

# Bonita Elementary School

425 Fink Road • Crowslanding • 2098374401 • Grades K-5

Brandi Petersen, Principal

[bpetersen@nclugd.k12.ca.us](mailto:bpetersen@nclugd.k12.ca.us)

<http://bonita.nclugd.org/>

**2017-18 School Accountability Report Card  
Published During the 2018-19 School Year**



## **Newman-Crows Landing Unified School District**

1223 Main St.  
Newman, CA 95360  
(209) 862-2933  
[www.nclugd.k12.ca.us](http://www.nclugd.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**

for Bonita Elementary School

## 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	18
Grade 1	21
Grade 2	30
Grade 3	17
Grade 4	33
Grade 5	26
<b>Total Enrollment</b>	<b>145</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	4.8
<b>American Indian or Alaska Native</b>	0.0
<b>Asian</b>	0.7
<b>Filipino</b>	2.1
<b>Hispanic or Latino</b>	50.3
<b>Native Hawaiian or Pacific Islander</b>	0.0
<b>White</b>	35.2
<b>Socioeconomically Disadvantaged</b>	52.4
<b>English Learners</b>	15.9
<b>Students with Disabilities</b>	9.7
<b>Foster Youth</b>	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			
Bonita Elementary School	16-17	17-18	18-19
With Full Credential	6	6	6
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	138
Without Full Credential	◆	◆	19
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bonita Elementary School	16-17	17-18	18-19
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)**

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 2018	
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	Reflection/Harcourt: California Series/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

Our overall rating was 96.49% with a school rating of GOOD

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/29/18		
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	Fair	#6 Dead flies on window sill
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	#9 Classroom drinking fountain not working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good Fair	#10 Fire Extinguisher not inspected
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	
<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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	68.0	41.0	41.0	48.0	50.0
Math	34.0	51.0	24.0	25.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	26.9	26.9

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	78	78	100.00	67.95
<b>Male</b>	41	41	100.00	65.85
<b>Female</b>	37	37	100.00	70.27
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	35	35	100.00	60.00
<b>White</b>	29	29	100.00	75.86
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	34	34	100.00	55.88
<b>English Learners</b>	16	16	100.00	81.25
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</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.

**School Year 2017-18 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	78	78	100	51.28
Male	41	41	100	48.78
Female	37	37	100	54.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100	40
White	29	29	100	68.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100	41.18
English Learners	16	16	100	43.75
Students with Disabilities	--	--	--	--
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 2018-19)

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 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

School	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.2	5.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	6.1	5.4
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.33
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	.25
Other	0
Average Number of Students per Staff Member	
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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	19	18		1	1	1					
1	23	24	21				1	1	1			
2	26	14	30		1		1		1			
3	24	29	17			1	1	1				
4	24	23	33				1	1				1
5	22	21	26				1	1	1			

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

#### Professional Development provided for Teachers

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,119	\$45,681
Mid-Range Teacher Salary	\$74,448	\$70,601
Highest Teacher Salary	\$93,111	\$89,337
Average Principal Salary (ES)	\$102,353	\$110,053
Average Principal Salary (MS)	\$105,299	\$115,224
Average Principal Salary (HS)	\$122,929	\$124,876
Superintendent Salary	\$176,916	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,316.70	\$865.38	\$7,451.32	\$86,245.83
District	◆	◆	\$8,082.08	\$74,927.31
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-8.1	14.0
Percent Difference: School Site/ State			4.5	18.8

\* Cells with ◆ 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.