

# Bonita High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Derek Bub, Principal

 Principal, Bonita High

### About Our School

We believe the primary function of the school, in cooperation with the home, is to develop and stimulate the intellectual abilities and curiosities of all students to their full potential and to enable them to become productive, participating citizens in a changing world.

### Contact

*Bonita High*  
3102 D St.  
La Verne, CA 91750-4023

Phone: 909-971-8220  
E-mail: [bub@bonita.k12.ca.us](mailto:bub@bonita.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Bonita Unified
<b>Phone Number</b>	(909) 971-8200
<b>Superintendent</b>	Christina Goennier
<b>E-mail Address</b>	<a href="mailto:goennier@bonita.k12.ca.us">goennier@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.bonita.k12.ca.us">www.bonita.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Bonita High
<b>Street</b>	3102 D St.
<b>City, State, Zip</b>	La Verne, Ca, 91750-4023
<b>Phone Number</b>	909-971-8220
<b>Principal</b>	Derek Bub, Principal
<b>E-mail Address</b>	<a href="mailto:bub@bonita.k12.ca.us">bub@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="https://bontahigh.net/">https://bontahigh.net/</a>
<b>County-District-School (CDS) Code</b>	19643291931088

*Last updated: 1/17/2017*

### School Description and Mission Statement (School Year 2016-17)

Bonita High School is located in the City of La Verne in the eastern San Gabriel-Pomona Valley, adjacent to the foothills of the San Gabriel Mountains. The high school was established in 1903 and after having moved from its original site on Bonita Avenue (which is now Damien High School) in the 1950s, has remained at 3102 D Street. Bonita HS is one of two comprehensive high schools in the Bonita Unified School District (BUSD). The BUSD serves the cities of La Verne (pop. 31,063) and San Dimas (pop. 33,371) and has an overall enrollment of 10,269 students. Besides the district's two comprehensive high schools (Bonita HS, which serves the City of La Verne and San Dimas HS, which serves the City of San Dimas) the BUSD has a continuation high school, a K-12 alternative school, two middle schools and eight elementary schools.

The City of La Verne was named in Family Circle as "Top 10 Best Towns For Families" in the August 2010 issue. The education provided to the children of La Verne was one of the major contributing factors for this award. The relationship between the City and BHS has contributed to the overall success of the school and the students in the City of La Verne.

Bonita High School graduated 476 students in the class of 2016. Of those, over ninety percent will attend college in the fall. Eighteen advanced placement (AP) courses are offered to freshman, sophomores, juniors and seniors; students to more than 900 AP tests in the spring. Average SAT scores are over 1500 (1536 in 2015), while the average ACT composite score was 22.7. Because of our students' outstanding performance, U. S. News named Bonita as one of the "Best High Schools" in the nation and the Washington Post listed Bonita as one of America's Most Challenging High Schools.

Bonita High School is characterized by excellence in the four "A's": Academics, Athletics, Activities and the Arts. For Bonita our Activities program focuses on leadership and character development. Bonita students performed very well on California mandated tests, achieving an Academic Performance Index of 860 which places the school among the top three schools in our region. Our choral programs are nationally recognized for excellence. The instrumental music, drama, dance and visual arts programs are very strong and have been recognized in competitions throughout the region. Athletically we field teams in 22 sports and most teams do well in post season competition.

All Seniors at Bonita High School complete a PACE Project as a graduation requirement. The project includes a 9 page research paper, a project involving a minimum of 25 hours outside of school and a presentation to a board comprised of school staff and community members. The program has helped to significantly strengthen our students' research, writing and presentation skills.

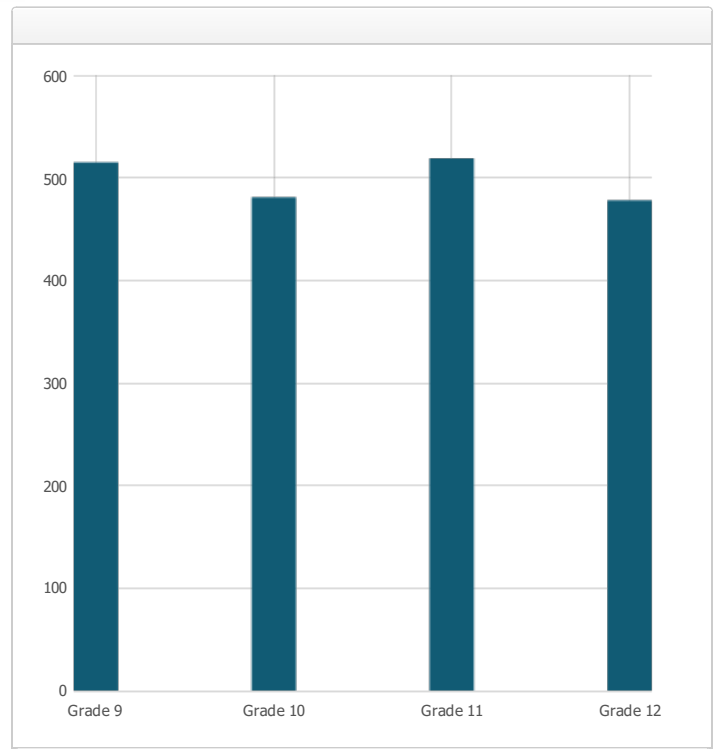
The school has developed a program entitled AIM (Academic Intervention and Mentoring) to provide a structured study opportunity for all ninth graders, and students in grades 10 through 12 who have poor test scores, grades or citizenship. The program also provides the incentive of an extended lunch period for students who excel in these areas. In addition the school has implemented a LINK Crew program which connects upper class students with ninth graders in a series of formal and informal interactions designed to help the ninth graders in their transition to high school.

Bonita is accredited by the Western Association of Schools and Colleges. Our last full review was during the 2010-2011 school year. For the second time in a row the school received a full six year accreditation without a revisit which is the highest rating the commission awards. This is a tribute not only to the quality and strength of the current programs but is also an indication of the visiting committee's belief that the school based improvement efforts would be continued without the need for outside review or oversight.

*Last updated: 1/17/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	515
Grade 10	481
Grade 11	519
Grade 12	478
<b>Total Enrollment</b>	<b>1993</b>



Last updated: 1/17/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2 %
American Indian or Alaska Native	0.4 %
Asian	5.5 %
Filipino	2.3 %
Hispanic or Latino	48.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	31.3 %
Two or More Races	6.0 %
Other	2.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.7 %
English Learners	2.9 %
Students with Disabilities	6.6 %
Foster Youth	1.3 %

Last updated: 1/17/2017

## A. Conditions of Learning

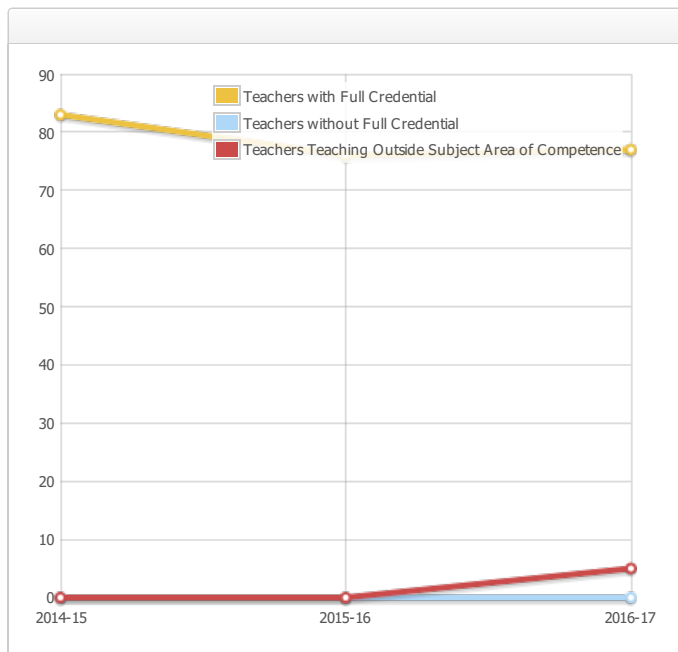
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

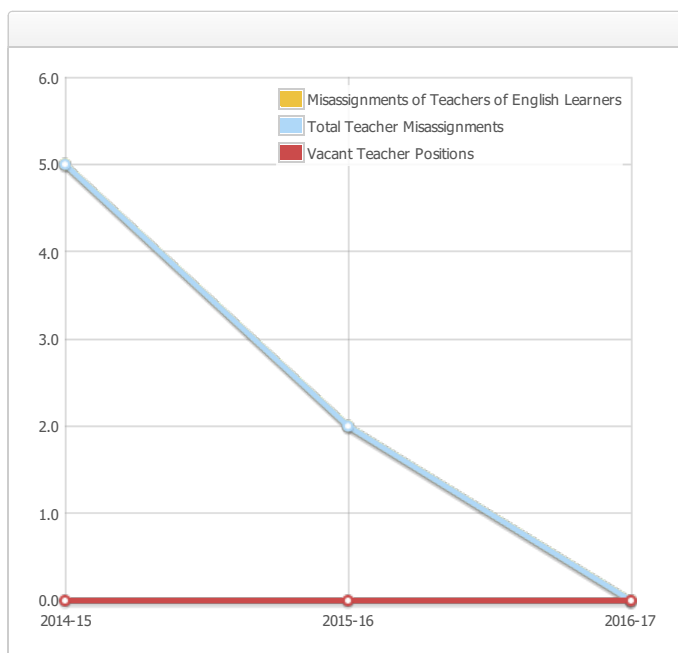
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	83	76	77	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	5	26



Last updated: 1/17/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	5	2	0
Total Teacher Misassignments*	5	2	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.0%	1.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Grades 9-12 Literature Gold Literature Platinum Literature American Experience Literature British Tradition Prentice Hall Publishing Company	No	0.0 %
Mathematics	Adopted 2009 Grades 9-12 California Algebra Readiness California Algebra I California Algebra II Pearson/Prentice Hall Publishing Company California Mathematics: Geometry Algebra and Trigonometry, 5th Ed Pre-Calculus with Limits, 5th Ed. Calculus with Analytic Geometry, 8th Ed. McDougal Littell Publishing Company Geometry: Concepts & Applications Glencoe Publishing Company Stats: Modeling the World, 2nd Ed. Pearson Addison Wesley Publishing Company	Yes	0.0 %
Science	Adopted 2008 Grades 9-12 California Earth Science, 2008 California Chemistry, 2007 Environmental Science, 2008 Holt Publishing Company Conceptual Physical Science Explorations. 2007	Yes	0.0 %

Physics: Principles With Applications 6/e, 2007

Pearson Publishing Company

Holes Essentials of Human Anatomy and Physiology,  
2007

Chemistry 9/e (Chang), 2007

McGraw Hill Publishing Company

California Biology, 2007

Prentice Hall Publishing Company

BSCS Biology: An Ecological Approach, 2006

Kendall-Hunt Publishing Company

Biology 8/e, 2008

Benjamin Cummings Publishing Company

Chemistry: Matter and Change, 2007

Glencoe Publishing Company

Environmental Science 15/e, 2006

Brooks Cole Publishing Co

History-Social Science

Yes

0.0 %

Adopted 2007 Grades 9-12

World Geography, 2006

McDougal Littell Publishing Company

World History, Modern Times CA Edition 2006

US History, The American Vision: Modern Times CA  
Edition 2006

Economics: Economic Principals & Practices, CA Edition  
2006

Psychology: Understanding Psychology, 2008

AP World History: Traditions & Encounters, 2006

McGraw Hill Glencoe Publishing Company

Government; Magruder's American Government CA  
Edition 2006

AP Euro History: The estern Heritage Since 1300, 2006

Pearson, Prentice Hall Publish Company

AP US History: Enduring vision - A History of the  
American People

2008

AP Government: American Government, 2006

McDougal Littell Publishing Company

Sociology: The Study of Human Relationships, 2005

Holt, Reinhart & Winston Publishing Company

AP Economics: Economics, 2006

Worth Publishing Company

AP Psychology, 8th Edition, 2007

VHPS (W orth) Publishing Company

Foreign Language

Yes

0.0 %

Adopted 2008 Grades 9-12

Spanish: Avancemos, Levels 1-4, 2007

McDougal Littell Publishing Company

French: Discovering French Nouveau, Levels 1-4, 2007

McDougal Littell Publishing Company

Advanced Placement Spanish: Galeria de Arte y Vida,  
2007

Pearson Publishing Company

Advanced Placement French: En Bonne Forme, 2007  
Houghton

Mifflin Publishing Company

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/19/2017*



## School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements. During the 2005-06 school year the entire school underwent a major effort to modernize the campus. Major components of the project included new power, water and data throughout the campus. Classrooms were refurbished and access issues related to the disabled were resolved.

Athletic fields are maintained and lighted through a joint use agreement with the City of La Verne. This cooperation enables Bonita High School to maintain the fields to a much higher level than would otherwise be possible. The fields, gym and tennis courts are heavily used by the community. The City, University of La Verne, and the school district jointly maintain and use the La Verne Aquatic Center. Students from the high school use the facility for boys' and girls' water polo, boys and girls swim teams as well as diving. Glenn Davis Stadium is equipped with an all-weather track and artificial turf. New lights and sound system were installed during the 2013-14 school year.

Working with school and community groups, the school has maintained an ongoing effort to beautify the campus. The efforts have resulted in a well maintained landscape throughout the campus.

The community passed Proposition AB, a school improvement bond. Funds from this project were used to build a new gymnasium on our campus. The new building provides a competition court with home and away seating for approximately 1000 people as well as two regulation size practice courts. Additionally the project provided for the modernization of the restrooms in the current gymnasium, a dedicated wrestling room and the creation of a new entrance area for the campus. Construction began in January of 2011 and the project was completed in October of 2012.

*Last updated: 1/17/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	500 building roof being redone 2017 Summer.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	P.E. asphalt was redone over Thanksgiving. Staff parking lot being redone Christmas break 2016.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
----------------	------

*Last updated: 1/17/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	87.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	39.0%	50.0%	45.0%	48.0%	34.0%	36.0%

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

*Last updated: 1/17/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	503	498	99.0%	87.2%
Male	245	241	98.4%	85.1%
Female	258	257	99.6%	89.1%
Black or African American	13	12	92.3%	83.3%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	95.5%
Filipino	15	15	100.0%	100.0%
Hispanic or Latino	244	242	99.2%	82.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	151	99.3%	91.4%
Two or More Races	39	38	97.4%	89.5%
Socioeconomically Disadvantaged	146	142	97.3%	74.7%
English Learners	19	19	100.0%	42.1%
Students with Disabilities	33	32	97.0%	18.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

*Last updated: 1/17/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	503	498	99.0%	50.2%
Male	245	241	98.4%	50.2%
Female	258	257	99.6%	50.2%
Black or African American	13	12	92.3%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	95.5%
Filipino	15	15	100.0%	53.3%
Hispanic or Latino	244	242	99.2%	39.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	151	99.3%	60.9%
Two or More Races	39	38	97.4%	47.4%
Socioeconomically Disadvantaged	146	142	97.3%	32.4%
English Learners	19	19	100.0%	31.6%
Students with Disabilities	33	32	97.0%	3.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

*Last updated: 1/17/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	80.0%	82.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

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

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

*Last updated: 1/17/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	473	462	97.7%	82.3%
Male	261	255	97.7%	83.9%
Female	212	207	97.6%	80.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	35	35	100.0%	88.6%
Filipino	13	13	100.0%	76.9%
Hispanic or Latino	236	227	96.2%	78.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	144	99.3%	88.2%
Two or More Races	23	22	95.7%	86.4%
Socioeconomically Disadvantaged	132	128	97.0%	72.7%
English Learners	14	12	85.7%	58.3%
Students with Disabilities	32	27	84.4%	40.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

*Last updated: 1/17/2017*

## Career Technical Education Programs (School Year 2015-16)

The Automotive technology program at Bonita has industry affiliations with local automotive businesses including, Certified Automotive Specialist in Glendora, H Car in Pomona, and Sander's Towing in San Dimas. The businesses are longtime supporters of the program who provide professional input regarding industry expectations and needs. Our program has educational connections and articulation agreements with Citrus College and Chaffey College. These contacts increase student awareness of potential future career and college choices. The National Hot Rod Association and Toyota/Lexus have been major contributors to the program with guest speakers, career opportunities events, and field trips that BHS students have participated in. The auto program holds an annual car show on campus that brings the community together and allows students an opportunity to display their work for the public.

Bonita has excellent computer classes and an accounting program which prepares students to be certified tax preparers. Students in the Fashion and Fabrics class participate in school wide fashion shows. There are two sections of Hospitality/Foods and Advanced Hospitality that gives students the skills needed to be successful in that industry. In addition to the Hospitality classes, Bonita offers two sections of Cosmetology and Advanced Cosmetology. Courses are offered in beginning and advanced Sports Medicine. The school has an outstanding art program which has enabled many students to place and win multiple art contests and develop a career goal in art. Bonita has two sections of Crime Scene Investigation, six sections of Law Enforcement. We also offer one section of Advanced Web Design and one section of both Game Design and Advanced Game Design through the Regional Occupation Program. All of these classes have been very well received by the students and have generated a great deal of interest on campus. Many courses in the department are articulated with local community colleges; these agreements allow students to earn college credits for work completed while in high school.

Our career center and work experience program prepare students for career and technical opportunities. Annual events include: career day presentations, university and military conferences and financial aid workshops.

*Last updated: 1/17/2017*

## Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1134
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	43.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.0%

*Last updated: 1/18/2017*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.4%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	55.0%

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.6%	14.9%	56.8%

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

Last updated: 1/17/2017

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are very involved in their students' education and the school. Parents serve on committees at the school including the School Site Council and PTSA. The Athletic Boosters, Band Boosters, and the Choral Boosters are all very active in support of school programs. College Application Night is standing room only. Back to School Night and parent conferences are very well attended. There are parents on campus daily volunteering, visiting teachers and attending school activities. Bonita parents have organized safe and sober Grad Night activities for many years.

### State Priority: Pupil Engagement

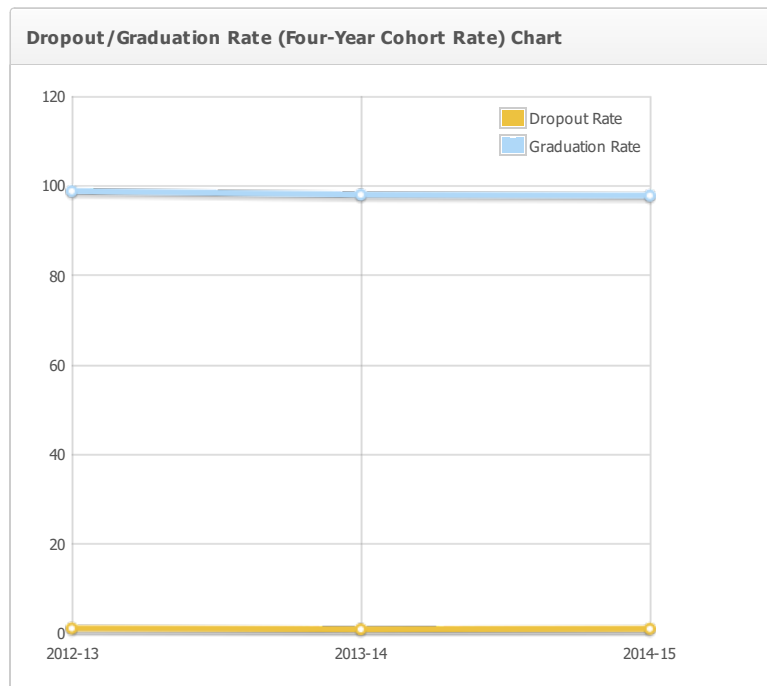
*Last updated: 1/17/2017*

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.2%	1.0%	1.1%	3.7%	3.4%	4.6%	11.4%	11.5%	10.7%
Graduation Rate	98.80	98.00	97.80	98.80	98.00	92.30	80.44	80.95	82.27



*Last updated: 2/2/2017*



**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	95	92	85
Black or African American	100	86	77
American Indian or Alaska Native	100	100	75
Asian	100	89	99
Filipino	100	100	97
Hispanic or Latino	92	91	84
Native Hawaiian or Pacific Islander	0	0	85
White	95	94	87
Two or More Races	100	91	91
Socioeconomically Disadvantaged	100	94	77
English Learners	36	50	51
Students with Disabilities	84	69	68
Foster Youth	--	--	--

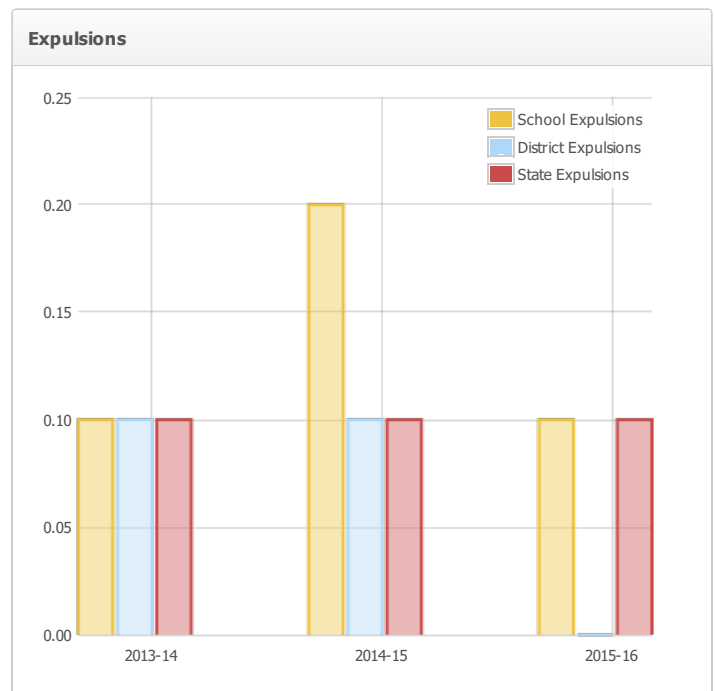
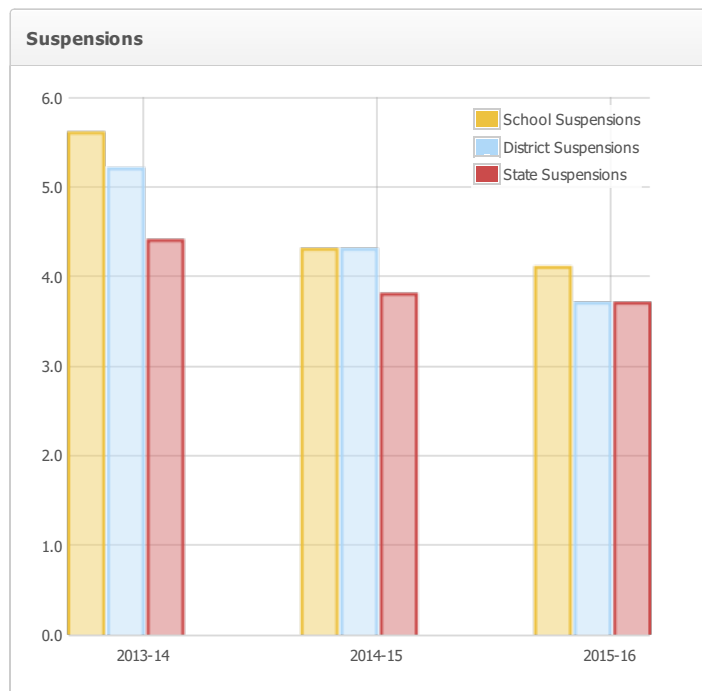
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	4.3	4.1	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.1	0.2	0.1	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

The School Safety Plan includes a Disaster Preparedness packet and is provided to all teachers and classified staff. A list of earthquake supplies is monitored by the head custodian, and a comprehensive evacuation plan was completed with the assistance of the School Resource Officer (SRO). This plan includes detailed maps of the campus and evacuation areas, a complete listing of the communications network, primary and secondary evacuation plans and local emergency phone numbers. Students and staff participate in annually scheduled fire/disaster/lockdown drills with the assistance of the campus supervisors, SRO and administration.

Last updated: 1/17/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

*Last updated: 1/18/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	15	19	40	28.0	13	31	27	28.0	13	31	27
Mathematics	30.0	6	27	27	30.0	7	24	29	30.0	7	24	29
Science	34.0	1	7	38	32.0	4	11	35	32.0	4	11	35
Social Science	33.0	5	7	50	31.0	5	18	40	31.0	5	18	40

\* Number of classes indicates how many classrooms 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.

Last updated: 2/2/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

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

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

Last updated: 2/1/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4793.0	\$18.6	\$4774.4	\$75815.6
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-29.2%	1.7%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-15.9%	6.0%

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

Last updated: 2/1/2017

## Types of Services Funded (Fiscal Year 2015-16)

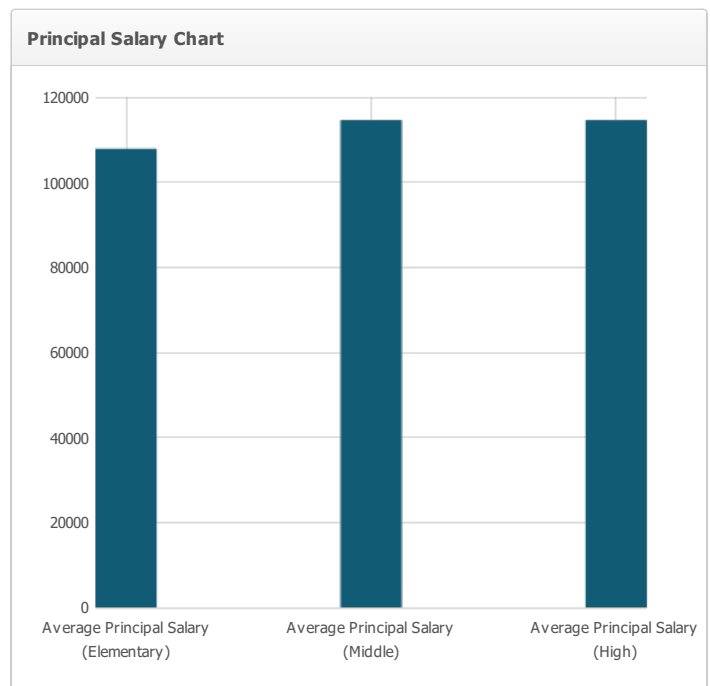
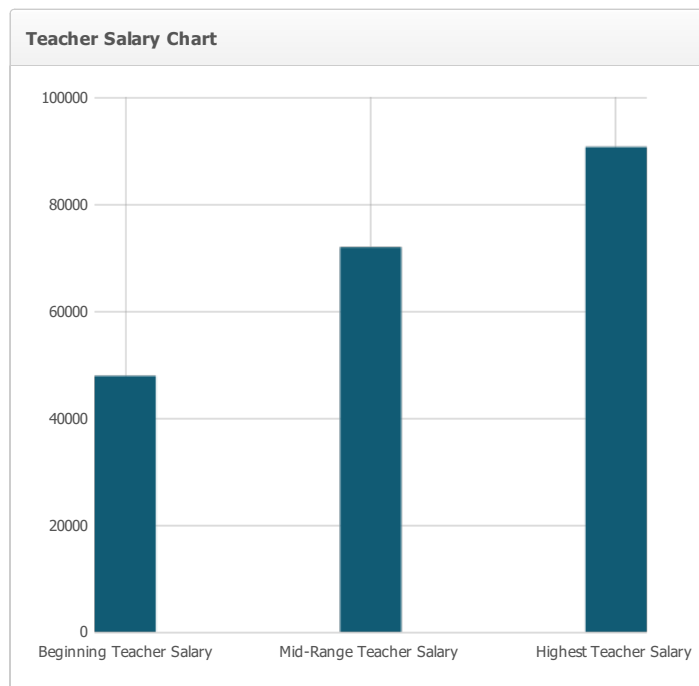
Most of the programs at Bonita are supported through general fund expenditures as the school receives a very limited amount of categorical funding.

*Last updated: 1/17/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$114,588	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 1/19/2017*

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	1	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	12	N/A
All Courses	32	--

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

\*Where there are student course enrollments of at least one student.

*Last updated: 2/2/2017*

## Professional Development

---

Adequate funding is available to allow teachers to attend some conferences, workshops and training sessions. Teachers are released from classroom responsibilities to allow them to participate in curriculum development, observation of other teachers and participation in textbook adoption efforts. Training is also provided for teachers in specialized programs.

New teachers participate in the district supported Induction program for their first two years. The principal and veteran teachers meet regularly with all new teachers to provide support and encouragement. With the help of BTSA providers and department chairs new teachers are able to establish a foundation for strong and effective standards-based instruction. The school staff plans and presents targeted staff development activities for three days each year. Seventeen compact days are scheduled to provide common meeting time for teachers in like classes.

*Last updated: 1/17/2017*