

J. Marion Roynon Elementary

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.

Matthew Wien, Principal

 Principal, J. Marion Roynon Elementary

About Our School

J. Marion Roynon is one of fourteen schools in the Bonita Unified School District and is located in the quaint historical area of the city of La Verne, California. As a California Distinguished School and Title I High Achieving School, we believe that our students, parents, and staff have unlimited capacity to achieve the goal of educating our students at the highest level.

Contact

J. Marion Roynon Elementary
2715 E St.
La Verne, CA 91750-1437

Phone: 909-971-8207
E-mail: wien@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Bonita Unified	School Name	J. Marion Roynon Elementary
Phone Number	(909) 971-8200	Street	2715 E St.
Superintendent	Christina Goennier	City, State, Zip	La Verne, Ca, 91750-1437
E-mail Address	goennier@bonita.k12.ca.us	Phone Number	909-971-8207
Web Site	www.bonita.k12.ca.us	Principal	Matthew Wien, Principal
		E-mail Address	wien@bonita.k12.ca.us
		Web Site	http://ro.bonita.k12.ca.us/
		County-District-School (CDS) Code	19643296011837

Last updated: 1/17/2017

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

School Description:

J. Marion Roynon is one of fourteen schools in the Bonita Unified School District and is located in the quaint historical area of the city of La Verne, California. Roynon is a School Wide Title 1 school that serves an enrollment of 743 during the 2013-14 school year making it the largest elementary school in the district. The school facility is actually two school sites located on adjacent properties. Two streets intersect the campuses with the K-2 students on the North and the 3-5 students on the South. The North campus shares a playground with Las Flores Park that includes a baseball diamond and soccer fields. Each campus has its own internet connected computer lab. The South campus also houses a library that is shared by both campuses. Day care is provided in a full-size classroom on the South campus from 6:30 a.m. until 6 p.m. The facility is utilized by the Boy Scouts of America and Little League as well as by other city sponsored programs and entities. Academic intervention and enrichment programs take place primarily during the instruction day, with some continuing after the regular school day in multiple classrooms on both campuses. Both campuses are well-landscaped and pleasant to the eye. There are multiple outdoor sitting areas reminiscent of a quiet back yard setting. Students, parents, and teachers are frequently seen reading, studying, and reflecting in these areas. The school was completely modernized over a two year period from 2007 – 2009.

Mission Statement:

Roynon Elementary School works collaboratively as part of a collegial school community to develop the whole child for academic and social success, both at the next level and throughout life, and to ensure that all children are provided the opportunity to reach their full potential. Students, parents, and staff are committed to a partnership which will provide a positive learning experience and a solid educational foundation for all students.

Roynon Belief Statements:

We Believe That:

1. Mutual respect and trust is a basic operating principal of the school.
2. As a team, students, parents, and staff have unlimited capacity to achieve the goal of educating students.
3. All students are important and should be recognized and valued as individuals.
4. All students are capable of learning and should be given the opportunity to reach their full potential for success.
5. Students need direction to achieve self-discipline and responsibility.
6. Our students are entitled to a positive and nurturing learning environment.

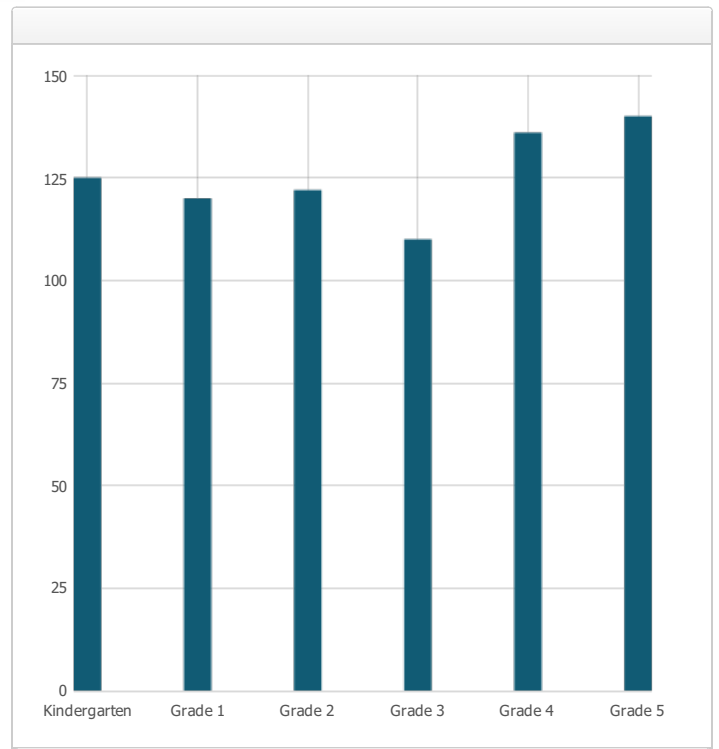
7. Parent participation is essential to student achievement.

A school environment should be safe, secure, clean and attractive.

Last updated: 1/17/2017

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	120
Grade 2	122
Grade 3	110
Grade 4	136
Grade 5	140
Total Enrollment	753



Last updated: 1/17/2017

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

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.3 %
Asian	2.8 %
Filipino	1.1 %
Hispanic or Latino	65.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	20.6 %
Two or More Races	3.2 %
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.4 %
English Learners	12.0 %
Students with Disabilities	8.2 %
Foster Youth	1.6 %

Last updated: 1/17/2017

A. Conditions of Learning

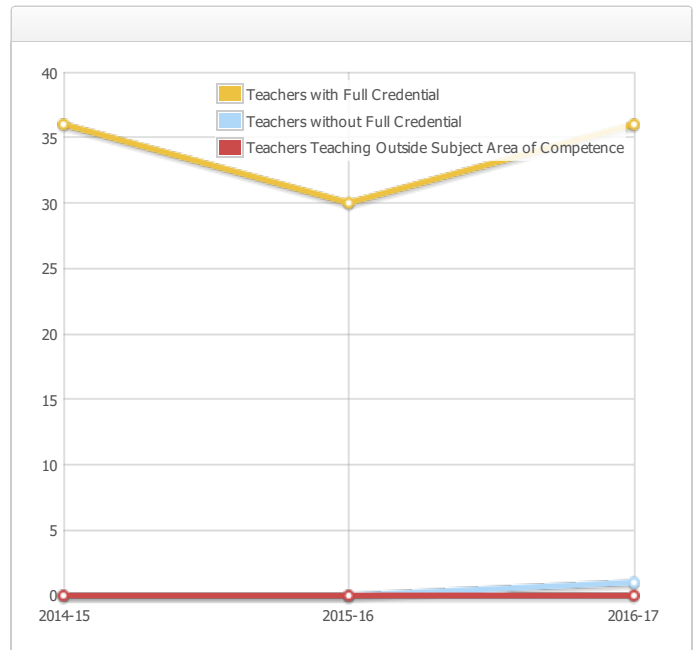
State Priority: Basic

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

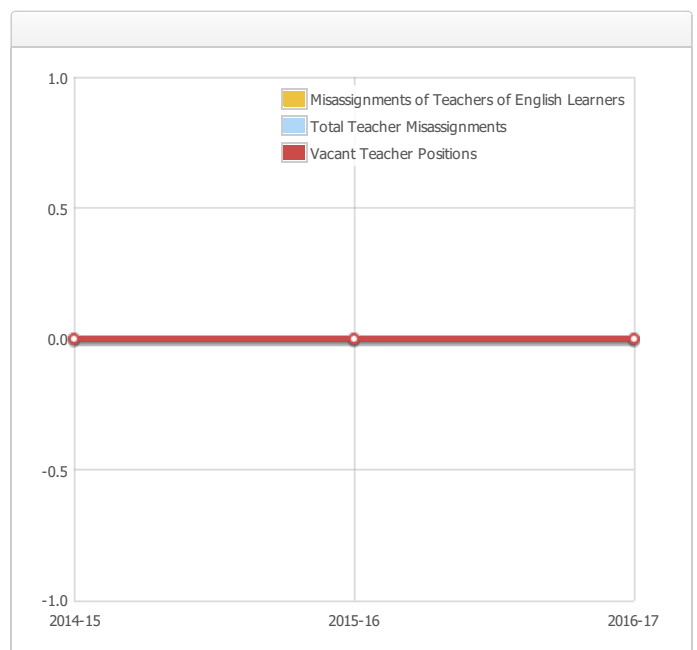
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	36	30	36	442
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	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.

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	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: 1/17/2017

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 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
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

Roynon Elementary School is beautifully landscaped and has freshly painted facilities to include a main office, 2 staff work rooms, 33 classrooms, a speech and language office, library, auditorium, day care, health office, multiple small group instructional rooms, and two computer labs. The custodial staff takes pride in maintaining the extensive campus.

Recent upgrades include bollards placed at the drive-thru, a new gate in the back to allow teachers easy enter/exit from campus, and a new computer lab (re-wired and reconfigured). Restrooms are in good condition and clean. Modernization was completed at the end of the 2008-2009 school year.

Roynon Elementary School is a facility that it is clean, safe, and functional.

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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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)	47.0%	61.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	39.0%	49.0%	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

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	113	97.4%	73.5%
Male	65	63	96.9%	65.1%
Female	51	50	98.0%	84.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	82	97.6%	70.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	86.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	76	97.4%	68.4%
English Learners	11	9	81.8%	44.4%
Students with Disabilities	14	14	100.0%	50.0%
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

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	134	99.3%	56.7%
Male	59	58	98.3%	58.6%
Female	76	76	100.0%	55.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	86	98.9%	58.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	65.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.7%	47.3%
English Learners	12	12	100.0%	16.7%
Students with Disabilities	--	--	--	--
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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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

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	145	98.0%	55.9%
Male	78	76	97.4%	42.1%
Female	70	69	98.6%	71.0%
Black or African American	15	15	100.0%	40.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	78	96.3%	48.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	67.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.0%	45.5%
English Learners	14	13	92.9%	15.4%
Students with Disabilities	16	15	93.8%	6.7%
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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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 Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	114	98.3%	77.0%
Male	65	64	98.5%	71.4%
Female	51	50	98.0%	84.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	82	97.6%	72.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	93.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	76	97.4%	74.7%
English Learners	11	10	90.9%	60.0%
Students with Disabilities	14	14	100.0%	57.1%
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

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	134	99.3%	42.5%
Male	59	58	98.3%	43.1%
Female	76	76	100.0%	42.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	86	98.9%	40.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	59.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.7%	33.8%
English Learners	12	12	100.0%	25.0%
Students with Disabilities	--	--	--	--
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

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	145	98.0%	31.9%
Male	78	76	97.4%	32.0%
Female	70	69	98.6%	31.9%
Black or African American	15	15	100.0%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	78	96.3%	23.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	39.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.0%	26.5%
English Learners	14	13	92.9%	7.7%
Students with Disabilities	16	15	93.8%	6.7%
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)	70.0%	66.0%	68.0%	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	148	145	98.0%	68.3%
Male	78	76	97.4%	67.1%
Female	70	69	98.6%	69.6%
Black or African American	15	15	100.0%	40.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	78	96.3%	61.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	82.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.0%	60.6%
English Learners	14	13	92.9%	15.4%
Students with Disabilities	16	15	93.8%	20.0%
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

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
5	23.2%	23.2%	16.9%

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)

Contact Person Name: Matthew Wien Contact Phone Number: 909-971-8207

Roynon School has an active group of parents and community members who participate in all aspects of the school operation. School sponsored activities are well attended. Volunteers actively participate in the classrooms, PTA, School Site Council and the Beautification Committee. The PTA coordinated our major fundraiser for the year. Roynon PTA raised \$75,000 to help our school increase student access to current technology. In the last three years, Roynon PTA has raised nearly \$150,000 to help with this cause. The PTA also sponsored Book Fairs to purchase books for the library and organized a Toy Drive to provide holiday baskets for those in need.

The Beautification Committee is made up of staff, parents, students and community members. Through recycling efforts, the Beautification Committee has raised enough money to create a beautiful reading area outside of the library. The committee along with our students also maintains butterfly gardens on the north campus and a classroom garden area on the south campus.

Volunteers are utilized within the classroom to assist in providing an exciting and effective program for children. Students from the University of La Verne assisted teachers with reading and math interventions in classrooms, as well as completed their student teaching requirements. Bonita High School students volunteered at all grade levels. Mentoring volunteers from the University of La Verne and the Hillcrest Senior Living Center worked one on one with students assisting in both academic and social areas.

We communicate with parents through PTA, School Site Council Meetings, Teleparent, and the Roynon web site.

The Principal has established an open-door policy with the community as well as with all staff members. Parents may volunteer as their schedules allow and they can most frequently be found assisting teachers in the classroom and with supervision at play times. It is not uncommon to find parents practicing campus beautification on their daily walks through the campus and the adjoining neighborhoods.

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

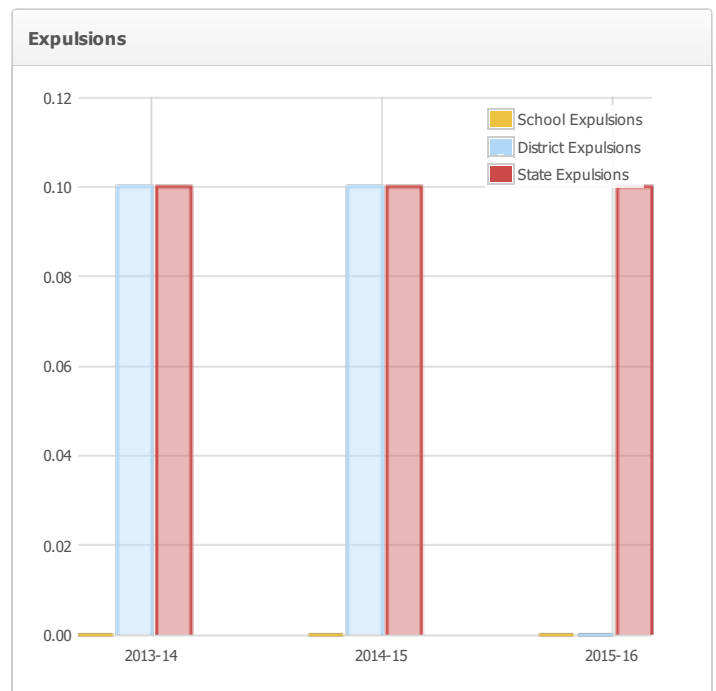
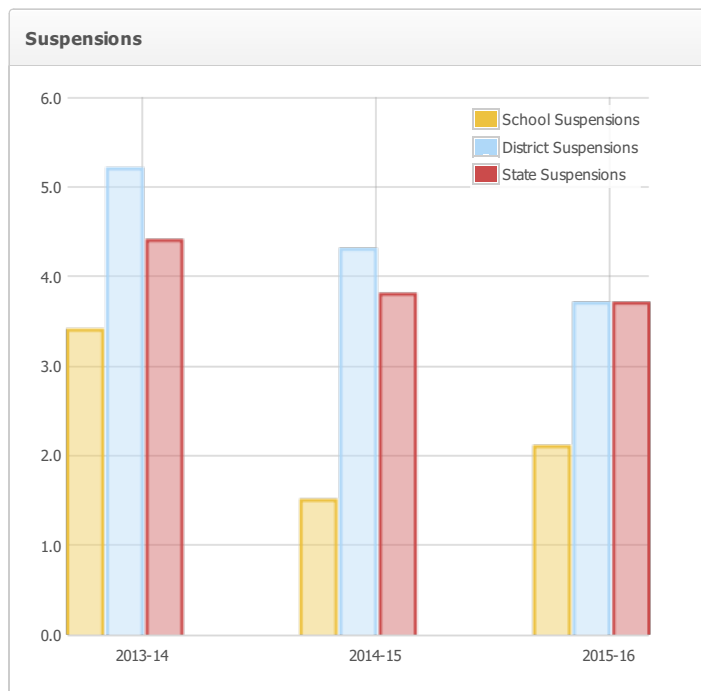
State Priority: School Climate

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	3.4	1.5	2.1	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: 1/17/2017

School Safety Plan (School Year 2016-17)

In California school officials are required to prepare written emergency/disaster plans and to review them annually. Every staff member must become thoroughly familiar with the contents of this plan so that they will be prepared to respond quickly during an emergency. Students must be instructed in the procedures outlined in this plan so that they will be prepared to react quickly to instructions given to them during emergencies. This plan contains the following:

1. Emergency procedures for staff and students to follow in the event of an emergency or disaster
2. Assignment of duties for personnel in the event of emergencies
3. Warning signals that will alert students and school personnel to each emergency situation
4. Specific actions to be taken in the event of an emergency
5. Emergency telephone numbers

Parent Notification

Information for parents is presented in the form of:

1. Student-Parent Handbook
2. Back-to-School Parent Information Night
3. Emergency Cards
4. School Website

Training

Students and staff continue to prepare for an emergency situation through:

1. Classroom discussions
2. Monthly disaster drills
3. District sponsored emergency preparedness drills
4. Training in first-aid

Hazard Assessment

The principal and assistant principal conduct periodic walk-through of all classrooms and school facilities to ensure that in the event of an emergency, damage to the school would be kept to a minimum. Teachers also assess their classroom for hazards. Some of the items to be checked include:

1. All heavy objects (such as clocks, pictures, etc.) are firmly attached to the walls.
2. All high bookshelves attached to walls
3. Safe storage of hazardous substances (such as duplicating fluid, paint solvents, etc.)
4. Clearance of hallways, exits, fire escapes, doorways, etc.
5. Utility connections
6. No heavy or sharp objects stored on high shelves
7. Anything deemed to be unsafe.

General Guidelines

The following general provisions apply during any emergency.

Release of Personnel

In the event of a major disaster district employees are expected to remain on duty and follow the procedures outlined in this plan and the directions of supervisors or emergency personnel until specifically relieved of duty by a supervisor. Personnel will be released as soon as possible to attend to the needs of their families commensurate with the need to supervise students. Personnel will be released before the end of the workday only at the direction of the

Superintendent/Site Administrator or Designee. Employees should anticipate that they will be asked to remain on duty past the end of the regular workday and plan accordingly.

Release of Students

Students will be released before the end of the school day only at the direction of the Superintendent/Site Administrator or Designee. Students will be released only at the request of those persons authorized to do so by the parent or guardian on the student's emergency release card. Students will be released according to Release of Students procedure page 8.

Safety of Students and Personnel

In the event of an emergency, students are to be under the direct control of the teacher in charge of their class. Teachers are responsible for keeping an accurate roll of the students in their charge at the time of the emergency. No student is to leave the charge of the teacher outside of the procedures stipulated in this plan. Students must be given clear and positive direction about the importance of following teacher directions. Except in the case of fire, gas leakage, earthquake, or specific directions given by emergency personnel (police or fire departments), students and staff should remain indoors during the entire actual emergency until directed to evacuate. All personnel must follow proper emergency procedures for their own personal safety. Students who are not in the classroom at the time of an emergency will report to the nearest open area away from buildings and then report to the designated assembly area.

Emergency Evacuation Procedure

Upon initiating the action leave building the following procedures should be followed:

1. Evacuate the classroom making sure the door is closed but not locked.
2. Take the Red Emergency Bag with you (see Red Emergency Bag Contents, Page 7).
3. Precede the students to check the area around the building for a safe exit route. If in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route of exit.
4. If a student is injured so severely that he/she cannot be moved safely, place the red cross on the outside of the door as you leave.
5. Proceed with the class to the Emergency Assembly Area. Students should be instructed to remain quiet and orderly.
6. Line students up in a straight line facing the main buildings. Students should be sitting and remain quiet until it is determined safe to move next to buddy classes.
7. Assign the first student in line to wear the orange vest with the number facing the Command Center.
8. Take attendance using the class list in the Red Emergency Bag.
9. Record all students who were injured/left behind or missing/unaccounted for along with their probable location on the Blue Card.
10. A member of the Command Center will come to collect your Blue Card.
11. Assess the physical and emotional condition of your students. Minor cuts and bruises should be taken care of by the teacher or adult in charge until the emergency has stabilized.
12. Physical injuries, that require immediate medical treatment, should be referred to the First Aid Area. Transport the student to the First Aid Area with his/her Pink Emergency Card.
13. The classroom teacher has primary responsibility for release of students.
14. Notify the Command Center when the number of students you are supervising falls below 10.

15. When it is determined safe to do so classes may move next to buddy classes to play quiet games, read, etc. There should be no running, loud play or unattended students at any time.

Once all students under your supervision have been removed for dismissal, or charged to the care of the First Aid Center, you will join an emergency service team. Recognizing that some teachers at Roynon have small children or elderly dependents, staff will be released to go home based on the priority list.

General Emergency Actions and Responses

Emergency Actions Defined

Stand-By: (Lock Down, Flood, Fallen Aircraft, Windstorm, etc.)

Students are to be brought into the classroom or held in the classroom pending the receipt of further instructions.

Leave Building: (All Evacuations)

Students are to be moved in an organized and controlled manner from inside of the school buildings to an outside area of safety using the designated escape route (unless unsafe). If, in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route to exit. Escape routes are shown on the Emergency Map see page 13. Once in the clear the students must be taken to the designated assembly area.

Drop, Cover and Hold: (Earthquakes, Explosions, etc.)

All students and staff must drop to the floor, get under tables or desks and face away from windows. Position must be with knees and elbows on the floor with one arm and one hand covering the back of the neck and head and the other hand and arm holding the table or furniture leg. The head should be as close as possible to the knees. If outside the building at the time of the emergency, move away from all buildings and overhanging structures before executing drop, cover and hold.

Take Cover: (Lock Down, Severe Wind Storms, Bomb Threats, etc.)

All students and staff are to take cover inside school buildings against interior walls. All doors, windows, drapery, and blinds are to be closed.

Go Home:

All classes will be dismissed and students sent home by the most expeditious means.

Directed Transportation:

Students and staff will be loaded into school buses, private cars, and other means of transportation and taken from the school campus to an area of safety.

Emergency Responses

Bomb Threat/Civil Unrest/ Campus Invasion/Gun Fire:

Bomb threats are usually received by phone. The following procedure must be followed by anyone receiving a call threatening a bomb placement or detonation:

1. Signal: if a bomb threat is received and it is determined by the police and fire departments that there is no need to evacuate the buildings, the principal will inform all personnel of the threat by delivering the lock down signal, "Staff Lock Your Doors". If it is determined that the buildings should be evacuated the fire alarm signal will be given.

2. Actions:

A. Make every attempt to keep the caller on the phone as long as possible. Ascertain, if possible, 1) the sex and approximate age of the caller, 2) the exact location of the bomb, and 3) the exact time of the threatened detonation

B. Communicate any information gained to the principal or designee. The person receiving the call, unless it is the principal, should tell no one other than the aforementioned personnel. The principal or principal's designee will take steps to inform all other personnel.

C. Follow the steps in the section "Explosion or Imminent Threat of Explosion"

Earthquake:

Earthquakes occur without warning and it is unlikely that in the event of a severe earthquake that the capability to give a signal will be maintained. The signal to implement earthquake emergency procedures will be the earthquake tremors themselves.

1. Actions:

A. Initiate action Duck, Cover and Hold.

B. Survey injuries and damage after the earthquake

C. Initiate action Leave Building when it appears safe to do so

D. Leave students that you are unable to move safely behind to be rescued by the Search and Rescue team (See Reporting Missing/Injured Students Card page 15 of the Emergency Evacuation Procedure)

E. Use the escape route indicated on the school evacuation map (unless unsafe). If, in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route of exit

F. Close the classroom door.

G. Assemble students in designated assembly area and follow the Emergency Evacuation Procedure page 7.

Explosion or Threat of Imminent Explosion:

1. Signal: If a bomb threat is received and it is determined by the police and fire departments that there is no need to evacuate the buildings, the principal will inform all personnel of the threat by delivering the lock down signal, "Staff Lock Your Doors". If it is determined that the buildings should be evacuated the fire alarm signal will be given. In the event of an explosion the explosion itself is the signal. Supplementary signals will be given by the fire alarm or P.A. system if possible.

A. At the signal the teacher or other person in charge must initiate the action leave building.

B. Use the escape route indicated on the school evacuation map (unless unsafe). Move cross wind, never directly with or against the wind. If, in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route of exit

2. Actual Explosion: If there is an actual explosion, no warning signal will be given.

A. The teacher or other person in charge must give the command and initiate the action drop, cover and hold. All students and staff must drop to the floor, get under tables or desks and face away from windows. Position must be with knees and elbows on the floor with one arm and one hand covering the back of the neck and head and the other hand and arm holding the table or furniture leg. The head should be as close as possible to the knees.

B. If outside the building at the time of the emergency, move away from all buildings and overhanging structures before executing drop, cover and hold.

C. As soon as possible the teacher or other person in charge must initiate the action leave building

D. Use the escape route indicated on the school evacuation map (unless unsafe). If, in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route of exit

E. Assemble the students in the designated area and follow the Emergency Evacuation Procedure page 6.

F. If an explosion occurs during break or lunch or immediately before or after school, students or staff members not in buildings should assume the drop, cover and hold position away from trees and buildings under cover (e.g. a picnic table) if possible. After the explosion the students must evacuate to the emergency evacuation area.

Fire:

1. Signal: A repeating bell or tone.

2. Actions:

A. If you are first to observe the fire, initiate action leave building. Report fires to school office or, if unable to contact the office, call 911

B. On the signal of the fire alarm initiate action leave building

C. Use the escape route indicated on the school evacuation map (unless unsafe) move cross- wind, never directly with or against the wind. If, in the judgment of the teacher or other person in charge, the planned escape route is unsafe, use any other available safe route of exit

D. Close the classroom door.

Assemble students in designated assembly area and follow the Emergency Evacuation Procedure page 6.

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	In PI	Not in PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
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: 1/17/2017

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	24.0	0	5	0	23.0	0	5	0	25.0	0	5	0
1	22.0	0	5	0	25.0	0	5	0	25.0	0	5	0
2	22.0	0	6	0	23.0	0	5	0	25.0	0	5	0
3	23.0	0	6	0	21.0	1	5	0	23.0	0	5	0
4	34.0	0	0	3	31.0	0	4	0	27.0	1	4	0
5	34.0	0	1	3	34.0	0	1	3	29.0	1	4	4
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
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: 2/1/2017

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	0.4	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)		N/A
Other	2.4	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	\$5179.8	\$400.6	\$4779.2	\$81204.9
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-29.2%	9.0%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-15.8%	13.6%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

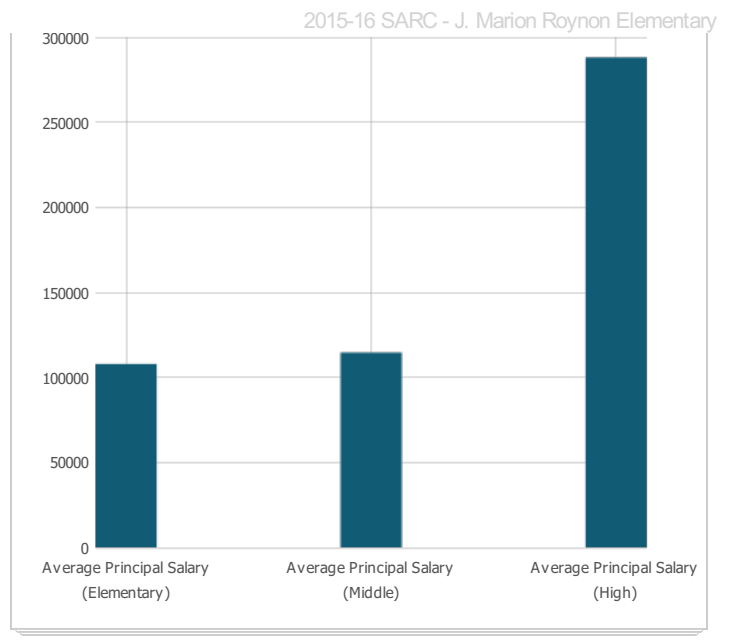
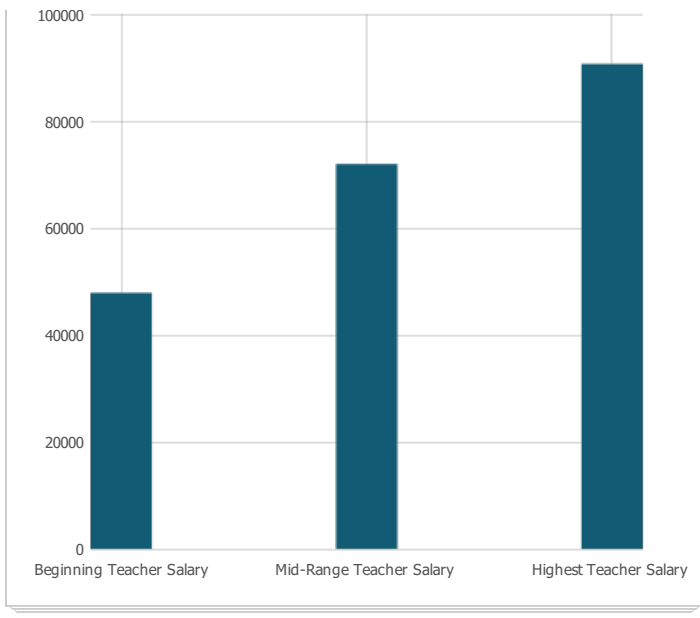
1. Hourly programs to include academic interventions during the instructional day and after school.
2. Block Schedule provides enrichment learning opportunities during the regular school day.
3. Elementary Counselor
4. Title 1 Instructional Aides in classrooms from kindergarten through 5th grade
5. English Language Learner Instructional Aide
6. Primary Language Assistant
7. Free and Reduced Breakfast and Lunch Program
8. After School Day Care
9. GATE Program
10. BTSA Program
11. Accelerated Math Program
12. Accelerated Reader Program
13. AR Club

*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)	\$288,084	\$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/csl/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/19/2017

Professional Development

Professional development currently available to staff includes but is not limited to:

- Data Analysis
- Classroom Management Strategies
- Illuminate Data System
- Intervention programs (SIPPS, Passport, Response to Intervention)
- Curricular programs (Accelerated Reader and Math, Go Math)
- District Curriculum Pacing Guides
- Common Core Standards
- Creating performance tasks for Common Core State Standards
- Direct Instruction Strategies
- Differentiated Instruction

Last updated: 1/17/2017