Bonita Canyon Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Bonita Canyon Elementary School
Street	1 Sundance Drive
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-5450
Principal	Corey Pace
Email Address	coreypace@iusd.org
School Website	https://bonitacanyon.iusd.org/
County-District-School (CDS) Code	30-73650-6097042

2022-23 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2022-23 School Overview

Mission/Vision

"Bonita Canyon is an inclusive community that fosters risk-taking, collaboration, and creativity to create lifelong learners. Together, we all empower our students to think critically about the world and be compassionate citizens."

At Bonita Canyon Elementary School we strive to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world. With a team of highly qualified staff, we provide the highest quality educational experience we can envision. Our teachers model and encourage intellectual risk-taking to support students problem solving skills in all content areas. We were named a California Distinguished School in 1989, 2006, and again in 2010.

Located in the Turtle Rock area of Irvine, the school opened its doors in 1977. The physical layout of the school permits teaming and interaction and the playground offers wonderful views of the surrounding areas. We received state renovation funds and underwent major renovation during summer 2009. We again underwent renovation in the summer of 2017 and 2020 as a part of the Measure E Bond. We now have a state of the art MPR that serves as the hub for all of our school activiites,

As a neighborhood school, we serve students in our immediate community and those who are here by choice from around IUSD. We have a very high percentage of parents in professional occupations and the community is stable with a low mobility rate. Education is a considered a very high priority in our community.

Parent involvement contributes significantly to our success. Teachers, students and parents work closely together in an atmosphere of mutual respect and cooperation. Our students have supportive, caring parents who value education, and dedicated, committed teachers who provide continuous high quality instruction for all students. The Parent Teacher Association (PTA) provides outstanding volunteer and financial support for many school programs. The strong partnership between parents and school staff, coupled with our shared commitment to excellence, creates an exceptional learning environment that can be seen and felt throughout Bonita Canyon School.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	45
Grade 2	56
Grade 3	62
Grade 4	56
Grade 5	69
Grade 6	63
Total Enrollment	393

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.3
Asian	25.2
Black or African American	0.3
Filipino	2.0
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.2
White	44.8
English Learners	19.8
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	13.2
Students with Disabilities	13.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	89.99	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	10.01	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	9.90	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	94.44	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	1.00	5.56	83.80	5.82	15831.90	5.67
Total Teaching Positions	18.00	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We are fortunate to have Anne Marquand as our media specialist and she manages our massive library of student materials very well. We have an incredibly organized program for book distribution and books that supplement the curriculum and and are here to support their pleasure reading habits.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%

Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Bonita Canyon School was built in 1977. We received state renovation funds and underwent major renovation during summer 2009. Our site and grounds are clean and well maintained. In addition to the original buildings, the school has eleven portable (re-locatable) classrooms. Childcare is offered on site and is housed in two additional re-locatables near the playground. We have maximized our use of shared areas in the library, computer lab, stage, and MPR to meet the needs of our student population.

Although our school was built before the use of computers was commonplace in schools, with help from our generous community and PTA, as well as our recent modernization (Measure E Funds 2017), we have altered our infrastructure to accommodate 1:1 devices (Tablets and Chromebooks), our library/Innovation Lab/Green Screen Lab, and all classrooms with state-of-the-art wireless internet access. (Upgrade complete in 2017-18) In 2020, our new MPR was completed with Measure E Bond money and it is spectacular!

Year and month of the most recent FIT report	9/9/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	P 10: 4. CEILING TILE IS CRACKED P 9: 4. CEILING TILE IS CRACKED P4: 4. CEILING TILE IS CRACKED P5: 4. WATER STAIN CEILING TILE P6: 4. CEILING TILE IS CRACKED P7: 4. CEILING TILE IS CRACKED P8: 4. CEILING TILE IS CRACKED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	77	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	257	97.72	2.28	77.04
Female	129	128	99.22	0.78	78.13
Male	134	129	96.27	3.73	75.97
American Indian or Alaska Native	--	--	--	--	--
Asian	73	70	95.89	4.11	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	47	100.00	0.00	74.47
White	109	106	97.25	2.75	78.30
English Learners	32	29	90.63	9.37	51.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	92.86
Socioeconomically Disadvantaged	34	34	100.00	0.00	55.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	34	94.44	5.56	29.41

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	256	97.34	2.66	69.53
Female	129	125	96.90	3.10	69.60
Male	134	131	97.76	2.24	69.47
American Indian or Alaska Native	--	--	--	--	--
Asian	73	72	98.63	1.37	91.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	46.43
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	47	100.00	0.00	63.83
White	109	103	94.50	5.50	65.05
English Learners	32	31	96.88	3.12	51.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	34	34	100.00	0.00	38.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	34	94.44	5.56	23.53

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	69.7	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	66	95.65	4.35	69.7
Female	36	33	91.67	8.33	66.67
Male	33	33	100	0	72.73
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	76.19
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	28	26	92.86	7.14	69.23
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100	0	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.41%	90.41%	91.78%	90.41%	91.78%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We value all parent/adult participation and know it is the key ingredient for creating successful students and schools. There are numerous opportunities for parent volunteers at Bonita Canyon and we encourage parents to become involved in all aspects of their child's education. Hundreds of parents volunteer in our classrooms, participate in PTA, serve on School Site Council, help support art instruction through Art Masters, volunteer on our playground and help in many other ways to enrich student programs and the curriculum. We enjoy strong parent support at Bonita Canyon and welcome new parents to join us as partners in their child's education.

The parent community significantly augments school programs and services through fundraising efforts. Parents also support community service efforts and become leaders in legislative action issues affecting education.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	420	60	14.3
Female	213	208	21	10.1
Male	221	212	39	18.4
American Indian or Alaska Native	1	1	0	0.0
Asian	119	112	11	9.8
Black or African American	1	1	1	100.0
Filipino	8	8	1	12.5
Hispanic or Latino	45	43	8	18.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	54	52	8	15.4
White	187	184	30	16.3
English Learners	87	85	11	12.9
Foster Youth	3	3	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	60	60	17	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	75	20	26.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.46	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.84	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Our students show positive problem solving skills on the playground and in the classroom. Our Bonita Be's (Be respectful, Be responsible, Be safe, Be a friend and Be your best) are reviewed with students and consistently referred to by both teachers and instructional aid staff. Our campus supervision is based on district allocations and many of our staff members have taken specific training in conflict resolution and cooperative discipline. We will suspend working on implementing a student council driven anti-bullying program that is focused are rewarding those who stop bullying and foster a culture of inclusion. The program that began last year is still in effect, but we do not have a student council this year so they will be back at it next year.

Bonita Canyon has an extensive plan for emergency procedures. The plan is revised annually and often improved based on what we learn from emergency drills. Biannually we practice Reunification Drills and Full Disaster Drills where our parents check out students as they would during an actual emergency. Our supplies are renewed with assistance from our PTA. We participate in district-wide emergency drills and many staff members are trained in CPR and First Aid.

We have developed a comprehensive Safe School Plan, which is evaluated yearly and amended, as needed, through our School Safety Committee. We are proud to say there are few, if any, reportable crimes at Bonita Canyon.

We comply with all county and IUSD COVID-19 safety guidelines. We feel great about we as a district have responded to the pandemic.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4		
1	46		1	1
2	29		2	
3	33		2	1
4	31		4	
5	28		4	
6	35			4
Other	7	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	2		
1	22		1	
2	18	2	1	
3	15	3		
4	15	3		
5	13	5		
6	16	3		
Other	19	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	22	1	1	
2	21	1	1	
3	23		2	
4	27		2	
5	25		2	
6	25		2	
Other	15	3	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	3.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8547	$593	$7954	$82848
District	N/A	N/A	5796	$86,958
Percent Difference - School Site and District	N/A	N/A	31.4	-4.8
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	18.7	-3.0

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) Provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,071	$51,081
Mid-Range Teacher Salary	$89,426	$77,514
Highest Teacher Salary	$115,594	$105,764
Average Principal Salary (Elementary)	$144,393	$133,421
Average Principal Salary (Middle)	$152,197	$138,594
Average Principal Salary (High)	$174,854	$153,392
Superintendent Salary	$335,993	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

We allocate the equivalent of six days per year (plus two district days) for staff development and calendar this time with minimum student impact. Official staff development meetings were scheduled as follows:

2014-15 Staff Development (a day prior to the start of school, a non-student day in October and a non-student day in February) was focus on continued implementation of the Common Core, writing instruction as well increased technology integration into the classroom for both student use and parent communication

2015-16 Our staff development was concentrating on implementing more technology and using programs like Google Classroom to support our students, staff and community. We also focused on Next Generation Science Standards and Thinking Maps throughout the remainder of our Professional Development.

2016-17 We spent our six staff development sessions working on Professional Learning Communities and an even deeper implementation of Google Classroom as a communication tool for our school.

2017-18 Our six Staff Development Sessions were spent focusing specifically on PLC (Professional Learning Communities) common assessment development, PBIS growth and action and reading HEART by Timothy Kanold.

2018-19 This year was dedicated to solidifying our practices in PLC.

2019-20 We spent the professional time before going to EDL on digging in to the Essential Standards and how this transition would be implemented by our teaching staff. We had curriculum experts for our district office come and support this work as well.

2020-21 This year's PD is all around PLCs and how they look and work in our COVID year

2021-22 Our focus this year is getting back to work with our school on campus. Our MTSS team will be spearheading most of our PDs in an effort to support all students coming back from the pandemic and readying them for their next school year academically and emotionally.

2022-23 Our Focus this year is getting our teachers the time and resources to make our intervention time (WIN) as successful as possible in it's first year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6		