

# Bonsall High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Bonsall High School
<b>Street</b>	7350 West Lilac Road
<b>City, State, Zip</b>	Bonsall, CA 92003
<b>Phone Number</b>	760-305-5700
<b>Principal</b>	Lee Fleming
<b>E-mail Address</b>	lee.fleming@bonsallusd.com
<b>Web Site</b>	www.bonsallusd.com
<b>CDS Code</b>	37 76851 0129320

<b>District Contact Information</b>	
<b>District Name</b>	Bonsall Unified School District
<b>Phone Number</b>	760-631-5200
<b>Superintendent</b>	David Jones
<b>E-mail Address</b>	david.jones@bonsallusd.com
<b>Web Site</b>	www.bonsallusd.com

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

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Bonsall High School opened in 2014-15 with its first class of 9th grade students and added the first graduating class in the 2017-2018 school year. Bonsall High School is a member of the New Tech Network of Schools.

The mission of Bonsall High School is to "Develop all students to be distinguished candidates for college and career along their own personalized pathways." 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. This is 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. At Bonsall High School, students learn to balance individual accountability and content knowledge and thinking by collaborating with other students on projects that are presented to community audiences. 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. Bonsall High School is WASC accredited (Western Association of Schools and Colleges) and staff regularly engage in cycles of inquiry to ensure continual learning and improvement as a school community.

BHS students are assessed and graded on core learning outcomes that are in alignment with professional expectations and college and career readiness standards:

- 1) **Written Communication:** The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.
- 2) **Content Knowledge and Thinking:** The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- 3) **Oral Communication:** The ability to communicate knowledge and thinking through effective oral presentations.
- 4) **Collaboration:** The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.
- 5) **Agency:** The ability to develop and reflect on growth mindset and demonstrate ownership over one's learning.

Bonsall High School's learning management system provides an online platform that integrates a project-based learning curriculum with student work aligned to these learning outcomes. Students are graded and receive feedback on these various learning outcomes and build a portfolio demonstrating these skills over the course of their 4 years while at BHS.

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 enrollment courses on 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.

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

Grade Level	Number of Students
Grade 9	91
Grade 10	80
Grade 11	58
<b>Total Enrollment</b>	<b>229</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	4.4
Asian	1.7
Filipino	3.1
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	0
White	42.4
Two or More Races	1.3
Socioeconomically Disadvantaged	42.8
English Learners	11.4
Students with Disabilities	22.3
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	13	16	126
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** 12/2017

Bonsall High School provides a 1:1 ratio of Chromebooks to students which allows all students, including English Learners, Special Education 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.

BHS curriculum is driven by the BHS learning outcomes and all assessments are based upon professionally designed rubrics from Stanford Center for Assessment, Learning and Equity (SCALE) and the New Tech Network. All tools are aligned to the California State Standards for education and based on college and career readiness.

Social Studies and English Language Arts: All grade level Social Studies and English Language Arts courses are integrated. 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 professional standards in accordance with local business partners.

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 interconnectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum or foreniconline. Materials for courses are available upon request.

Mathematics: All math courses are integrated across mathematic disciplines including Algebra, Geometry, and Algebra II. 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. Materials for specific courses are available upon request.

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All grade level Social Studies and English Language Arts courses are integrated. 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 professional standards in accordance with local business partners.	No	0
<b>Mathematics</b>	All math courses are integrated across mathematic disciplines including Algebra, Geometry, and Algebra II. 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. Materials for specific courses are available upon request.	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	All science courses are connected to applicable and authentic contexts. Resources are selected based upon their alignment to Next Generation Science Standards and their interconnectedness across science disciplines. Teachers use high quality materials developed by specific content experts such as the HASPI Medical Biology Curriculum or forensiconline. Materials for courses are available upon request.		
<b>History-Social Science</b>	All grade level Social Studies and English Language Arts courses are integrated. 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 professional standards in accordance with local business partners.		
<b>Foreign Language</b>	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.		
<b>Visual and Performing Arts</b>	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.		

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sullivan Middle School was opened in 1994. Bonsall High School 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. The facility, innovative furniture, and all technology within the building have been purchased or built within the last 3 years and are in excellent repair. BUSD staff respond quickly to any repairs and keep the building in good condition. New methods are continually developed to use safe, environmentally friendly cleaning products and local community groups donate time and supplies to enhance landscaping. Older facilities shared on campus require maintenance and updates that BUSD staff continually address efficiently. Most athletic facilities on campus do not meet CIF standards due to dimensions or other factors and BUSD staff are making adjustments so BHS students can increasingly use the facilities for home athletic events. The multi-purpose room floor has recently been replaced with flooring that is in alignment with CIF athletics and staff is working to maintain the floor for the highest safety standards.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: September 2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: September 2016</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		69		62		48
Mathematics (grades 3-8 and 11)		42		57		37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	52	91.23	69.23
Male	30	28	93.33	57.14
Female	27	24	88.89	83.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	19	86.36	68.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	82.61
Socioeconomically Disadvantaged	18	15	83.33	60
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	50	87.72	42
Male	30	27	90	33.33
Female	27	23	85.19	52.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	18	81.82	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65	54.55
Socioeconomically Disadvantaged	18	14	77.78	28.57
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		66		76		56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## Career Technical Education Programs (School Year 2016-17)

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 courses on campus in which students are dual enrolled in high school and college. Students receive credit in these courses that are articulated to the Graphic Communications Department at Palomar College. Completion rates and student academic success in these courses are used to evaluate the effectiveness of the program and in the future as the school begins to graduate students, college retention and CTE program completion rates will be used to determine whether these introductory courses and learning outcomes sustain success long-term.

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	84.65
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.7	20.7	20.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are integral to the success of Bonsall High School including our parent organization, PING (Parent Involvement Networking and Guidance). Bonsall High School staff believes that schools are strongest when parents contribute meaningfully to decisions about academics, school activities, and school administrative decisions rather than serving only as a fundraising group. 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 or other community members interested in contributing to the school can contact BHS Office Manager at (760) 305-5700.

### State Priority: Pupil Engagement

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>							11.5	10.7	9.7
<b>Graduation Rate</b>							80.95	82.27	83.77

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>		5.19	1.61	1.79	1.26	1.58	3.79	3.65	3.65
<b>Expulsions</b>		0	0	0.13	0.03	0.09	0.09	0.09	0.09

**School Safety Plan (School Year 2017-18)**

Bonsall High School emphasizes a safe environment for all of our students both physically and emotionally. The relative newness of the high school facility and the small number of students contributes to safe conditions in which each student is known and supported accordingly. BHS has a comprehensive disaster plan; fire and disaster drills are conducted regularly and disaster plans are reviewed and discussed for continued improvement after each drill. Student expectations regarding the plan are shared by their classroom teacher and all staff members are involved with discussion regarding implementation of the plan. Campus supervision is provided before school, during lunch, and immediately following school dismissal. All visitors are required to sign in at the office and wear a visitor's pass while on campus.

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	0

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32		1	1	22	4	1	1	29	3		5
Mathematics	16	4			22	3	2	1	19	9	5	1
Science	32		1	1	22	4	2		23	4	4	2
Social Science	32		1	1	22	5	1	1	27	4		6

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	3	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,389	\$2,030	\$9,359	\$61,077
District	N/A	N/A	\$6,936	\$67,986
Percent Difference: School Site and District	N/A	N/A	34.9	-10.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	42.4	-12.3

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

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,839	\$44,144
Mid-Range Teacher Salary	\$67,796	\$69,119
Highest Teacher Salary	\$93,875	\$86,005
Average Principal Salary (Elementary)	\$94,894	\$106,785
Average Principal Salary (Middle)	\$99,784	\$111,569
Average Principal Salary (High)	\$122,034	\$121,395
Superintendent Salary	\$178,029	\$178,104
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	8%	6%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

The BHS staff work collaboratively to identify a focus area for student growth each year:

In the 2015-2016 school year, staff focused on student agency, specifically incorporating feedback for revision on writing and other final products for class projects. Staff received professional development during the summer at the New Tech Network Annual Conference and then received 7 days of on-site support from a New Tech Network Coach. Ongoing learning and professional development for teachers was primarily provided through Thursday meetings after school during student early release time with some individual coaching and support delivered through teacher preparation time. Teachers primarily looked at student work and academic grades as a source of data.

In the 2016-2017 school year, staff focused on 4 focus areas: Increasing 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. The methods for the professional development include virtual, on-site coaching, weekly professional learning experiences, workshops, and summer conferences. We work primarily with New Tech Network and the San Diego County Office of Education to connect with local resources available to our district. Teachers participated in conferences and weekly learning including looking at student work protocols and analysis of student performance data to track progress towards school goals. In addition to professional educational organizations, teachers receive professional development from local organizations and businesses to calibrate with professional standards to deepen understanding of the skills and content students will need in the work force.

In the 2017-2018 school year, BHS staff identified interpersonal skills as the focus area, using state standards for Oral Communication as the expectation. Teachers work together to help students increase their ability to listen carefully, restate what they have learned, and to revise their thinking based on new information. Data indicating a need for this focus area includes CAASPP scores in which BHS students are relatively strong in research/inquiry but need additional support in listening skills. Teachers receive support for the focus area through collaborative learning during professional development time on Thursday which was extended to an additional 30 minutes for the 2017-2018 school year. Teachers meet twice monthly for whole staff work and twice monthly in departments in which staff continue to focus on the schoolwide areas. Though in previous years, staff received support, in the 2017-2018 school year, the district provided 3 full days of professional development in the school calendar for areas dictated by the district office.