Santa Maria-Bonita School District
Bonita School

Grades TK through 6
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2018-19 School Accountability Report Card
Published January 2020

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**2019-20
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Principal's Message

Welcome to Bonita School's annual School Accountability Report Card. Parents will find valuable information regarding academic achievement, professional staff, curricular programs, instructional material, school facilities and safety procedures.

Bonita School is proud to offer the perfect ingredients required for a successful school: a motivated and appreciative student body, a supportive family group, a highly qualified staff, and an involved and supportive group of community sponsors who offer enrichment opportunities to Bonita students. Together, these groups have combined to build a successful partnership that has created a great school. By implementing a challenging standards-based curriculum, working collaboratively, and focusing on ongoing evaluation of student progress, we refine instructional practices that support the academic proficiency of our students.

Our commitment to student success has lead us to focus on technology to prepare students for the future. Students in kindergarten, first and second grades utilize iPads for daily small group instruction. All classrooms, grades first through sixth, are equipped with Chromebooks for each student. Interactive Smart Boards have been installed in 100% of our classrooms. With these technological advances being utilized at Bonita, we know we are preparing our students for the future.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Description

Bonita School is located in Santa Maria and serves students in grades transitional kindergarten through six. At the beginning of the 2018-19 school year, 555 students were enrolled, including 7% in special education, 75% qualifying for English Language Learner support, and 96.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.00%	Transitional Kindergarten	20
Amer. Indian or Alaska Native	0.00%	Kindergarten	69
Asian	0.00%	Grade 1	82
Filipino	0.20%	Grade 2	77
Hisp. or Latino	99.10%	Grade 3	76
Native Hawaiian or Pacific Islander	0.00%	Grade 4	76
White	0.70%	Grade 5	79
Two or More Races	0.00%	Grade 6	76
Students with Disabilities	7.00%	Ungraded	0
Socioeconomically Disadvantaged	96.90%		
English Learners	75.00%		
Foster Youth	0.00%		
Homeless	24.70%		
		Total Enrollment	555

Student Achievement

Physical Fitness

In the spring of each year, Bonita School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	14.5	14.5	9.2

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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	19.0	25.0	31.0	34.0	50.0	50.0
Mathematics (grades 3-8 and 11)	19.0	23.0	23.0	26.0	38.0	39.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	304	299	98.36	1.64	24.75
Male	151	149	98.68	1.32	22.15
Female	153	150	98.04	1.96	27.33
Black or African-Amer.					
Amer. Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	301	296	98.34	1.66	23.99
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
English Learners	286	281	98.25	1.75	22.06
Socioeconomically Disadvantaged	298	293	98.32	1.68	24.23
Students with Disabilities	42	42	100.00	0.00	9.52
Students Receiving Migrant Ed. Services	34	33	97.06	2.94	27.27
Foster Youth					
Homeless	77	76	98.70	1.30	30.26

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	305	305	100.00	0.00	23.28
Male	151	151	100.00	0.00	21.85
Female	154	154	100.00	0.00	24.68
Black or African-Amer.					
Amer. Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	302	302	100.00	0.00	22.52
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
English Learners	287	287	100.00	0.00	21.95
Socioeconomically Disadvantaged	299	299	100.00	0.00	23.41
Students with Disabilities	42	42	100.00	0.00	7.14
Students Receiving Migrant Ed. Services	34	34	100.00	0.00	23.53
Foster Youth					
Homeless	77	77	100.00	0.00	20.78

Note: ELA/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						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: 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 including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for all pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, and middle school dropout rates. Not covered in the School Accountability Report Card.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

The most recent Santa Maria-Bonita School District Local Control Accountability Plan (LCAP) can be located on the district's website at http://www.smbsd.org/LCAP.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, and Parent Square (automated message delivery system and classroom/school level posts in English and Spanish). Contact the school office at (805) 361-8290 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees
English Learner Advisory Council
Parent Teacher Committee
School Site Council

School Activities
Back to School Night
Family Literacy Nights
Family Math Nights
Family Nights
Fun Run
Open House
Parent Teacher Conferences (Fall & Spring)
Read Across America Day
STEAM Night
Student Recognition Assemblies
Trimester Awards Assemblies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bonita School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2018-19 Campus Repairs/Improvements:
• Renovation of the play field
• Installation of a ramp
• Installation of a drainage system
• Installation of gutters on buildings
• Extension of the fence at the top perimeter
• Installation of new fabric and wiring on ball backstop

2019-20 Campus Improvements in Progress:
• Installation of a new electric gate
• Installation of new HVAC systems to portables
• Installation of air dryers in restrooms
• Connect kindergarten wing to newer water supply to eliminate old pipe supply line

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Bonita School. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• Groundskeeping
• Restroom cleaning
• Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1954
Acreage	5.0
Square Footage	-
	Quantity
Permanent Classrooms	20
Portable Classrooms	5
Restrooms (sets)	3
Multipurpose Room/Cafeteria	1
Library	1
Conference Room	1
Copy Room	2
Literacy Coach Room	1
Outreach & Speech Language Instruction Room	1
Resource Room	1
Staff Room	1

Deferred Maintenance

Bonita School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2018-19 school year, Bonita School did not receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Bonita School on an annual basis in accordance with Education Code §17592.72(c)(1). Bonita School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, August 19, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, August 19, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical		✔	
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Bldg 010 & 020 - Electrical panel in electrical/communications room is blocked
(F)	Bldg 060 - Fire extinguisher is blocked

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, staff members, and student supervisors are strategically assigned to designated entrance areas and the playground. During recess, staff members and student supervisors monitor playground activity. Administrators and student supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, staff members, and student supervisors monitor student behavior to ensure a safe and orderly departure.

Bonita School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Bonita School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The

school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2019.

Classroom Environment

Discipline & Climate for Learning
Bonita School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	0.6	1.9	0.8
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.6	3.4	3.2
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size
The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2016-17			
	Avg. Class Size	**Number of Classes**		
Grade		**1-20**	**21-32**	**33+**
K	25.6		4	
1	25.0		3	
2	29.0		3	
3	28.7		3	
4	27.3		3	
5	28.7		3	
6	27.0		3	
	2017-18			
	Avg. Class Size	**Number of Classes**		
Grade		**1-20**	**21-32**	**33+**
K	23.7		4	
1	26.0		3	
2	24.7		3	
3	26.7		3	
4	27.7		3	
5	27.7		3	
6	26.0		3	
	2018-19			
	Avg. Class Size	**Number of Classes**		
Grade		**1-20**	**21-32**	**33+**
K	22.0	1	3	
1	27.3		3	
2	25.7		3	
3	25.3		3	
4	25.3		3	
5	26.3		3	
6	25.0		3	

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

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Bonita School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Bonita School held staff development training devoted to:

• Advancement Via Individual Determination (AVID)
• Professional Learning Communities (PLC's)
• Continued Improvement Focused on Curriculum & Instruction
• California State Standards
• Go Math Curricula Training
• School City Training
• History/Social Science Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Bonita School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19, and 2019-20 school years, Bonita School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2017-18 Training Topics:
• Benchmark Advance
• Professional Learning Communities (PLCs)
• Language! Live
• Mathematics

2018-19 Training Topics:
• Benchmark Advance
• History/Social Studies
• English Language Learners
• Mathematics
• Next Generation Science Standards (NGSS)
• Technology Training
• Guided Reading

2019-20 Training Topics:
• California History-Social Science myWorld Interactive
• CPM Training
• Daily 5
• Guided Reading Lesson Planning
• Best Practices in Co-Teaching
• Science Pilotees
• Conscious Classroom Management
• ASI: StudySync ELD
• Professional Learning Communities
• Unassisted Writing
• Technology Training

Bonita School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Bonita School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 11, 2019, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 19-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, all visual/performing arts classes offered in the Santa Maria-Bonita School District had sufficient textbooks and/or materials for all students enrolled in those classes.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, *Benchmark Advance*	0 %
History-Social Science		
2017	Pearson Scott Foresman and Prentice Hall, *California History-Social Science myWorld Interactive*	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, *Go Math!*	0 %
Science		
2008	Harcourt Brace, *California Science*	0 %
2008	Pearson Scott Foresman, *California Science*	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Bonita School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are assigned to classrooms based on language fluency levels to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention. Most students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Bonita School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state approved textbook adoptions. Bonita School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); results are used to evaluate student progress, intervention programs, and teaching strategies.

Bonita School's special education program is staffed by a Resource Specialist Program Teacher, Adaptive Physical Education Teacher and a Speech Therapist. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class, with small group and individualized instruction in-class and in the resource room. The IEP team meets annually with each student with an IEP to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

Bonita School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Bonita School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• ASES (After School Education & Safety)
• Intervention Teachers
• Response to Intervention (RtI) Program
• Schoolwide Guided Reading
• Push In / Pull Out Intervention Programs
• Summer School (K-5)
• English Language Development
• Reading Program
• Imagine Learning
• Extended Day Enrichment & Remediation Classes
• Two Outreach Consultants
• Kinder Bridge Summer Program
• Teacher Tutors

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff
Bonita School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Bonita School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Outreach Mentors	2	2.0
Community Liaison	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Speech Therapist	1	0.4

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

Teacher Assignment
During the 2018-19 school year, Bonita School had 22 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of

competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	22	22	21	627
Teachers With Full Credentials	22	22	21	625
Teachers Without Full Credentials	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	2
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	2
Vacant Teacher Positions	0	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.

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$46,728	$45,741
Mid-Range Teacher Salary	$84,624	$81,840
Highest Teacher Salary	$105,613	$102,065
Superintendent Salary	$211,493	$224,581
Average Principal Salaries:		
Elementary School	$126,405	$129,221
Middle School	$125,999	$132,874
High School	N/A	$128,660
Percentage of Budget:		
Teacher Salaries	34%	36%
Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student
For the 2017-18 school year, Santa Maria-Bonita School District spent an average of $11,527 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table

below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• California Clean Energy Jobs Act
• Education Protection Account
• Lottery: Instructional Materials
• Other Local: Locally defined
• Special Education
• State Lottery
• STRS On-Behalf Pension Contributions
• Title I
• Title II
• Title III
• Title IX

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,004	N/A	N/A	N/A	N/A
Restricted	$280	N/A	N/A	N/A	N/A
Unrestricted	$7,724	$9,224	83.73	$7,507	102.90
Average Teacher Salary	$75,028	$82,588	90.85	$82,663	90.76

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

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Bonita School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location
Parents may access Bonita School's SARC and access the internet at any of the county's public libraries. The closest public library to Bonita School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria
Phone Number: (805) 925-0994
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 107

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2019. Data to prepare the school facilities section were acquired in October 2019.