

Bonny Doon School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Bonny Doon School
Street	1492 Pine Flat Rd.
City, State, Zip	Santa Cruz, CA 95060-9711
Phone Number	831.427.2300
Principal	Stephanie Siddens
E-mail Address	ssiddens@bduesd.org
Web Site	www.bduesd.org
CDS Code	44697326049563
District Contact Information	
District Name	Bonny Doon Union Elementary School District
Phone Number	831.427.2300
Superintendent	Stephanie Siddens

E-mail Address	ssiddens@bduesd.org
Web Site	www.bduesd.org

School Description and Mission Statement (School Year 2017-18)

Superintendent/Principal’s Message

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November of 1988. The Report Card provides a variety of information about the school, its resources, its successes, and the areas in need of improvement. It is my hope that as you read our school’s Report Card, you will find that Bonny Doon School has a solid record of academic achievement, a staff that is professionally skilled and committed to meeting the needs of its students, and a program that sets high standards for both the personal development and the intellectual growth of students. It is our goal to provide a thoughtful, meaning-centered curriculum, exemplary instruction, and a healthy environment for learning. We want Bonny Doon students to be engaged in and excited about learning on a daily basis.

Vision Statement

The Bonny Doon School Community will create a learning environment that challenges and supports students to achieve their highest potential. We need to acknowledge all aspects of a child’s well-being to provide a successful learning experience.

Core Values

We believe that:

- Learning occurs best in a healthy, safe, and nurturing environment.
- Commitment from students, home, school, and community is essential to student success.
- High standards and expectations foster greater academic achievement.
- A highly skilled, enthusiastic, and dedicated staff has a direct and powerful influence on students’ lives and learning.
- Everyone should be treated with kindness and respect.
- The development of self esteem is critical to student success.
- Community building and peaceful conflict resolution are an integral part of the curriculum.
- It is our duty to cultivate a life-long love of learning in our students and staff.
- There is strength and value in diversity, and diversity should be celebrated.
- Active, timely communication is needed to build alliances with the entire community.
- An appreciation and respect for the natural world is necessary to becoming responsible world citizens.
- Continuous improvement is necessary to meet the needs of students in a changing world.

Community & School Profile

For more than half a century, the children of Bonny Doon have been schooled close to their homes. In the nineteenth century, several one-room schools, including Alba, Bald Mountain, Ocean View and San Vicente provided an education for the children of this remote area. Responding to a swift rise in population after the second world war, these small schools were absorbed into the newly formed Bonny Doon Union Elementary School District in 1947.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	25
Grade 3	29
Grade 4	29
Grade 5	21
Grade 6	16
Total Enrollment	163

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.2
Asian	1.8
Filipino	0
Hispanic or Latino	3.1
Native Hawaiian or Pacific Islander	0
White	93.3
Two or More Races	0.6
Socioeconomically Disadvantaged	25.8
English Learners	2.5
Students with Disabilities	9.2
Foster Youth	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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	11	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September, 2015

The school district held a public hearing on September 19th, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers and Writers Workshop/2017	Yes	0.0%
Mathematics	Engage New York Eureka Math	Yes	0.0%
Science	FOSS Adopted 2005	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2006	Yes	0.0%
Health	Puberty Workshop and Curriculum Human Relations Media 2013	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bonny Doon School was originally founded in 1947 and has since undergone complete modernization. Recent renovations to the campus include a new roof and the remodel of a substandard classroom into a dedicated science classroom. At the beginning of the 13/14 school year, a solar voltaic energy system was installed. This system now provides most of the power necessary to operate the school. The campus is currently comprised of 13 classrooms (including portables), a library, one staff room, a multi-purpose room, three playgrounds, one office, and one after-school program room. The chart displays the results of the most recent school facilities inspection.

Cleaning Process

Bonny Doon School provides a safe, clean, and functional learning environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for the school. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Superintendent/Principal works daily with a full time Operations Manager to develop cleaning schedules that ensure a clean and safe school.

Maintenance & Repair

A scheduled maintenance program is administered by Bonny Doon School's Operations Manager on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the

district to ensure that school grounds and facilities remain in excellent repair. A work order process is used to ensure efficient service when issues arise, with emergency repairs given the highest priority.

Deferred Maintenance Budget

The district maintains a deferred maintenance budget for larger facilities repair and maintenance needs. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For 2015/2016, Bonny Doon Union Elementary School District budgeted \$5,000 for the deferred maintenance program.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/30/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gophers require trapping during non-school hours.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/30/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	67	59	67	59	48	48
Mathematics (grades 3-8 and 11)	60	48	60	48	36	37

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 Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	94	96.91	58.51
Male	50	49	98	53.06
Female	47	45	95.74	64.44
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	90	88	97.78	57.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100	46.15
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	94	96.91	47.87
Male	50	49	98	51.02
Female	47	45	95.74	44.44
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	90	88	97.78	47.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100	34.62
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83	88	83	88	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8	26.3	42.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and community members are actively involved in planning school programs, developing policies, raising funds, and assisting with the educational program and site upkeep. Parents volunteer in the classrooms, science lab, and Life Lab gardens.

The School Site Council and the Parents' Club provide excellent avenues of opportunity for those interested in contributing to Bonny Doon School. The School Site Council is responsible for creating and updating the the School Safety Plan and the Local Control Accountability Plan (LCAP). Members also create a school survey which is completed by parents and students in the spring of each school year. The Parents' Club is a school-based fundraising and community-building organization. All parents/guardians at the school are automatically members of the Parents' Club.

Bonny Doon School is fortunate to have the support of The Bonny Doon Community School Foundation (BDCSF). The Foundation solicits funds from the community at large in order to enhance the educational program for students and professional development program for staff. The Bonny Doon Art and Wine Festival is the major fundraising event for the Foundation. Donations from the Foundation support science and the arts.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9	0.0	0.0	1.9	0.0	0.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Bonny Doon School Safety Plan includes detailed instructions for responding to a number of different emergency situations. It also outlines safety precautions taken at the school on a daily basis. The plan reviews school procedures and guidelines that support student safety and well-being, both outside on the playground and in the classroom.

The safety of students and staff is a primary concern at Bonny Doon School. Students are supervised before school and during recesses and lunch by certificated staff, classroom aides, and four noon yard duties. There is a designated area for student drop-off and pickup in front of the school. All visitors are required to check in at the main office where they are given badges that must be displayed at all times.

The School Site Safety plan is revised regularly by the Safety Committee and the School Site Council.

Key elements of the safety plan include implementation of the Safe School Plan, and emergency closure and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and intruder alert drills are conducted on a regular basis throughout the school year.

Students at Bonny Doon School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents and students are informed of school rules and policies at the beginning of each school year through the student/parent handbook, and monthly through the principal's newsletter. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. The school practices the Tribes discipline program which focuses on conflict resolution techniques.

Suspensions and expulsions are generally expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Offerings include:

Student Council

Artists in Residence

Variety Show

After-school Art Classes

After-school Program (Childcare)

Running Club

Spectra Arts

After-school chess classes

Dance

Music

Yearbook committee

Student Recognition

Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Numerous certificates, ribbons, prizes, and various other awards are given to students throughout the year. The school holds assemblies and special presentations to honor those with outstanding academic achievement, or participation in extracurricular activities.

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. **Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
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Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10	3			9	3			8	3		
1	8	3			14	2			10	2		
2	12	2			15	1	1		13	2		
3	20	1			12	2			15	1	1	
4	16	1			12	2			15	2		
5	10	2			17	1			11	2		
6	12	1			19	1			16	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.075	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.209	N/A
Psychologist	.05	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	.70	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,439	\$3,187	\$8,251	\$53,522
District	N/A	N/A	\$9,842	\$57,621
Percent Difference: School Site and District	N/A	N/A	-16.2	-9.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	54.3	-9.6

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

Types of Services Funded (Fiscal Year 2016-17)

Bonny Doon School employs an academic support teacher funded by the Federal Title I program. This teacher works with students who qualify for Title I support as well as other students in all grade levels who need extra support in any academic subject, particularly reading and mathematics. The Title I teacher is also our English Language Development (ELD) teacher, and she provides English Language Development (ELD) instruction to our English language learners. Kindergarten through 1st grade classes have a classroom aide for three hours per day. 2nd - 6th grade classes have an aide for one hour and 50 minutes per day. The school also offers feebased After School Program and art classes.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,984	\$42,598
Mid-Range Teacher Salary	\$60,118	\$62,232
Highest Teacher Salary	\$82,657	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$133,176	\$117,868
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	12%	7%

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation was on learning about and beginning to implement the new Common Core State Standards. A team of five staff members attended the Computer Using Educators (CUE) conference in March of 2016 where they focused on using technology as an innovative tool to improve instruction and student learning. Upon return, these teachers shared what they learned with the rest of the staff. One full day was also used to provide time for teachers to collaborate with teachers at the other small, single-school districts. In addition, teachers meet every Wednesday afternoon for professional

development. On these Wednesdays, teachers plan lessons together, analyze student work and assessment results, plan interventions, research topics in education, and explore new uses for technology in the classroom. They also collaborate to plan special lessons, field trips, and events throughout the school year. Certificated staff are provided with one professional development day before the first day of school in the fall and two during the school year. Topics are based on assessment results and need (learning new standards and curriculum). Seven out of eight classroom teachers, plus the resource teacher participated in intensive training with the Silicon Valley Math Initiative (SVMi) during Summer, 2016 as well as during follow-up sessions throughout the 2016/2017 school year. In Fall, 2017, teachers learned more about the communication tool, Seesaw, as well as developed and refined the school's STARS initiative. February, 2018 professional development will be focused on Readers and Writers Workshop.