



## Bonny View

5080 Bidwell Rd • Redding, CA 96001 • 530-225-0030 • Grades K-5

Kellie Dunham, Principal

[kdunham@rsdnmp.org](mailto:kdunham@rsdnmp.org)

<http://bonnyview.reddingschools.net>

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



#### Redding Elementary School District

5885 East Bonnyview Rd  
Redding CA, 96099  
(530) 225-0011

[www.reddingschools.net/home](http://www.reddingschools.net/home)

#### District Governing Board

Beckie Luff - Board President

Nathan Fairchild - Vice President

Peggy O'Lea - Clerk of the Board

Stephen Martinez

Bruce Ross

#### District Administration

Robert Adams  
Superintendent

Robert Fellingner  
Chief Business Official

Cindy Bishop  
Dir. Educational Services

Cindy Trujillo  
Dir. Human Resources

Tawny Cowell  
Dir. Facilities/Nutrition Services

Kim Bryant  
Dir. Intervention Services

Seth Hemken  
Dir. Technology

#### School Description

Bonny View School has made a commitment

To accept all,  
To teach all,  
To challenge all,  
To inspire all

#### Our Vision:

The Bonny View community actively commits to provide engaging learning opportunities for students to reach their academic, emotional, and social potential.

We hold the expectation that every student achieves or exceeds grade level academic standards.

We will encourage and support parents to take an active role in their children's education.

We will establish and maintain community partnerships.

We will provide a safe, respectful, and responsible school environment.

We will celebrate student success.

The Bonny View team works together to ensure high quality instruction and to develop the curriculum in accordance with state standards. In addition, teachers meet at least once a week in grade level teams or professional learning communities to discuss student progress and coordinate learning opportunities that best meet children's needs. Our district curriculum coordinator organizes staff training in accordance with school and district goals. We have access to the District Instructional coaches and benefit from their areas of expertise to work closely with teachers to develop and refine instructional practice. Redding School District has also retained an Instructional Technology Coach who is available to support classroom teachers in the implementation of educational technology, and the use of software that supports standards based assessments and grade book reporting.

## 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	66
Grade 1	43
Grade 2	52
Grade 3	32
Grade 4	32
Grade 5	48
<b>Total Enrollment</b>	<b>273</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	6.6
Asian	1.5
Hispanic or Latino	15.8
White	67.4
Two or More Races	6.2
Socioeconomically Disadvantaged	67.4
English Learners	1.5
Students with Disabilities	15
Foster Youth	1.8
Homeless	2.9

## 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 Bonny View	17-18	18-19	19-20
With Full Credential	11	12	11
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Bonny View

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)

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillian McGraw-Hill Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McMillian McGraw-Hill Everyday Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

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

The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facility's needs over the next decade. To support the assessment effort, in 2018 the community passed a \$28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond, the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Bonny View Elementary school has a beautiful campus. Bonny View was built in the early 1950s, expanded in the 1970s, and remodeled between 1995 and 1997. In 1998, a 10,000 square foot addition was completed that houses seven classrooms, the school office, and support space. Additional parking and a separate bus and car loops were also added. Our updated facilities include 17 classrooms; a learning lab; school psychologist, speech, health, technology, and music facilities; a new after school program room; a multipurpose room with a cafeteria and stage; and a library. A walking/jogging path runs the perimeter of the playfield.

The school is staffed with one day, and one night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, works with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis, the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/19/20**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	A new HVAC Mini Split system was installed within the cafeteria, quarterly maintenance is provided to all units, and a new HVAC system was installed for room 2.
<b>Interior:</b> Interior Surfaces	Poor	The district has a carpet replacement schedule where two rooms are replaced per year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
<b>Electrical:</b> Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Two bottle filling stations were added to the campus and lead testing was conducted to ensure that all drinking sources are safe.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
<b>Structural:</b> Structural Damage, Roofs	Good	Cafeteria roof was replaced Summer 2018 and the remaining roofs are scheduled for refurbishment during the Bond renovations. Middle Wing: 2 intermittent, persistent leaks, not in classrooms; scheduled for repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder and upper grades playgrounds were replaced over the summer.
<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 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	45	50	46	44	50	50
Math	39	46	39	38	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	26.7	22.2	15.6

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	112	107	95.54	49.53
Male	50	49	98.00	51.02
Female	62	58	93.55	48.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	15	93.75	26.67
White	71	67	94.37	55.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	73	96.05	41.10
English Learners	--	--	--	--
Students with Disabilities	16	12	75.00	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	112	107	95.54	45.79
Male	50	49	98.00	51.02
Female	62	58	93.55	41.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	15	93.75	26.67
White	71	67	94.37	47.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	73	96.05	42.47
English Learners	--	--	--	--
Students with Disabilities	16	12	75.00	8.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Bonny View welcomes and encourages parental involvement. Volunteer opportunities include participating in the School Site Council and Parent Club activities, volunteering in the classroom, coaching, preparing teaching materials, reading to children, and working in our after school and homework programs. Mrs. Dunham engages parents by hosting a "Dialogue and Donuts", an informal opportunity for parents to visit and find out about school programs. Mrs. Dunham and teachers are visible and accessible to parents every afternoon at pick up time. We invite parents to all special events and activities. Bonny View is using the app, "Class Dojo" schoolwide to inform parents of events and parents can also communicate back to school personnel using the app. The contact person for parent involvement is Kellie Dunham, our principal, and she can be reached at (530) 225-0030 or [kdunham@rsdnmp.org](mailto:kdunham@rsdnmp.org)

### 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

Our principal updates the Bonny View Safe School Plan each year. District maintenance and custodial staff inspect equipment regularly, and our students and staff practice organized emergency drills once per month. School staff is equipped with wireless communication tools throughout the day. All visitors are required to report to the school office before entering the campus. Emergency procedures are posted in each room and monthly emergency evacuation, and neighborhood lockdown drills are practiced campus wide. Our video surveillance, scanning, and recording system monitors campus activities at all times. Our campus security has been updated to include 6 feet perimeter fencing with locking gates. Our district also employs a resource officer for emergencies. The school emergency plan provides the building administrator, teachers, and other school employees operational and organizational procedures required to minimize the effects of natural disasters, major accidents and incidents that can strike without warning.

Bonny View is a safe and welcoming campus. Staff, parents, and students have created a positive, responsible atmosphere in which each student's unique qualities are valued. As part of our school culture, monthly character traits are taught and celebrated as students learn to make positive choices, solve problems, and handle conflicts. The principal trains each classroom in a school-wide response to bullying called, Stop, Walk, and Talk. Our goal is to help them change inappropriate behaviors through teaching and experience.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	3.6	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

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)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	.60
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	1.0
Other	1.0

\* 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 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	22	1	3		21	1	3		21	1	2	
1					23		1		19	1	1	
2	23		2		24		1		24		2	
3	23		2		22		2		32		1	
4	24		1		26		1		32		1	
5	27		2		25		2		24		2	
Other**									14	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.

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Bonny View holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.

2019-2020- 8.1 Professional Development Days

2018-2019- 8.1 Professional Development Days

2017-2018 - 8.1 Professional Development Days

#### Evaluating and Improving Teachers

Bonny View teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

#### Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Bonny View is fortunate to be able to attract and maintain qualified substitute teachers.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,296	\$49,378
Mid-Range Teacher Salary	\$67,630	\$77,190
Highest Teacher Salary	\$86,901	\$96,607
Average Principal Salary (ES)	\$111,643	\$122,074
Average Principal Salary (MS)	\$110,203	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

\* 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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,798	\$2,216	\$6,582	\$68,816
District	N/A	N/A	\$6,108	\$67,696.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.5	1.6
School Site/ State	-13.1	-12.0

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

Bonny View uses many funding sources to sustain the many intervention programs that support student learning with a focus on English Language Arts and Math. Our school demographics allow us to receive Title 1 funding from the federal government to support growth in ELA, Math, and a positive school climate. Our Parent Club also raises money to support our school. We have received donations from a variety of businesses and individuals, all of which we're using to upgrade school technology, beautify the campus, support field trips, and buy classroom materials. Bonny View is the recipient of an After School Education and Safety (ASES) grant, which funds our successful after school program. Our current focus (2019-2020) is to create a "Culture of Readers". We are doing this by building robust classroom libraries and increasing our school library selection. We are also providing numerous ways to allow students and staff to share the love of reading.

#### 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.