

# BONNY DOON SCHOOL

1492 Pine Flat Road  
Santa Cruz, CA 95060  
(831) 427-2300  
FAX (831) 427-2800



Superintendent/Principal  
Ms. Stephanie Siddens

## 2010-2011 School Accountability Report Card

*\* Data in this report card is reflective of the 2009-2010 school year, unless otherwise noted.*



### Board of Education

*Lisa Palm, President*

*Mark Senko, Clerk*

*Tony Hoffman, Member*

*Cress Fraley, Member*

*Scott Lipscomb, Member*

### District

#### Mission Statement

*Our purpose is to encourage and nurture a desire and enthusiasm for learning, by providing expertise, guidance, and resources that support a meaningful and personalized education. At Bonny Doon School we empower students to act consciously as competent and responsible members of the world community.*

### 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.

### Bonny Doon Union Elementary School District Tenets

- Children must experience school as healthy for them.
- The atmosphere of the school must allow children to learn and teachers to teach.
- Parents must become actively involved with their children's learning.
- Experiencing a full range of the arts enhances children's learning.
- Two-way, non-threatening communication should take place between all members of the school community within a climate of innovation.
- The school is responsible for teaching both the values of diversity and tolerance, which allow all of us to experience them.
- Goals for achievable educational outcomes should be clear and explicit.
- Assessment must be a continuing process in every aspect of the school for the purpose of ongoing improvements of program and student learning.

### Parent Involvement

Parents and community members are actively involved in planning school programs, developing policies, raising funds, and assisting with the educational program and site upkeep. The School Site Council and Parent Club provide excellent avenues of opportunity for those interested in contributing to Bonny Doon School.

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 programs for staff.

### 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 Vincente 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.

Located in a unique, natural environment in the mountains above Santa Cruz, Bonny Doon School operates on a traditional calendar. At the beginning of the 2009-10 school year, 117 kindergarten through sixth grade students were enrolled at the school. Student body demographics are illustrated in the chart.

#### Student Enrollment by Ethnic Group

| 2009-10            |            |
|--------------------|------------|
|                    | Percentage |
| African American   | 0.0%       |
| American Indian    | 1.7%       |
| Asian              | 0.0%       |
| Filipino           | 2.6%       |
| Hispanic or Latino | 0.0%       |
| Pacific Islander   | 0.0%       |
| White              | 95.7%      |
| Two Or More        | 0.0%       |
| None Reported      | 0.0%       |

## Discipline & Climate for Learning

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.

|                 | Suspensions & Expulsions |       |       |          |       |       |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
|                 | School                   |       |       | District |       |       |
|                 | 07-08                    | 08-09 | 09-10 | 07-08    | 08-09 | 09-10 |
| Suspensions     | 0                        | 0     | 8     | 0        | 0     | 8     |
| Suspension Rate | 0.0%                     | 0.0%  | 6.8%  | 0.0%     | 0.0%  | 6.8%  |
| Expulsions      | 0                        | 0     | 0     | 0        | 0     | 0     |
| Expulsion Rate  | 0.0%                     | 0.0%  | 0.0%  | 0.0%     | 0.0%  | 0.0%  |

### 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

### 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.

### Homework

Bonny Doon School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their abilities. Parents/Guardians are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Enrollment & Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Bonny Doon School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. A letter is sent to the home of students with multiple absences or tardies.

If attendance does not improve, a second letter is sent home before the student is referred to the School Attendance and Review Board (SARB). The chart displays the trend in enrollment for the past three years.

### Enrollment Trend by Grade Level

|     | 2007-08 | 2008-09 | 2009-10 |
|-----|---------|---------|---------|
| K   | 20      | 15      | 18      |
| 1st | 22      | 17      | 15      |
| 2nd | 11      | 18      | 18      |
| 3rd | 23      | 13      | 16      |
| 4th | 15      | 25      | 12      |
| 5th | 31      | 16      | 24      |
| 6th | 9       | 21      | 14      |

## Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollments.

### Class Size Distribution

|     | Classrooms Containing: |    |    |               |    |    |                |    |    |              |    |    |
|-----|------------------------|----|----|---------------|----|----|----------------|----|----|--------------|----|----|
|     | Average Class Size     |    |    | 1-20 Students |    |    | 21-32 Students |    |    | 33+ Students |    |    |
|     | 08                     | 09 | 10 | 08            | 09 | 10 | 08             | 09 | 10 | 08           | 09 | 10 |
| K   | 18                     | 15 | 19 | 1             | 1  | 1  | -              | -  | -  | -            | -  | -  |
| 1   | -                      | 17 | 15 | -             | 1  | 1  | -              | -  | -  | -            | -  | -  |
| 2   | -                      | 15 | 18 | -             | 1  | 1  | -              | -  | -  | -            | -  | -  |
| 3   | 23                     | -  | 15 | -             | -  | 1  | 1              | -  | -  | -            | -  | -  |
| 4   | 15                     | 22 | 12 | 1             | -  | 1  | -              | 1  | -  | -            | -  | -  |
| 5   | 21                     | -  | 20 | -             | -  | 1  | 1              | -  | -  | -            | -  | -  |
| 6   | -                      | 21 | 19 | -             | -  | 1  | -              | 1  | -  | -            | -  | -  |
| K-3 | 18                     | 16 | -  | 2             | 1  | -  | -              | -  | -  | -            | -  | -  |
| 4-8 | 19                     | 19 | -  | 1             | 1  | -  | -              | -  | -  | -            | -  | -  |

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Bonny Doon School that successfully met CSR requirements for the past three years.

### CSR Participation

|     | 2007-08 | 2008-09 | 2009-10 |
|-----|---------|---------|---------|
| K   | 100%    | 100%    | 100%    |
| 1   | -       | 100%    | 100%    |
| 2   | -       | 100%    | 100%    |
| 3   | 0%      | -       | 100%    |
| K-3 | 100%    | 100%    | 100%    |

## Support Services

Bonny Doon School's teachers are sensitive to the unique needs of English Learner (EL) students. EL students are identified early and assisted by a teacher who possesses the necessary certification for second language instruction (e.g. SDAIE).

Teachers use English Language Development (ELD) standards when grading work completed by their identified EL students.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a part-time RSP teacher who provides instruction to individuals and pull-out groups. Speech and Language services are also provided to individual students on an as-needed basis.

A Gifted and Talented Education (GATE) program is available for identified third, fourth, fifth and sixth grade students.

The chart displays a list of support services that are offered to students at Bonny Doon School.

## Contact Information

Parents who wish to participate in Bonny Doon School's committees, school activities, or would like to become a volunteer may contact the main office at (831) 427-2300, or e-mail the Superintendent/Principal at: [ssiddens@santacruz.k12.ca.us](mailto:ssiddens@santacruz.k12.ca.us).

### Counseling & Support Services Staff

|   | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| Instructional Aides                       | 6               | 2.3                  |
| Library Clerk                             | 1               | 0.5                  |
| Psychologist                              | 1               | 0.3                  |
| Resource Specialist Program (RSP) Teacher | 1               | 0.5                  |
| Speech/Language Specialist                | 1               | 0.3                  |
| Title I Teacher                           | 1               | 0.4                  |

## Instructional Materials

Bonny Doon Union School District held a public hearing on October 13, 2010 and determined that the school had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

The textbook table displays data collected regarding the textbooks in use at Bonny Doon School during the current school year. *The school stocks an adequate supply of Foss Science Kits for all of its students. For more information about the school's science texts and/or equipment, please contact the main office at (831) 427-2300.*

### District-Adopted Textbooks

| Grade Levels | Subject                | Publisher                | Adoption Year | Sufficient | % Lacking |
|--------------|------------------------|--------------------------|---------------|------------|-----------|
| K-6          | English/ Language Arts | Houghton Mifflin         | 2004          | Yes        | 0.0%      |
| 4th-6th      | Health                 | Womens Educational Media | N/A           | Yes        | 0.0%      |
| 4th-6th      | History/Social Science | Scott Foresman           | 2006          | Yes        | 0.0%      |
| K-6          | Mathematics            | MacMillan/ McGraw Hill   | 2008          | Yes        | 0.0%      |
| K-6          | Science                | Harcourt Brace           | 2005          | Yes        | 0.0%      |

## Library Information

A part-time library clerk staffs Bonny Doon School's library, which is stocked with hundreds of books that are available for students to check out. Classrooms visit the library on a weekly basis and students are encouraged to visit on breaks and during lunch. Five computer workstations within the library are connected to the Internet so students may access resources and information online.

## Computer Resources

In addition to the school's computer lab with ten workstations, each classroom has a minimum of one Internet-connected computer for student and teacher use. Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students regularly receive computer assistance with online research.

## Additional Internet Access & Public Libraries

Aside from the computers at the school, students have access to the Internet and computers at the Santa Cruz Public Library and its branches throughout the city. For library hours, branch locations, and other information please call (831) 420-5600 or visit the library's website at [www.santacruzpl.org](http://www.santacruzpl.org).

## Physical Fitness

In the spring of each year, Bonny Doon School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). *\*Data for the 2009-10 school year was unavailable at the time of publication.*

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2008   | 2009 | 2010 | 2008     | 2009 | 2010 | 2008  | 2009 | 2010 |
| English/Language Arts           | 63     | 81   | 70   | 63       | 81   | 70   | 46    | 50   | 52   |
| Mathematics                     | 63     | 76   | 71   | 63       | 76   | 71   | 43    | 46   | 48   |
| Science                         | 64     | 81   | 78   | 64       | 81   | 78   | 46    | 50   | 54   |
| History/Social Science          | *      | *    | *    | *        | *    | *    | 36    | 41   | 44   |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST)    |                              |             |         |                               |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                          |                              |             |         |                               |
| Subject                            | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| All Students - District            | 70                           | 71          | 78      | *                             |
| All Students - School              | 70                           | 71          | 78      | *                             |
| African American                   | *                            | *           | *       | *                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | *                            | *           | *       | *                             |
| Filipino                           | *                            | *           | *       | *                             |
| Hispanic or Latino                 | *                            | *           | *       | *                             |
| Pacific Islander                   | *                            | *           | *       | *                             |
| White                              | 71                           | 74          | 76      | *                             |
| Males                              | 56                           | 68          | 64      | *                             |
| Females                            | 80                           | 73          | 92      | *                             |
| Socioeconomically<br>Disadvantaged | *                            | *           | *       | *                             |
| English Learners                   | *                            | *           | *       | *                             |
| Students with<br>Disabilities      | 67                           | 67          | *       | *                             |
| Migrant Education                  | *                            | *           | *       | *                             |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

| API School Results   |       |       |       |
|----------------------|-------|-------|-------|
|                      | 07-08 | 08-09 | 09-10 |
| Statewide Rank       | 8     | 8     | 9     |
| Similar Schools Rank | N/A   | N/A   | -     |
| All Students         |       |       |       |
| Actual API Change    | -22   | 79    | -33   |
| White                |       |       |       |
| Actual API Change    | -16   | 84    | -42   |

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)

| Growth API   |        |          |       |
|--------------|--------|----------|-------|
|              | School | District | State |
| All Students | 870    | 862      | 767   |
| White        | 871    | 862      | 838   |

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Federal Intervention Programs   |           |           |
|---------------------------------|-----------|-----------|
|                                 | School    | District  |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2010-11)            | -         | -         |
| # of Schools Currently in PI    | -         | 0         |
| % of Schools Identified for PI  | -         | 0.00%     |

| Adequate Yearly Progress (AYP) |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
|                                | School                  |             | District                |             |
| Made AYP Overall               | Yes                     |             | Yes                     |             |
| Met AYP Criteria               | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | Yes                     | Yes         | Yes                     | Yes         |
| API School Results             | Yes                     |             | Yes                     |             |
| Graduation Rate                | N/A                     |             | N/A                     |             |

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard>. Reporting scores for each subject area is not available for the same year, reading scores reflect results from 2007 and mathematics scores reflect results from 2009.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English Language Learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

| National Assessment of Educational Progress<br>Reading and Mathematics Results for Grades 4 & 8<br>By Performance Level - All Students |                     |          |                             |            |          |
|--|---------------------|----------|-----------------------------|------------|----------|
|  | Average Scale Score |          | % at Each Achievement Level |            |          |
|  | State               | National | Basic                       | Proficient | Advanced |
| Reading 2009 Grade 4   | 210                 | 220      | 30                          | 18         | 5        |
| Reading 2009 Grade 8   | 253                 | 262      | 41                          | 20         | 2        |
| Math 2009 Grade 4  | 232                 | 239      | 41                          | 25         | 5        |
| Math 2009 Grade 8  | 270                 | 282      | 36                          | 18         | 5        |

| National Assessment of Educational Progress<br>Reading and Mathematics Results for<br>Students with Disabilities (SD) and/or English Language Learners (ELL)<br>By Grades 4 & 8 and Participation Rate - All Students |                    |     |          |     |
|---|--------------------|-----|----------|-----|
|   | Participation Rate |     |          |     |
|   | State              |     | National |     |
|   | SD                 | ELL | SD       | ELL |
| Reading 2008 Grade 4  | 73                 | 95  | 71       | 84  |
| Reading 2008 Grade 8  | 81                 | 95  | 72       | 83  |
| Math 2010 Grade 4   | 79                 | 96  | 84       | 94  |
| Math 2010 Grade 8   | 85                 | 96  | 78       | 92  |

## School Leadership

Leadership at Bonny Doon School is a responsibility shared among the Superintendent/Principal, instructional staff, students, and parents. Primary leadership duties at the school were assumed by Principal/Superintendent Stephanie Siddens at the beginning of the 2009-10 school year. Ms. Siddens served as a classroom teacher in the Soquel Union Elementary School District for 15 years, an Instructor for the Teacher Education Program for UC Santa Cruz and an administrator in San Benito County. Ms. Siddens has spent 24 years in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- School Site Council
- Parents Club
- Science Committee
- Bonny Doon Community School Foundation (BDCSF)
- Student Study Teams
- Safety Committee
- Technology Committee

## Curriculum Improvement

Throughout the school year, all classroom teachers, the resource teacher, and the principal participate in curriculum review and a review of the best instructional practices and learning styles. Curriculum review and development are ongoing each year in cooperation with the California Department of Education standards and curriculum review calendar.

## School Facilities

Bonny Doon School was originally founded in 1947 and has since undergone complete modernization. Recent renovations to the campus include new roofs. The campus is currently comprised of 13 classrooms (including portables), a library, one staff room, a multi-purpose room, two playgrounds, one office, and one after-school program room. The chart displays the results of the most recent school facilities inspection.

| School Facility Conditions                                 |                                  |      |      |   |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 09/20/2010                        |                                  |      |      |   |
| Overall Summary of School Facility Conditions: Exemplary   |                                  |      |      |   |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned            |
|  | Good                             | Fair | Poor |   |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      |   |
| Interior   | X                                |      |      |   |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      | Field - Gophers require trapping during non-school hours. |
| Electrical   | X                                |      |      |   |
| Restrooms/Fountains  | X                                |      |      |   |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      |   |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |   |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      |   |

## Safety

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 three noon yard duties. There is a designated area for student drop-off and pick-up 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 annually in the fall 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.

## 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 two part-time custodians to develop cleaning schedules that ensure a clean and safe school.

## Maintenance & Repair

A scheduled maintenance program is administered by Bonny Doon School's custodial staff 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 State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. During the 2009-10 school year, Bonny Doon Union Elementary School District did not budget for the deferred maintenance program.

## Teacher Assignment

Bonny Doon Union Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Bonny Doon Elementary had 9 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

|                          | Teacher Credential Status |       |       |
|--------------------------|---------------------------|-------|-------|
|                          | School/District           |       |       |
|                          | 07-08                     | 08-09 | 09-10 |
| Fully Credentialed       | 8                         | 8     | 9     |
| Without Full Credentials | 0                         | 0     | 0     |
| Working Outside Subject  | 0                         | 0     | 0     |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2010-11 school year, the most current data is reported.

|  | Misassignments/Vacancies |          |          |
|--|--------------------------|----------|----------|
|  | 08-09                    | 09-10    | 10-11    |
| Misassignments of Teachers of English Learners | 0                        | 0        | 0        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b>                 | <b>0</b> | <b>0</b> |
| Vacant Teacher Positions                       | 0                        | 0        | 0        |

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers          |  |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 100.0%   | 0.0%   |
| District                         | 100.0%   | 0.0%   |
| High-Poverty Schools in District | N/A  | N/A  |
| Low-Poverty Schools in District  | 100.0%   | 0.0%   |

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered three staff development days annually where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, teachers meet every Wednesday afternoon for professional development.\*

## Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

| Average Salary Information<br>Teachers - Principal - Superintendent<br>2008-09 |           |           |
|--|-----------|-----------|
|  | District  | State     |
| Beginning Teachers   | \$36,767  | \$38,905  |
| Mid-Range Teachers   | \$55,282  | \$56,504  |
| Highest Teachers   | \$76,008  | \$71,750  |
| Elementary School Principals   | -         | \$92,053  |
| Middle School Principals   | -         | \$95,666  |
| High School Principals   | -         | \$94,401  |
| Superintendent   | \$102,000 | \$111,055 |
| Salaries as a Percentage of Total Budget                                       |           |           |
| Teacher Salaries   | 28.4%     | 38.9%     |
| Administrative Salaries  | 12.8%     | 6.8%      |

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2008-09 school year.

The chart illustrates the average teacher salary at Bonny Doon School and compares it to the average teacher salaries at the state level.

| Average Teacher Salaries        |          |
|---------------------------------|----------|
| School/District                 |          |
| School/District                 | \$54,684 |
| School & State                  |          |
| All Elementary School Districts | \$57,352 |
| Percentage of Variation         | 4.66%    |

## District Expenditures

Based on 2008-09 audited financial statements, Bonny Doon Union Elementary School District spent an average of \$13,780 to educate each student. The chart provides a comparison of Bonny Doon School's per pupil funding (from both restricted and unrestricted sources) with state (unrestricted) sources.

| Expenditures per Pupil                            |          |
|---|----------|
| School  |          |
| Total Expenditures Per Pupil                      | \$12,896 |
| From Restricted Sources                           | \$4,350  |
| From Unrestricted Sources                         | \$8,546  |
| District  |          |
| From Unrestricted Sources                         | \$12,896 |
| Percentage of Variation between School & District | 33.73%   |
| State   |          |
| From Unrestricted Sources                         | \$5,681  |
| Percentage of Variation between School & State    | 50.43%   |

In addition to general state funding, Bonny Doon Union Elementary School District receives state and federal categorical funding for the following support programs:

- Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Federal, ECIA/ESEA/IASA
- Home-to-School Transportation
- Gifted & Talented Pupils
- Instructional Materials
- Federal, Drug/Alcohol/Tobacco Funds
- Student Improvement Program (SIP)
- Federal, Special Education, Entitlement per UDC
- Title I, Part A - Basic Grant
- Title II, Part A - Teacher Quality

## Data Sources

Data within the SARC was provided by Bonny Doon Union Elementary School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.