

Bonsall High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Bonsall High School
Street	7350 West Lilac
City, State, Zip	Bonsall, CA 92003
Phone Number	760-305-5700
Principal	Jason V. Fowler, Ed. D.
Email Address	jason.fowler@bonsallusd.com
School Website	http://www.bonsallhs.com/
County-District-School (CDS) Code	37 76851 0129320

2021-22 District Contact Information

District Name	Bonsall Unified School District
Phone Number	760-631-5200
Superintendent	Joseph Clevenger
Email Address	joseph.clevenger@bonsallusd.com
District Website Address	www.bonsallusd.com

2021-22 School Overview

It is with great pleasure we present to you the 2020-21 School Accountability Report Card (SARC) for Bonsall High School. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card by February 1 of each year. The SARC contains information about the condition and performance of our school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control 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. Parents and other interested stakeholders should find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Bonsall High School is operated by the Bonsall Unified School District. As its only high school, BHS is proud to serve students from throughout the Bonsall Unified School District, from diverse populations ranging from Oceanside, Bonsall, Fallbrook, and from the Pala Reservation. The mission of Bonsall High School is to ensure ALL students learn at high levels. We prepare our students to be professionally, socially and emotionally ready for the challenges beyond high school. Utilizing a rigorous and meaningful curriculum, we facilitate the development of self-determination, critical thinking, and community involvement. BHS is committed to providing a first-rate education for all students. We provide a comprehensive education that provides choices for all students. Students at Bonsall High School have voice and choice in the direction of their learning, and play an integral role in ownership of the development of the school. Bonsall High School prides itself on being a college prep school with all core courses on the University of California A-G list serving as requirements for graduation. BHS staff deeply believe that students have the right to preserve the choice of college and support all students to complete rigorous course work while also exploring other post-secondary options. Assessment of student work focuses on college-ready reading, writing, integrated mathematics and scientific reasoning in alignment with skills that students will need for college and career success. In 2018 Bonsall High School received a 6-year WASC accreditation (Western Association of Schools and Colleges) and our first three graduating classes averaged an almost 97% graduation rate.

BHS is a high school where academics, accountability, attitude, and perseverance are rewarded. Respect, diversity, and sense of self are valued, and students are taught the benefits of hard work, family, and community. Success at BHS is limited only by a student's ability to dream, dare, accept responsibility, and to become dedicated to a goal. Our students are empowered to design and seek a high school education that answers their needs and provides a means to reach the goals they have set for themselves.

2021-22 School Overview

Bonsall High School works in partnership with many community organizations to deepen curriculum connections, provide opportunities for student service, and to increase opportunities for students to have access to career networks. One of these partnerships is Palomar College with whom Bonsall Unified School District has a formal partnership to provide dual/ concurrent enrollment courses on both our high school and the college campus during the day for BHS students. Additional partnerships include local and regional businesses across many sectors and BHS staff is continually working to enhance and add additional partnerships to help connect students to the world beyond the classroom. Bonsall High School staff regularly engage in cycles of inquiry and collaborative coalitions to ensure continual learning and improvement as a school community

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	82
Grade 10	69
Grade 11	84
Grade 12	80
Total Enrollment	315

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	8.3
Asian	1.6
Black or African American	0.3
Filipino	1
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.9
White	31.7
English Learners	19.4
Foster Youth	1
Homeless	31.1
Socioeconomically Disadvantaged	50.5
Students with Disabilities	26

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing in October 2021 and determined that each school within the district had sufficient and good quality instructional materials and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. Bonsall High School provides a 1:1 ratio of Chromebooks to students which allows all students, including English Learners, Special Education Students, Low-income, foster students, and new move-ins access to standards-aligned instructional materials in class and to take home. Teachers are provided tools, training, and time to develop curriculum aligned to the highest academic and professional standards in each subject area and provide these materials to students via a comprehensive online learning management system, Canvas.

BHS curriculum is driven by the BHS learning outcomes and all assessments are based upon professionally designed assessments from Stanford Center for Assessment, Learning and Equity (SCALE) and formative assessments designed to address teacher defined essential standards and Critical Learning Targets for each course. All tools are aligned to adopted California State Standards for education and based on college and career readiness guidelines.

Social Sciences : All Social Science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Social Science Standards, California State Content Standards and their interconnectedness across social science disciplines. Teachers use high quality curricular materials, primary sources, and high impact writing assignments The 1619 Project, San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to teacher-defined essential standards for each course.

English Language Arts: English Language Arts resources are selected based upon their interconnectedness and relevancy. Teachers use high quality materials developed by the San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to teacher defined essential standards for each course. As of Fall 2020 the school has adopted the McGraw Hill StudySync as the primary ELA curriculum.

Science: All science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Science Standards and their inter-connectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum and Forensics online in addition to teacher-defined essential standards for each course. Materials for courses are available upon request. BHS is piloting science curriculum during the 2021-22 school year including Edgenuity and McGraw Hill Envision Science curriculum.

Mathematics: All math courses are integrated across mathematics disciplines including Integrated Math 1, IM 2, and IM 3, and IM1-A and B, which addresses the content and standards of IM1 and integrates the instruction of basic math skills over a 2-year period. Materials are selected based on their interconnectedness across math disciplines, authentic applications, and modern technology tools. Teachers use high quality materials developed by professional organizations such as New Tech Network, Robert Kaplinsky, and Illuminated Mathematics in addition to teacher-defined essential standards for each course. Savaas, formerly Pearson, enVision Integrated Math curriculum series has been selected as the primary curriculum for Integrated Math 1, 2, and 3. Cengage Learning has been selected Calculus and Statistics.

Electives: All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses. Materials for each elective are available upon request.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync grades 9-12/ 2020	Yes	0
Mathematics	Savaas (formerly Pearson) enVision Integrated Math curriculum series for Integrated Math 1, 2, and 3. Cengage Learning, Calculus and Statistics.	Yes	0
Science	All science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Science Standards and their inter-connectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum and Forensics online in addition to teacher-defined essential standards for each course. Materials for courses are available upon request. BHS is piloting science curriculum during the 2021-22 school year including Edgenuity and McGraw Hill Envision Science curriculum.		0
History-Social Science	All Social Science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Social Science Standards, California State Content Standards and their interconnectedness across social science disciplines. Teachers use high quality curricular materials, primary sources, and high impact writing assignments as well as materials developed by the New Tech Network, The1619 Project, San Marcos Writing Project, Facing History and Ourselves, and Teaching Tolerance in addition to teacher-defined essential standards for each course.		0
Foreign Language	All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses. The !Expresate! textbooks series are utilized in Spanish 1 and Spanish 2 courses.		0
Health			
Visual and Performing Arts	All BHS electives follow national and/or state standards for the discipline and teachers pull from a variety of authentic resources from the community as well as state standards for the subject area. Emphasis is on individual, group, and community performances in elective courses. Meriwether, Intro to Theater Arts is the textbook for Theater.	Yes	0
Science Laboratory Equipment (grades 9-12)	The Science lab equipment for Biology, Chemistry, and Physics courses are purchased annually each year. On average each course has between 6 and 9 lab work projects each semester.		0

School Facility Conditions and Planned Improvements

Bonsall High School believes real strength comes from the supportive family-like atmosphere felt throughout the school. Bonsall High School, which opened in 2014 is currently located on a portion of the Sullivan Middle School Campus and the majority of BHS courses are in the newest 2-story building on campus. Bonsall High School provides a safe, clean environment for students, staff, and volunteers. The facility, innovative furniture, and all technology within the building have been purchased or built within the last 6 years and are in excellent repair. The facility strongly supports teaching and learning through its ample classroom and student common space. Recent modernization includes major landscaping and parking lot improvements.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site and district administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Bonsall High School has part-time day-time custodian and one night-time custodian, to provide janitorial and maintenance services on campus. Since the 2020 school closure the cleaning schedule and procedures have been updated to reflect the greater demands of cleaning, frequent sanitization, and disinfection required during a pandemic.

Maintenance and Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100% of restrooms on campus were in good working order, classrooms, including portable classrooms have zero leaks, and all cameras, alarms, and fire extinguishing equipment is in good working order.

Grounds

Grounds have been updated with drought resistant vegetation and are maintained on a regular schedule. Trees and shrubbery on campus have been frequently pruned and are in excellent condition. New esthetically pleasing wood chips have been laid down to retard the growth of weeds.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			MINOR PAINTING NEEDED .CEILING TILES REPLACEMENT. SCHEDULED TO BE DONE ON 02/28/22
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			DEEP CLEANING HAS BEEN DONE. SCHEDULED SECOND ROUND.
Electrical	X			LIGHT BULB REPLACEMENT & ELECTRICAL OUTLET FIX .SCHEDULED TO BE DONE ON 01/31/22
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			TOILET SEATS ARE FIXED.
Safety: Fire Safety, Hazardous Materials	X			FIRE EXTINGUISHER HAS BEEN SERVICED. STORE PROPERLY MATERIALS TO BE COMPLETED BY 02/28/22
Structural: Structural Damage, Roofs	X			CRACKS ON STAIRS TO BE ADDRESSED SUMMER 2022. CURRENTLY WORKING ON EVALUATING ROOFS FOR LEAKS.

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

BLACK TOP CRACKS TO BE ADDRESSED DURING
SUMMER 2022. DOOR REPAIR DO BE DONE BY
02/28/22

Overall Facility Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	91	67	73.63	26.37	70.15
Female	40	25	62.5	37.5	64
Male	51	42	82.35	17.65	73.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	43	29	67.44	32.56	58.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	26	81.25	18.75	76.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	40	18	45	55	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	23	60.53	39.47	56.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	8	53.33	46.67	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	91	NT	NT	NT	NT
Female	40	NT	NT	NT	NT
Male	51	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	40	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	15	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	NT	NT	NT	NT
Female	29	NT	NT		
Male	51	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	48	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Bonsall High School considers career preparation a primary outcome for all students and embeds 5 learning outcomes for all students specifically to enhance career preparation. These learning outcomes are 1) Content Knowledge and Thinking 2) Oral Communication 3) Written Communication 4) Collaboration and 5) Agency (a combination of growth mindset and student ownership over learning). BHS has partnered with our local community college to bring CTE and Dual Enrollment courses on campus in which students are enrolled in college courses which receive both high school and college credits. All college courses offered on the Bonsall campus are IGETC transferable through Palomar College. Completion rates and student academic success in these courses are used to evaluate the effectiveness of the program on a quarterly basis. Document Design and Native American Studies through Palomar Community College are three year certificate pathways available to our students. College retention and CTE program completion rates will be used to determine whether these introductory courses and learning outcomes lead to long-term success. In 2021-22 BHS also partnered with Project Lead the Way to offer additional CTE areas including Computer Programming, and Industrial Manufacturing. Over the next 3 years these programs will develop into a 3 year course sequence and certificate program.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.19
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	60

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

It is the belief of the Bonsall Unified School District that part of serving students in a smaller community is reaching beyond the classroom doors. Whether offering services to the local community, or bringing elements of the larger community directly to the students, BHS is committed to dynamic community involvement. It is our belief that through the education of the student, the entire family and community is elevated as well. Parents are integral to the success of Bonsall High School. Our parent organization, the Parent Involvement Networking and Guidance, PING (<http://www.bonsallhs.com/parents>), and the BHS School Site Council are just two of the many opportunities parents have to engage in and to become a part of the school community. Bonsall High School staff believes that schools are strongest when parents contribute meaningfully to decisions about academics, school activities, and school administrative decisions. The small size of Bonsall High School provides the opportunity for staff to develop personal relationships not only with all students but with parents, leading to greater student academic, social, and emotional support at school. Parents and other community members are regularly invited to the classroom to serve on panels to evaluate student work, mentor students, speak to students on specific topics, and provide content expertise in classroom projects throughout the year. BHS hosts an average of 30 distinct organizations or individuals per year who participate in classroom projects.

Parents and members of the community have the opportunity to support and participate in the educational process through decision-making by becoming part of the school's School Site Council, School-wide AVID steering Committee, Bilingual Parent Language Advisory Committee, or by volunteering in classrooms or to chaperone one of our school-wide or club field trips. Local businesses support the school's student recognition and achievement programs and are encouraged to be visible at School Site Council, be active in our PING (Parent Involvement Networking and Guidance) Club, and/or coach or sponsor one of our many academic or athletic competition teams.

Parents stay informed on upcoming events and school activities through the school website, email, newsletters, parent conferences, progress reports, Aeries Communication, and through the school's Twitter feed and Facebook account.

Opportunities to Volunteer or be more involved:
BHS School Site Council
PING (Parent Involvement Networking and Guidance)

2021-22 Opportunities for Parental Involvement

Classroom Helper
 After school tutoring
 Athletic Programs- Coach
 Athletic Sponsor
 BHS Sports Booster
 BEF (Bonsall Education Foundation)
 WASC Committee
 School Events
 LCAP Committee
 English Learner Advisory Council
 Field trip chaperone
 School Activities
 Athletic Events
 Back to School Night
 Open House
 Parent Education Nights
 Principal Coffee

Parents or other community members interested in contributing to the school can contact the BHS Office Manager at (760) 305-5700.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	16.4	11.0	12.5	20.5	12.0	12.5	9.0	8.9	9.4
Graduation Rate	78.1	85.4	83.0	74.7	84.3	83.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	88	73	83.0
Female	32	28	87.5
Male	56	45	80.4
American Indian or Alaska Native	12	7	58.3

Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	36	31	86.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	27	22	81.5
English Learners	24	21	87.5
Foster Youth	--	--	--
Homeless	27	20	74.1
Socioeconomically Disadvantaged	60	50	83.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	29	21	72.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	345	332	1	0.3
Female	149	143	0	0.0
Male	195	188	1	0.5
American Indian or Alaska Native	31	29	0	0.0
Asian	6	6	0	0.0
Black or African American	2	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	161	155	1	0.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	26	0	0.0
White	109	104	0	0.0
English Learners	66	64	0	0.0
Foster Youth	3	2	0	0.0
Homeless	108	107	0	0.0
Socioeconomically Disadvantaged	174	171	1	0.6
Students Receiving Migrant Education Services	20	20	0	0.0
Students with Disabilities	91	86	1	1.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.95	0.87	2.30	0.30	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.74	1.09	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	2.01	0.00
Male	0.00	0.00
American Indian or Alaska Native	6.45	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The safety of students and staff is a primary concern of Bonsall High School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Active Shooter, and other disaster preparedness drills are conducted frequently (at least 1 per month) in compliance with state Education code and in accordance with best practice as listed by the American Red Cross Disaster Preparedness and Recovery Alliance .

Bonsall High School emphasizes a safe environment for all of our students both physically and emotionally. Visitors to Bonsall High School are asked to sign in near the Sullivan Middle School office entrance and wear identification badges while on school grounds. BHS welcomes visits by parents and community members. However, anyone wishing to be on campus during school hours should notify the BHS office staff ahead of time, and must adhere to current Covid-19 protocols. Campus Aids are on duty during nutrition, lunch, and before and after school to ensure the safety of all our students. These personnel sit in front of the school to welcome all visitors and to ensure all people coming on campus have business being there.

The Comprehensive School Safety Plan was reviewed in October of 2021, in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safely entering and exiting school, sexual harassment policy, bullying policy, suspension and expulsion policies, dress code, and discipline policies. The plan is reviewed twice annually, updated as needed, and shared with school staff at the beginning of each school year. The plan was last approved by the BUSD School Board in the Spring of 2020. A copy of the plan is available for review by the public at the district office. A new plan which includes increased safety protocols during pandemics is under review and will be submitted to the BHS School Site Council in March of this year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	9	7	5
Mathematics	21	12	7	1
Science	25	2	12	1
Social Science	28	2	6	5

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	18	5	1
Mathematics	19	9	9	
Science	22	8	7	
Social Science	21	10	6	2

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	40	1	
Mathematics	11	28	1	
Science	10	25	1	
Social Science	10	29	1	

2020-21 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	

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$9,859	\$3,869	\$5,990	\$65,116
District	N/A	N/A	\$6,275	\$72,040
Percent Difference - School Site and District	N/A	N/A	-4.6	-10.1
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-34.0	-16.8

2020-21 Types of Services Funded

The predominance of money spent by the school falls into one of our goal categories established by the BHS School Plan for Student Achievement (SPSA) which is created by the BHS School Site Council each year. These goals are: 1. provide access to highly rigorous coursework for all students, including Native American, English Learners, Low-Income, and Foster Youth subgroups.; 2. Improve student engagement and family involvement to increase academic achievement; 3. Students will demonstrate academic growth in all California State Standards; and 4. Support college readiness and vocational pathway development. These priorities align with the Bonsall Unified School District's LCAP Goals. Site funds are utilized for Special education, Teacher training to better serve at-promise students, English and math curriculum and intervention, after and before school tutoring, college/ dual enrollment programs, the purchase and maintenance of student Chromebooks, and field trips to nearby Universities and vocational education programs. The BHS SPSA is available for public review at all meetings of the BHS School Site Council, or at the BHS or central district offices.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$49,772	\$48,119
Mid-Range Teacher Salary	\$70,535	\$74,665
Highest Teacher Salary	\$97,668	\$98,160
Average Principal Salary (Elementary)	\$94,894	\$118,542
Average Principal Salary (Middle)	\$99,784	\$125,068
Average Principal Salary (High)	\$122,034	\$133,516
Superintendent Salary	\$165,000	\$194,199
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	34.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	6
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered	13

Professional Development

BHS opened with a focus on 4 areas of development: Authenticity in Learning, Developing Student Empathy, Improving Student Agency, and College Ready Writing. These focus areas came about as a result of community input about what a high school might look like in Bonsall. Student writing samples were used to identify areas of growth as well as PSAT data specifying areas of need. In addition to looking at specific student achievement data, BHS staff regularly look at grade distribution of BHS students and research methods to increase student motivation. This research points to authentic learning and school culture as high leverage points to increase student academic achievement as measured by grades. These focuses continue as an underpinning of the school's curriculum and pedagogy, adding AVID in 2019 and Drama and Project Lead the Way in 2021 as additional venues to focus some of these efforts

Since the 2018-19 school year the professional development of the school staff has focused on college and career readiness, writing instruction, and the development of a data-driven Professional Learning Community. The staff utilizes minimum days on Friday (2020-21) and Thursday (2021-22) approximately 38 days of professional development per year to collaborate on the establishment of guaranteed curriculum, the creation and analysis of formative assessments based on the guaranteed curriculum, and efforts to address learning loss due to the COVID school closure and subsequent hybrid schooling. Teachers are also offered PD to develop skills to better serve our "at-promise" students such as creating a comprehensive RTI program, and implementing Culturally Sensitive Teaching Strategies offered through the San Diego Office of Education.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	2

Bonsall Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bonsall Unified School District
Phone Number	760-631-5200
Superintendent	Joseph Clevenger
Email Address	joseph.clevenger@bonsallusd.com
District Website Address	www.bonsallusd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1270	67	5.28	94.72	70.15
Female	617	25	4.05	95.95	64.00
Male	653	42	6.43	93.57	73.81
American Indian or Alaska Native	46	1	--	97.83	--
Asian	30	1	3.33	96.67	--
Black or African American	26	0	0.00	100.00	--
Filipino	18	1	5.56	94.44	--
Hispanic or Latino	487	29	5.95	94.05	58.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	124	9	7.26	92.74	--
White	532	26	4.89	95.11	76.92
English Learners	168	4	2.38	97.62	--
Foster Youth	--	--	--	--	--
Homeless	312	18	5.77	94.23	33.33
Military	86	1	1.16	98.84	--
Socioeconomically Disadvantaged	383	23	6.01	93.99	56.52
Students Receiving Migrant Education Services	36	3	8.33	91.67	--
Students with Disabilities	181	8	4.42	95.58	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1270	NT	NT	NT	NT
Female	617	NT	NT	NT	NT
Male	653	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	487	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	124	NT	NT	NT	NT
White	532	NT	NT		NT
English Learners	168	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	312	NT	NT	NT	NT
Military	86	NT	NT	NT	NT
Socioeconomically Disadvantaged	383	NT	NT	NT	NT
Students Receiving Migrant Education Services	36	NT	NT	NT	NT
Students with Disabilities	181	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.