonsall Elementary School, which is located in the rural community of Bonsall and is the largest of five schools in the district. Our facility opened in August of 2008 and sits on a hill overlooking the San Luis Rey River Valley. Bonsall Elementary School was constructed as a state of the art facility while conserving the feel of the community. A tradition of excellence is at the core of all instruction. Educational programs have been designed to provide academic excellence and support for ALL students. The dedication of our highly qualified staff, parents, and community has consistently resulted in high performance academically and behaviorally. We are proud of our integrated 21st Century learning environment which has taken us to the forefront of educational advancements in technology. Through the use of student and teacher portals, learning can be extended to the home.

Our mission is to provide programs dedicated to student learning, which enables them to acquire skills to meet present needs and future challenges in a complex and changing world. Students at Bonsall Elementary are exposed to comprehensive instruction, programs, and strategies which reflect learning environments that are both rigorous and positive in nature. The focus is on student achievement, success, and character development. All stakeholders work collaboratively to ensure student success. Every classroom at Bonsall Elementary School is equipped with 7 student computers, an ELMO doc camera, LCD projector, and teacher laptop. The school continues to incorporate the latest technological advancements and innovations as funds permit. Our short term goal is to provide Chromebook cart ( a set of 35 Chromebooks) per every two classrooms. Currently we have eleven mobile technology carts with Chromebook with 30 computers each. In addition, two classrooms on campus are equipped with interactive boards to assist in both teacher and student presentations.

Differentiation is core to instruction. Through the use of the i-Ready diagnostic, teachers are able to develop targeted lesson plans for student success. Students have access to i-Ready personalized learning for math and language arts, ST Math (Spatial Temporal Mathematics), Khan Academy, AR (Accelerated Reader), and other technology programs to further assist their individualized learning through our district portal. Collaboration between general and special education teachers is ongoing with the use of the inclusion model on a daily basis. Our ELD Program has integrated and designated services for all of our students acquiring English. Integrated services are provided as language development throughout the day in all subject areas by all teachers. Designated services are provided by two ELD teachers and 3 EL paraprofessionals.

**\*\* Please Note\*\*** All the information on this document reflects school data pertaining to the prior CDS code, and includes the school data for 2016-17 school year for Bonsall Elementary.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	193
<b>Grade 1</b>	148
<b>Grade 2</b>	155
<b>Grade 3</b>	141
<b>Grade 4</b>	175
<b>Grade 5</b>	159
<b>Total Enrollment</b>	971

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

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	5.3
Asian	2.0
Filipino	0.3
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	0.4
White	49.3
Socioeconomically Disadvantaged	37.8
English Learners	16.1
Students with Disabilities	13.4
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	50	51	50	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 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 - 2003	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Glencoe-McGraw Hill - 2008	Yes	0%
Science	Houghton Mifflin - 2000 Scholastic - 2000	Yes	0%
History-Social Science	Scott Foresman - 2005 Scholastic - 2005	Yes	0%

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

Bonsall Elementary School is a newer, state of the art facility that first opened its doors in 2008. All buildings on site are in excellent condition. School grounds are well maintained. We are proud to keep the school grounds and facilities clean and orderly. All parts of the school are cleaned daily. Issues are addressed immediately.

Due to the newness of the school, there is not a need for deferred maintenance or improvements.

### 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
<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)**

<b>Year and month of the most recent FIT report: November 2018</b>	
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59.0	62.0	62.0	63.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	62.0	57.0	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
<b>All Students</b>	467	457	97.86	62.36
<b>Male</b>	244	238	97.54	57.56
<b>Female</b>	223	219	98.21	67.58
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	25	25	100.00	32.00
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	165	159	96.36	52.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	235	231	98.30	71.00
<b>Two or More Races</b>	14	14	100.00	71.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	173	167	96.53	53.89
<b>English Learners</b>	89	88	98.88	50.00
<b>Students with Disabilities</b>	62	60	96.77	26.67
<b>Students Receiving Migrant Education Services</b>	32	32	100.00	59.38
<b>Foster Youth</b>	--	--	--	--

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
<b>All Students</b>	467	457	97.86	56.58
<b>Male</b>	244	238	97.54	59.66
<b>Female</b>	223	219	98.21	53.21
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	25	25	100	28
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	165	159	96.36	45.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	235	231	98.3	66.23
<b>Two or More Races</b>	14	14	100	57.14
<b>Socioeconomically Disadvantaged</b>	173	167	96.53	44.91
<b>English Learners</b>	89	88	98.88	38.64
<b>Students with Disabilities</b>	62	60	96.77	31.67
<b>Students Receiving Migrant Education Services</b>	32	32	100	31.25
<b>Foster Youth</b>	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	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)**

Parent involvement at Bonsall Elementary School is strong! Parents volunteer within the classroom working with students, assisting the teacher, teaching “Arts Attack” lessons, or organizing events. Our parents also help chaperone field trips, assist in the office, promote fund raising through PTA events, and participate on our School Site Council.

We have a very influential and active Parent Teacher Association who assists with the organization of parent volunteers, room parents, and school-wide events. Our PTA hosts yearly fund raising activities where proceeds go directly to classroom and student needs, family centered activities, school assemblies, the library, and our Character Counts Education Program. Over \$60,000 last year has been donated back to our school for teaching and learning on behalf of our PTA.

School Site Council is another way in which parents can get involved and have a voice. Through participation in the SSC parents are able to work with teachers and the administration to advise and counsel in evaluating state, district, and school performance goals which help determine the methods used to meet yearly goals and objectives.

The Bonsall Educational Foundation (BEF) continues to support our school. It is a non-profit and independent foundation that assists in the achievement and maintenance of a superior public education system within the Bonsall Unified School District. All projects designed by the Foundation benefit the educational experience for all students in the district. This organization helps to fund and provide after school music education in our elementary school and after-school enrichments such as Chess Club, Fit-Kids Athletics, Hip-Hop, Rainbow Chefs, Robotics, and many other opportunities each semester.

The English Learner Advisory Committee (ELAC) is yet another strong parent organization. The committee advises, reviews, and comments on the development of Bonsall’s Single Plan for Student Achievement, which impacts the education services for our English Learners. We have three full time bilingual paraprofessionals and two full time ELD Teacher to support English language acquisition skills of our students.

Parents are continually encouraged to volunteer and take an active role in the educational process of their students.

Parent involvement coordinators: Meghan Liane- PTA president; Heidi Bullock -BEF president

**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	1.3	0.2	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)**

Bonsall Elementary School places an emphasis on providing a clean, safe and orderly campus for students, employees, and guests. The campus is monitored at all times with increased presence before school, during lunch, recesses, and after school. Our BES campus is fully gated and all visitors are required to check in through the office during the school day and provide a picture ID. We have implemented morning drop-off procedure requiring all adults to check in before escorting students on campus. All visitors and substitute teachers are also required to wear a designated badge, and check out in the office upon leaving.

The Safety Plan is revisited yearly with revisions being made in the fall of each school year. The comprehensive plan includes disaster procedures and protocols with the practice of fire, earthquake and/or lock-down drills monthly. This plan is also shared with local fire and law personnel to assure that all agencies are knowledgeable in our procedures in the event of an emergency. Staff members are provided training on the details of the plan. Classroom teachers explain procedures with their classes to assist in preparation of any crisis. A copy of the plan is available to view in the office upon request.

A great deal of planning has gone in to preparing for emergencies. Each classroom is equipped with a safety backpack containing first aid supplies and other necessities. Regular communication between the school and emergency personal to assure the safety of students, staff and visitors on campus. Additional evacuation protocols and procedures are practiced in the event of a wildfire.

**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	22	1	7		22	1	7		20	4	6	
1	23		6		24		6		24		6	
2	23		7		23		6		24		6	
3	24		7		23		7		20	2	5	
4	29		6		27		6		29		6	
5	26	1	5		25	1	6		21	2	6	
Other	6	2			7	3			6	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)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	0	N/A
Other	18.5	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	\$7,560	\$2,099	\$5,461	\$68,929
District	N/A	N/A	\$5,970	\$67,986
Percent Difference: School Site and District	N/A	N/A	-8.9	1.4
State	N/A	N/A	\$11,548	\$71,392
Percent Difference: School Site and State	N/A	N/A	-71.6	-3.5

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)

Bonsall Elementary School is very proud of the programs available to students. All students have access to Accelerated Reader, i-Ready Personalized Learning, ST Mind Math, and Khan Academy. We also have two English Language Development teachers that provide support to students acquiring the English language in all grade levels, K-5.

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 (enrichment opportunities 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)  
 Tutoring after-school.  
 Reading Intervention.  
 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
<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)**

At Bonsall Elementary School, we understand that professional development is essential in a rapidly changing educational environment. During our weekly professional development meetings we discuss student achievement results, differentiated instruction, individualized intervention support, and the development of student leadership. In addition, we have been delving deeply into our new common core based reading and math materials as well as the corresponding technology- based diagnostic assessment tools. We are also very excited to be participating in the Writing Reform Innovation for Teacher Excellence (WRITE) Institute. WRITE is a nationally recognized writing experience which allows teachers to become expert writing instructors. When meeting in grade level teams, data and assessment information is reviewed to determine standard attainment. Intervention support and next steps are designed based on this information.