

Bonita Canyon Elementary 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	Bonita Canyon Elementary School
Street	1 Sundance Drive
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-5450
Principal	Corey Pace
E-mail Address	coreypace@iusd.org
Web Site	http://www.iusd.org/bc
CDS Code	30-73650-6097042

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

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

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 as a part of the Measure E Bond.

As a neighborhood school, we serve students in our immediate community. 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 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.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	61
Grade 2	55
Grade 3	64
Grade 4	80
Grade 5	75
Grade 6	68
Total Enrollment	463

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	32.2
Filipino	1.1
Hispanic or Latino	7.8
Native Hawaiian or Pacific Islander	0
White	44.9
Two or More Races	13.6
Socioeconomically Disadvantaged	3.7
English Learners	21.6
Students with Disabilities	8.2
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	20.80	19.20	22.00	1495.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0.90	67.90

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: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. 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 August, 2017. 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 August, 2017. 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 August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 auditorium 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, we have altered our infrastructure to accommodate computer labs, our library media center, and all classrooms with wireless internet access. We also have a newer multi-media and lighting system in our multi-purpose room.

Through the leadership of a student environment club (L.I.F.E club) we created a school garden that is used as an outdoor learning center.

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: December 2016				
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
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)	83	79	78	77	48	48
Mathematics (grades 3-8 and 11)	78	71	75	74	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	285	277	97.19	78.99
Male	151	148	98.01	72.11
Female	134	129	96.27	86.82
Asian	91	90	98.9	82.22
Filipino	--	--	--	--
Hispanic or Latino	24	21	87.5	52.38
White	126	122	96.83	78.51
Two or More Races	41	41	100	85.37
Socioeconomically Disadvantaged	13	13	100	46.15
English Learners	69	69	100	72.46
Students with Disabilities	31	30	96.77	41.38

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	285	278	97.54	71.48
Male	151	149	98.68	72.97
Female	134	129	96.27	69.77
Asian	91	90	98.9	78.89
Filipino	--	--	--	--
Hispanic or Latino	24	22	91.67	40.91
White	126	122	96.83	68.6
Two or More Races	41	41	100	80.49
Socioeconomically Disadvantaged	13	13	100	38.46
English Learners	69	69	100	71.01
Students with Disabilities	31	30	96.77	37.93

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)	94	93	88	87	60	56

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	16	30.7	46.7

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)

We greatly value parent 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, volunteer in our library and computer lab, help support art instruction through Art Masters, 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.

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	0.8	0.2	2.5	1.4	1.2	1.6	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)

Our students typically 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. This year we will be working on creating a student ambassador program (Bee Buddies) to promote at support friendship and positive, inclusive relationships on the playground.

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. Annually we practice a 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 (review and public meeting on 12/3/2017) and amended, as needed, through our School Site Council. We are proud to say there are few, if any, reportable crimes at Bonita Canyon.

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
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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	26		2		24		2		30		2	
1	25		2		29		2		30		2	
2	30		3		32		2		28		2	
3	26		3		28		3		32		2	
4	32		1	1	27		3		32		2	
5	32		1	1	35			2	30		3	
6	32		2	1	29		3		34			2

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	0.0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	2.0	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	\$5,808	\$486	\$5,322	\$81,613
District	N/A	N/A	\$5,279	\$79,635
Percent Difference: School Site and District	N/A	N/A	0.8	2.5
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-19.0	3.0

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

Types of Services Funded (Fiscal Year 2016-17)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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 supplemental funding to support the following programs:

District level: 1) additional course sections for EL students at the secondary level, 2) release periods for EL Coordinators to facilitate program placement and progress monitoring of students, 3) instructional paraprofessionals in the classroom, and 4) professional learning, coaching opportunities, and collaboration time for integrated program development districtwide.

Site level: 1) instructional paraprofessionals in the classroom and staff for intervention and wellness programs, 2) teacher release for professional learning, instructional rounds, and PLC work, 3) supplemental instructional and intervention materials, and 4) the development of flexible learning environments that meet the unique needs of a very diverse student population.

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,869	\$47,808
Mid-Range Teacher Salary	\$81,921	\$73,555
Highest Teacher Salary	\$105,894	\$95,850
Average Principal Salary (Elementary)	\$123,093	\$120,448
Average Principal Salary (Middle)	\$128,842	\$125,592
Average Principal Salary (High)	\$145,097	\$138,175
Superintendent Salary	\$286,537	\$264,457
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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)

We allocate the equivalent of three days per year for staff development and calendar this time with minimum student impact. Official staff development meetings were scheduled as follows:

2008-09 One day prior to students returning in September, one non-student day in October, and 3 staff development afternoons after student dismissal.

2010-11 Six staff development afternoons after student dismissal and one day after the school year were focused on establishing differentiated student reading groups across a grade level. The staff development occurred in grade level workshops, often led by a reading coach or staff member and encouraged active examination of student reading data with appropriate corresponding classroom instruction.

2011-12 One non-student day in October and six staff development afternoons after student dismissal. This year's focus is the creation and implementation of site-based assessments on aspects of the Common Core standards.

2012-13 One non-student day in May and six staff development afternoons after student dismissal. Our current focus is on the implementation of the Common Core standards and the integration of technology in instructional strategies.

2013-14 Staff Development was focused on implementation of Common Core standards and appropriate instructional strategies to develop critical thinking and problem solving skills.

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.