Bonita Elementary School

425 Fink Road • Crowslanding • 2098374401 • Grades K-5
Brandi Petersen, Principal
bpetersen@nclusd.k12.ca.us
http://bonita.nclusd.org/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Newman-Crows Landing Unified School District
1223 Main St.
Newman, CA 95360
(209) 862-2933
www.nclusd.k12.ca.us

District Governing Board

Janice Conforti President

RoseLee Hurst

Paul Wallace, Clerk

Tim Bazar

Vernon Snodderly

District Administration

Randy Fillpot
Superintendent

Ryan Smith
Director of Human Resources

Kim Bettencourt
Director of Curriculum and Instruction

Caralyn Mendonca
Director of Fiscal Services

Matt Vargas
Director of Maintenance and Operations

School Description

Located in Crows Landing, California, we are one of six traditional schools in the Newman-Crows Landing Unified School District. We are also the smallest of the four elementary schools in the district. We have 144 students. 17% are English Learners, 50% are low socioeconomic and less than 8% are special education students. The small student body provides parents with a greater opportunity for personal involvement in their child's education. The staff of Bonita Elementary School is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. All aspects of the school's organization, curricular, and co-curricular activities are child centered and designed to accommodate individual learning styles so that all may experience success. The Bonita Learning Community believes that all learners must become:

- Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

- Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

- Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

- Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

- Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

As we move forward this year will will focus on the following areas: Literacy across all content areas, Technology Integration, Math Improvement, Facilities that are safe and welcoming, Positive Relationships with/between parents, students, teachers and administration.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	16
Grade 1	22
Grade 2	25
Grade 3	37
Grade 4	15
Grade 5	36
Total Enrollment	151

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.7
Asian	2
Filipino	5.3
Hispanic or Latino	49.7
White	28.5
Two or More Races	9.9
Socioeconomically Disadvantaged	52.3
English Learners	17.2
Students with Disabilities	11.3

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 for Bonita Elementary	17-18	18-19	19-20
With Full Credential	6	6	7
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	17-18	18-19	19-20
With Full Credential	♦	♦	144
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bonita Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Bonita Elementary School has district-adopted texts in English Language Arts, Math, Social Studies and Science.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/Adelante 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage NY Math/August 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K-2: Foss Science/2007 3-5: Houghton Mifflin California Science/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Studies Weekly TK-6-2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our overall rating was 96.74% with a school rating of GOOD

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/13/19

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	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	67	41	40	50	50
Math	51	53	25	25	38	39

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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.2	26.3	18.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.78	67.05
Male	37	37	100.00	75.68
Female	53	51	96.23	60.78
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	54.55
White	28	27	96.43	77.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.56	58.14
English Learners	19	19	100.00	63.16
Students with Disabilities	15	14	93.33	42.86
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.78	53.41
Male	37	37	100.00	62.16
Female	53	51	96.23	47.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	43.18
White	28	27	96.43	59.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.56	48.84
English Learners	19	19	100.00	47.37
Students with Disabilities	15	14	93.33	21.43
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.

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 2019-20)

Parents have opportunities to participate as part of the Bonita Parents Club, Bonita School Site Council and as part of the District English Language Advisory Council. We encourage parents to attend school parent nights, back to school nights, parent teacher conferences and other activities and assemblies. We also keep our website updated so that parents can use it as a resource and stay informed about academic and social events. All teachers at Bonita Elementary communicate with parents on a regular basis using Class Dojo.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Bonita Elementary has a Safe School Plan which was developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The Safe School Plan is approved by the School Site Council and the School Board annually.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	5.9	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.4	6.6
Expulsions Rate	0.2	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	1			18	1			16	1		
1	24		1		21		1		22		1	
2	14	1			30		1		25		1	
3	29		1		17	1			19	2		
4	23		1		33			1				
5	21	1			26		1		26		2	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		99	95

In the past 3 year period teachers have been provided an average of 25 days of professional development. The focus has been on preparing teachers for continued implementation of California's Math and English Language Arts Standards and also preparing staff for the transition to the Next Generation Science Standards.   We have also focused on integration of technology as a resource in the classroom to teachers and students. Teachers were also given release time throughout the school year to align curriculum and instruction to the new standards, prepare lessons and collaborate with peers on best practices. We have also began a professional development plan for all teachers TK-12 on the transition to the Next Generation Science Standards. We will continue to provide professional development in coming years as we begin to implement the new science standards.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,593	$46,208
Mid-Range Teacher Salary	$76,681	$72,218
Highest Teacher Salary	$95,724	$92,742
Average Principal Salary (ES)	$103,791	$134,864
Average Principal Salary (MS)	$111,713	$118,220
Average Principal Salary (HS)	$126,617	$127,356
Superintendent Salary	$198,456	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,523.43	$1,578.12	$6,945.31	$85,100.34
District	N/A	N/A	$11,069.00	$74,701.00
State	N/A	N/A	$12,147.00	$80,680.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-45.8	13.0
School Site/ State	-54.5	5.3

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

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

Types of Services Funded

Bonita provides students with general and special education services. We provide resource support to students with disabilities and also provide GATE Opportunities for students that excel. We provide an Afterschool Program and music program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.