

# Lone Hill Middle

## 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.

## Mr. Jason Coss, Principal

 Principal, Lone Hill Middle

### About Our School

Lone Hill Middle School serves students in grades 6 – 8 and is the only public middle school in the city of San Dimas. The Lone Hill staff and faculty is committed to the philosophy that all students will achieve at their maximum level through high expectations and a rigorous curriculum within a safe learning environment. We are dedicated to working as a team to help each student attain their full academic, emotional, and social potential on their path to becoming lifelong learners. Working in collaboration with the school, parents and community members, we will make every resource available to ensure that our students are successful.

### Contact

*Lone Hill Middle  
700 South Lone Hill  
San Dimas, CA 91773-1437*

*Phone: 909-971-8270  
E-mail: [coss@bonita.k12.ca.us](mailto:coss@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>	Lone Hill Middle
<b>Street</b>	700 South Lone Hill
<b>City, State, Zip</b>	San Dimas, Ca, 91773-1437
<b>Phone Number</b>	909-971-8270
<b>Principal</b>	Mr. Jason Coss, Principal
<b>E-mail Address</b>	<a href="mailto:coss@bonita.k12.ca.us">coss@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.lonehillms.com/">http://www.lonehillms.com/</a>
<b>County-District-School (CDS) Code</b>	19643296071385

*Last updated: 1/18/2017*

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

Lone Hill Middle School serves students in grades 6 – 8 and is the only middle school in the city of San Dimas. The Lone Hill staff and faculty is committed to the philosophy that all students will achieve at their maximum level through high expectations and a rigorous curriculum within a safe learning environment. We are dedicated to working as a team to help each student attain their full academic, emotional, and social potential on their path to becoming lifelong learners. Working in collaboration with the school, parents and community members, we will make every resource available to ensure that our students are successful.

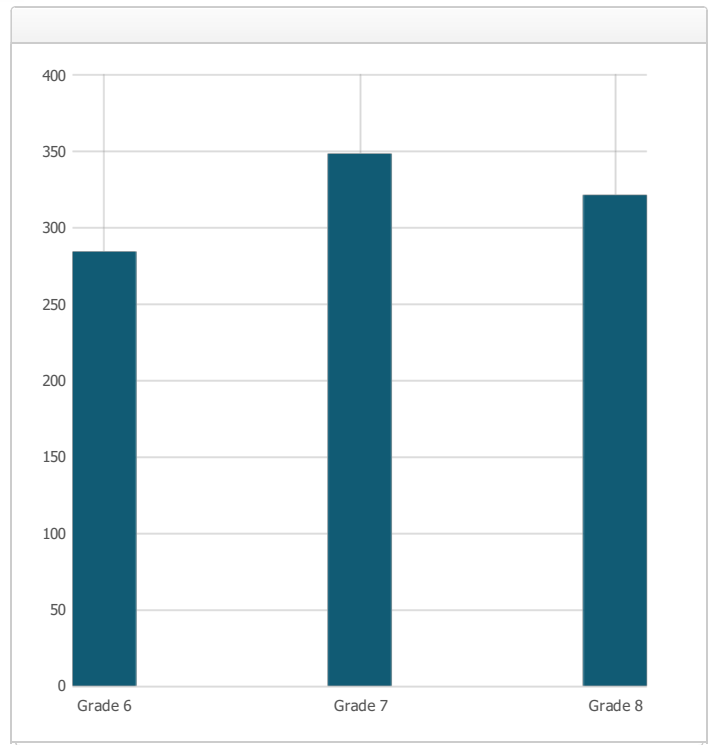
State standards, state frameworks and state-adopted texts are used to provide a strong, standards based instructional program. Supplementary resources, including assemblies, field trips and staff development assist teachers in maximizing the potential of each of our students in providing a research based instructional program.

Lone Hill Middle School operates on a traditional 184-day school year calendar, from August to June. Students take 6 classes per day, 50 minutes in length, Monday, Tuesday, Thursday and Friday. During these four days, our students participate in a 24 minute intervention period where they are assigned to classes in which they are struggling, so that we are able to provide students additional assistance in the classes where they need additional help. Each Wednesday, we have a compact day in which teachers participate in learning teams to collaborate on instructional pedagogies. The school schedules one minimum day each for parent conferencing, Back to School, Open House and several days of reduced class time for various assemblies, such as Renaissance Rally, ASB activities, and educational assemblies. The District staffs Lone Hill Middle School on a 31 to 1 ratio based on a six period day. The contract with the Bonita Unified Teachers Association also has a clause limiting each teacher, with the exception of physical education, band and choir teachers, to a maximum of 170 students per day.

*Last updated: 1/18/2017*

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

Grade Level	Number of Students
Grade 6	284
Grade 7	348
Grade 8	321
<b>Total Enrollment</b>	<b>953</b>



*Last updated: 1/18/2017*

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

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.1 %
Asian	4.8 %
Filipino	3.0 %
Hispanic or Latino	49.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	29.8 %
Two or More Races	5.6 %
Other	3.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.6 %
English Learners	4.6 %
Students with Disabilities	10.6 %
Foster Youth	1.3 %

*Last updated: 1/18/2017*

## A. Conditions of Learning

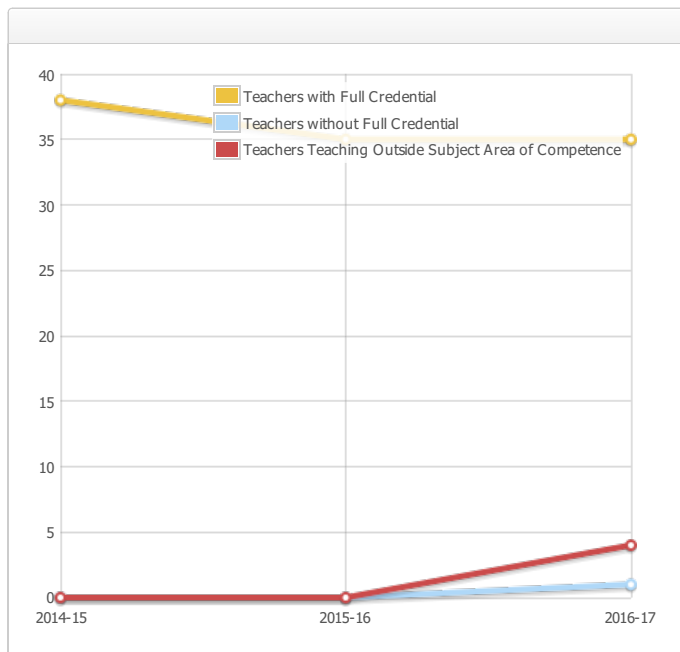
### State Priority: Basic

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

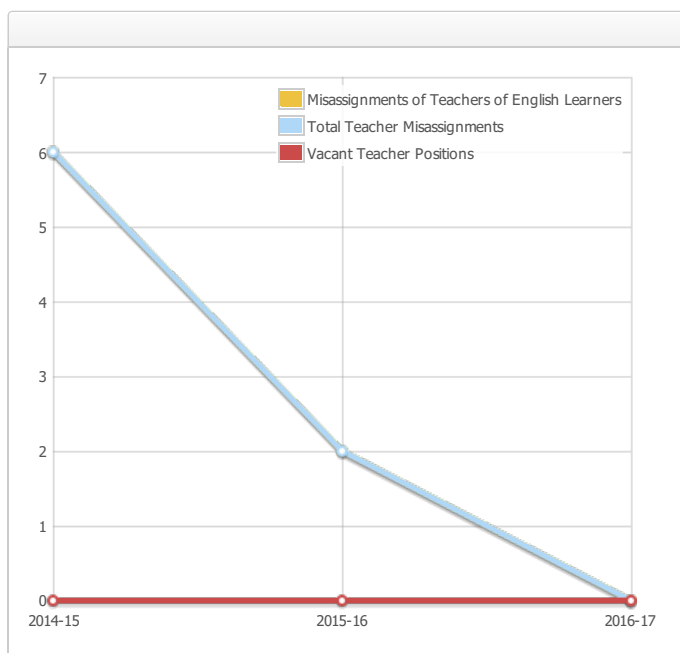
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	35	35	442
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	4	26



Last updated: 1/18/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	6	2	0
Total Teacher Misassignments*	6	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: 1/18/2017

**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	100.0%	0.0%
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: 1/18/2017*

**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 6-8 Holt Literature & Language Arts Holt, Rinehart & W inston Publishing Company	No	0.0 %
Mathematics	Adopted 2014 Grades 6-8 Go Math Houghton Mifflin Harcourt Publishers Algebra Readiness: California Algebra Readiness Pearson/Prentice Hall Publishing Company	Yes	0.0 %
Science	Adopted 2008 Grades 6-8 California Earth Science, 2008 Prentice Hall Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Grades 6-8 Middle School Social Studies Series, 2006 McDougal Littell Publishing Company	Yes	0.0 %
Foreign Language	Adopted 2008 Grades 6-8 Spanish En Espanol Level 1, 2 & 3	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades  
9-12)

N/A

N/A

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

*Last updated: 2/3/2017*

## School Facility Conditions and Planned Improvements

Lone Hill completed the modernization of their buildings and exterior classrooms. During this process every classroom was equipped with a ceiling mounted projector, new computers, and wireless capabilities. During the summer of 2009 and continuing on a yearly basis, Lone Hill continues to improve its landscaping by planting drought resistant plants and trees around the school to promote an environment where students would feel eager to learn. Part of this process included pouring a concrete walkway which gives visitors easier access from the parking lot to the front doors of the school. In addition to the walkway, concrete steps were poured in front of the school to provide easier access from visitors who park on the street in front of the school. These improvements have increased the curb appeal of the school, and students are taking more pride in taking care of their school.

With the passage of Measure AB, the district is building a gymnasium at Lone Hill Middle School. Construction of the new gymnasium started in December 2015. The plan is to have the gym operational by the 2017- 2018 school year. Planning meetings for the gymnasium commenced during the 2013 - 2014 school year.

*Last updated: 2/3/2017*

## 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	Roof drains were recently taken apart at the 90's and cleaned out.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New gym being built. Asphalt at parking lot was redone over Thanksgiving.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/18/2017*

## 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)	52.0%	51.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	41.0%	41.0%	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: 1/18/2017*



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	284	280	98.6%	46.4%
Male	147	144	98.0%	38.9%
Female	137	136	99.3%	54.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	147	144	98.0%	34.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	82	98.8%	53.7%
Two or More Races	22	22	100.0%	72.7%
Socioeconomically Disadvantaged	111	110	99.1%	29.1%
English Learners	11	11	100.0%	--
Students with Disabilities	34	33	97.1%	6.1%
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: 1/18/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	351	347	98.9%	49.0%
Male	191	188	98.4%	43.6%
Female	160	159	99.4%	55.4%
Black or African American	11	11	100.0%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	66.7%
Filipino	--	--	--	--
Hispanic or Latino	178	178	100.0%	46.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	105	96.3%	51.4%
Two or More Races	12	12	100.0%	25.0%
Socioeconomically Disadvantaged	138	135	97.8%	40.7%
English Learners	19	19	100.0%	5.3%
Students with Disabilities	41	39	95.1%	10.3%
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.

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*Last updated: 1/18/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	319	315	98.8%	57.5%
Male	175	173	98.9%	46.2%
Female	144	142	98.6%	71.1%
Black or African American	17	16	94.1%	56.3%
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.5%	71.4%
Filipino	11	11	100.0%	90.9%
Hispanic or Latino	146	146	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	99.0%	59.8%
Two or More Races	17	17	100.0%	58.8%
Socioeconomically Disadvantaged	133	130	97.7%	44.6%
English Learners	15	15	100.0%	--
Students with Disabilities	24	23	95.8%	21.7%
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.

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*Last updated: 1/18/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	284	280	98.6%	43.6%
Male	147	144	98.0%	36.8%
Female	137	136	99.3%	50.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	147	144	98.0%	31.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	82	98.8%	54.9%
Two or More Races	22	22	100.0%	54.6%
Socioeconomically Disadvantaged	111	110	99.1%	26.4%
English Learners	11	11	100.0%	--
Students with Disabilities	34	33	97.1%	9.1%
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.

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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: 1/18/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	351	347	98.9%	44.1%
Male	191	188	98.4%	43.1%
Female	160	159	99.4%	45.3%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	72.2%
Filipino	--	--	--	--
Hispanic or Latino	178	178	100.0%	36.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	105	96.3%	49.5%
Two or More Races	12	12	100.0%	41.7%
Socioeconomically Disadvantaged	138	135	97.8%	30.4%
English Learners	19	19	100.0%	21.1%
Students with Disabilities	41	39	95.1%	10.3%
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.

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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: 1/18/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	319	314	98.4%	36.0%
Male	175	172	98.3%	32.0%
Female	144	142	98.6%	40.9%
Black or African American	17	16	94.1%	31.3%
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.5%	71.4%
Filipino	11	11	100.0%	54.6%
Hispanic or Latino	146	145	99.3%	24.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	99.0%	40.2%
Two or More Races	17	17	100.0%	52.9%
Socioeconomically Disadvantaged	133	130	97.7%	26.2%
English Learners	15	15	100.0%	13.3%
Students with Disabilities	24	23	95.8%	4.4%
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.

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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: 1/18/2017*

**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)	85.0%	79.0%	84.0%	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: 1/18/2017*

**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	318	312	98.1%	83.7%
Male	175	171	97.7%	81.3%
Female	143	141	98.6%	86.5%
Black or African American	17	15	88.2%	86.7%
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.5%	95.2%
Filipino	11	11	100.0%	81.8%
Hispanic or Latino	146	145	99.3%	77.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	96	99.0%	89.6%
Two or More Races	17	17	100.0%	88.2%
Socioeconomically Disadvantaged	133	129	97.0%	79.8%
English Learners	15	15	100.0%	53.3%
Students with Disabilities	24	23	95.8%	47.8%
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: 1/18/2017*

# 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
7	19.9%	29.5%	18.4%

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: 1/18/2017*



## 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 and community members are welcomed participants in all aspects of school life at Lone Hill. In addition to PTA, parents are involved through School Site Council, Parents of English Language Learners, Chorus and Band Boosters, District Advisory Councils, Renaissance Program, and the Parent Technology Support Committee.

School Site Council meets on the third Wednesday of each month and PTA meets on the first Monday of the month. Both meetings are open to all interested parents. Our parent Volunteer Program is ongoing and last year parents logged approximately 2000 hours of volunteer work in classrooms and around campus. Additionally, community-based programs such as the San Dimas Youth and Family Coalition, the San Dimas Chamber of Commerce, Rotary Club, and the San Dimas Coordinating Council provided support for site programs. Partnerships are continually being developed with local businesses, universities, and health care agencies to enhance the curricular program at Lone Hill. The American Association of University Women mentor students to promote lifelong career goals.

### State Priority: Pupil Engagement

*Last updated: 1/18/2017*

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

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

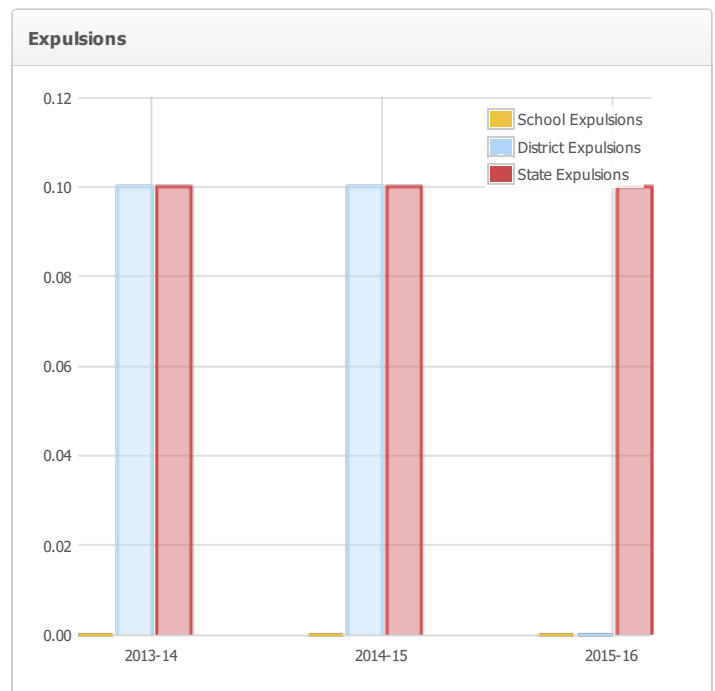
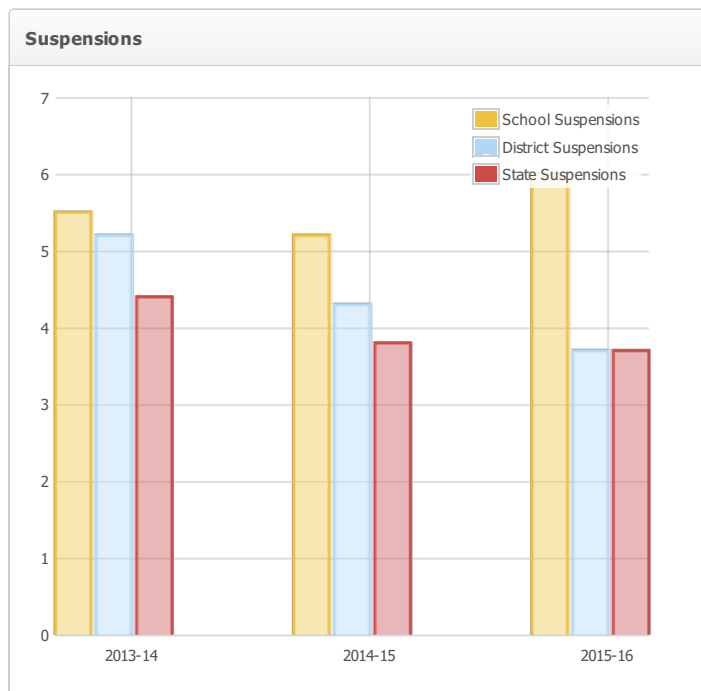
# State Priority: School Climate

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	5.5	5.2	6.0	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/18/2017

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

Student safety is our number one priority. For students to focus on the business of school they must feel that they are in a safe and secure environment. The school Safety Plan, required by the state, is developed to address social, emotional and academic development and ensure that all students have a positive educational environment. The School Safety Plan focuses on four encompassing goals:

- All students and staff are provided a safe, caring teaching and learning environment in an atmosphere that promotes respect for diversity and health concerns of students and staff.
- All students are safe and secure at school and when traveling to and from school.
- Students, staff, educational and community leaders interact in an environment that is respectful to all cultural, racial and religious backgrounds.
- District and community resources are made available to parents and students.

Imbedded in the Safe School's plan is the school crisis plan. This plan is developed in conjunction with local law enforcement and other community agencies for the purpose of ensuring that procedures are in place that address any possible emergency situation. These procedures are well communicated and regularly practiced. All staff members participate either as a member of a crisis team or with student support and supervision. All class rooms have phones, providing an additional safety element as well as an effective communication tool. We have campus supervisors who monitor the students throughout the day and are tasked with keeping a close eye on the campus ensuring student safety. In addition to the campus supervisors, there is a San Dimas Sheriff Deputy, who serves as our SRO (School Resource Officer), on campus before and after school as well as during lunch. The SRO's presence allows students to become familiar with law enforcement as she helps keep the campus secure and safe.

*Last updated: 1/18/2017*

## 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 (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	30.0	10	9	24	28.0	12	7	23	29.0	8	16	16
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/2/2017

**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	29.0	4	6	13	29.0	4	5	14	29.0	4	5	14
Mathematics	27.0	6	8	9	29.0	5	4	12	29.0	5	4	12
Science	31.0	2	3	14	31.0	2	4	14	31.0	2	4	14
Social Science	35.0	0	1	16	34.0	0	3	14	34.0	0	3	14

\* 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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	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	\$4549.4	\$113.9	\$4435.4	\$78718.7
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-34.3%	5.6%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-21.9%	10.1%

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

Last updated: 2/1/2017

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

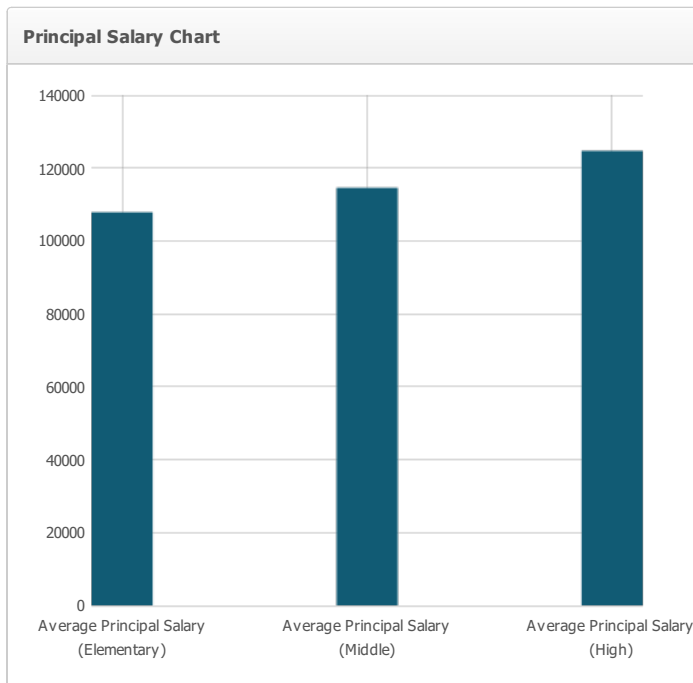
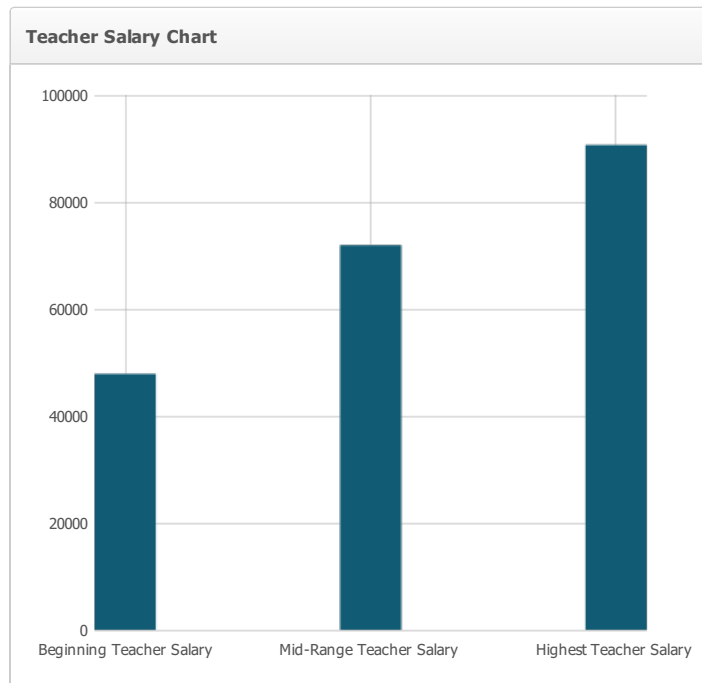
Lone Hill provides an ELL and GATE program for students who qualify. After-school tutoring is available in all subject areas through the homework for students who need additional support. Intervention classes in the areas of math and English are embedded within the school day for students to support the learning in those classes in which they are struggling. Teachers and seniors at San Dimas High School are there to provide additional assistance to any student who desires extra help. Our GATE program offers a wide variety of educational experiences through enrichment classes, before and after school educational field trips, Math and Science Olympiad Teams, Spelling Bee. Our Co-Teaching classes in English and Math are offered during the regular school day to supplement the transition of learning of English to students who require extra assistance in developing their understanding of the English language.

*Last updated: 1/18/2017*

## 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)	\$124,716	\$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*

## Professional Development

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Staff Development is determined by students' needs and designed to support the implementation of the school's plan by promoting curriculum improvement training programs. Literacy and its impact on student learning and achievement continue to be a focus. Compact days are scheduled each week to provide opportunities for departments and grade levels to focus on content standards, curriculum adoptions, instructional strategies, assessment (data analysis), review processes, school plan development, technology and needs of special students.

State legislation provides for teachers to attend and be compensated for three Staff Development Days, held on non-pupil days. These days are based around brain research and developing a working understanding on how the student brain learns. As we come to understand how the brain learns, we are adjusting how we deliver our content to our students to ensure they retain the information given to them at the highest level achievable. In addition to brain research, there has been a significant focus on technology for staff development. Teachers have received training in a variety of instructional strategies using technology, including Kahoot and other quiz programs; incorporating more videos and audio recordings in class; and utilizing Google Classroom to change the way instruction is delivered to students.

Teachers new to the Bonita Unified School District are provided approximately 30 hours of staff development through the Beginning Teacher Support and Assessment Program. Implementation of Professional Growth Plans by teachers who have earned Professional Clear Credentials provides an opportunity for 150 hours of professional growth during a five-year period.

*Last updated: 1/18/2017*