Executive Summary School Accountability Report Card, 2011–12

For J. Marion Roynon Elementary

Address:	2715 E Street, La Verne, CA 91750	Phone:	(909) 971-8207
Principal:	Sean Grycel, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This 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 in working as a team have unlimited capacity to achieve the goal of educating our students at the highest level.

Student Enrollment

Group	Enrollment
Number of students	761
Black or African American	4.1%
American Indian or Alaska Native	0.3%
Asian	1.2%
Filipino	0.5%
Hispanic or Latino	61.9%
Native Hawaiian or Pacific Islander	0.3%
White	25.2%
Two or More Races	3.7%
Socioeconomically Disadvantaged	56.9%
English Learners	12.1%
Students with Disabilities	8.3%

Teachers

Indicator	Teachers
Teachers with full credential	33
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	71%
Mathematics	76%
Science	76%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	872
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 15 of 17
2012–13 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Site was found to be in good condition

Repairs Needed

None at this time

Corrective Actions Taken or Planned

	None at this time

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$3,902
District	$5,365
State	$5,455

School Completion & Postsecondary Preparation
Not applicable at the elementary school level

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	J. Marion Roynon Elementary	**District Name**	Bonita Unified
Street	2715 E Street	**Phone Number**	(909) 971-8200
City, State, Zip	La Verne, CA 91750	**Web Site**	www.bonita.k12.ca.us
Phone Number	(909) 971-8207	**Superintendent**	Dr. Gary Rapkin
Principal	Sean Grycel, Principal	**E-mail Address**	Rapkin@bonita.k12.ca.us
E-mail Address	Grycel@bonita.k12.ca.us	**CDS Code**	19643296011837

School Description and Mission Statement (School Year 2011–12)

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 served a maximum enrollment of 763 during the 2011-12 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 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.

Opportunities for Parental Involvement (School Year 2011–12)

Contact Person Name: Sean Grycel   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 fundraisers for classroom field trips and the 5th grade Outdoor Education Program. The PTA 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. Both phases of the beautification project have been completed. The second phase included removing asphalt, installing new drainage, irrigation, sidewalks, grass, plants, trees, and outdoor tables with umbrellas in the interior corridors of the south campus. The committee along with our students 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 Only Me, 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 though 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.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	117	Grade 8	0
Grade 1	130	Ungraded Elementary	0
Grade 2	110	Grade 9	0
Grade 3	128	Grade 10	0
Grade 4	142	Grade 11	0
Grade 5	134	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	761

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	0.3%
Asian	1.2%
Filipino	0.5%
Hispanic or Latino	61.9%
Native Hawaiian or Pacific Islander	0.3%
White	25.2%
Two or More Races	3.7%
Socioeconomically Disadvantaged	56.9%
English Learners	12.1%
Students with Disabilities	8.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.6	0	5	0	27.2	0	5	0	23.8	0	5	0
1	22.2	0	5	0	21.2	1	4	0	27.0	0	5	0

2	23.4	0	5	0	23.4	0	5	0	27.0	0	4	0
3	23.2	0	5	0	27.6	0	5	0	24.8	0	5	0
4	33.3	0	0	4	31.7	0	3	1	35.7	0	0	4
5	33.3	0	0	3	33.0	0	0	4	33.0	0	0	4
2-3	24.0	0	1	0	0	0	0	0	0	0	0	0
Other	7.0	1	0	0	10.0	1	0	0	0	0	0	0

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

III. School Climate

School Safety Plan (School Year 2011–12)

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. Articles in the Roynon Newsletter
4. Emergency Cards
5. 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 of 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 9.

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.
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 quite 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 16. 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, **"The Key Club is Meeting on Campus"**. 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 18 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, "The Key Club is Meeting on Campus". 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 7.
   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 7.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	3.99%	3.89%	4.07%	12.49%	16.19%	20.90%
Expulsions	0.00%	0.00%	0.00%	0.47%	0.14%	0.17%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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 new concrete walkways between classrooms, new plantings, new sculpted benches made out of recycled concrete and concrete tables with umbrellas between classrooms on the newly constructed patios. Restrooms are in good condition and clean. Administrators at Roynon take daily "facilities walks" and note items for repair, trash pickup, and graffiti removal. The city of La Verne responds in a timely manner to sand blast sidewalk graffiti. There is sufficient exterior lighting at night. Modernization was completed at the end of the 2008-2009 school year.

Roynon Elementary School is a facility that is in good repair and maintained in a manner that assures that it is clean, safe, and functional.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			All carpets cleaned August 2012
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	33	34	33	414
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	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

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	96.55%	3.45%
All Schools in District	94.30%	5.70%
High-Poverty Schools in District	84.87%	15.13%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.60	761
Library Media Services Staff (paraprofessional)	0.75	
Psychologist	0.40	
Speech/Language/Hearing Specialist	1.00	
Nurse	0.154	
Health Clerk	0.875	
Intervention Teacher	1.00	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adopted 2003, Sufficient	No*	0%
Mathematics	Adopted 2009, Sufficient	Yes	0%
Science	Adopted 2008, Sufficient	Yes	0%
History-Social Science	Adopted 2007, Sufficient	Yes	0%

* BUSD did not adopt instructional material during the optional English/Language Arts adoption in 2010.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

		Restricted)		
School Site	$4,591	$689	$3,902	$78,745
District			$5,365	$70,812
Percent Difference – School Site and District			-27.27%	11.20%
State			$5,455	$66,336
Percent Difference – School Site and State			-28.47%	18.71%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

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

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,456	$40,656
Mid-Range Teacher Salary	$66,815	$64,181
Highest Teacher Salary	$84,213	$82,486
Average Principal Salary	$106,262	$102,165

(Elementary)		
Average Principal Salary (Middle)	$109,581	$108,480
Average Principal Salary (High)	$122,864	$117,845
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)** include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight and nine through eleven.
- **California Modified Assessment (CMA)** is an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and general science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)** includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)		
	School	District	State

	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	66%	66%	71%	66%	68%	70%	52%	54%	56%
Mathematics	75%	78%	76%	57%	61%	63%	48%	50%	51%
Science	74%	70%	76%	74%	76%	81%	54%	57%	60%
History-Social Science	0%	0%	0%	58%	60%	65%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	70%	63%	81%	65%
All Students at the School	71%	76%	76%	0%
Male	64%	72%	72%	0%
Female	77%	80%	78%	0%
Black or African American	77%	82%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	66%	73%	69%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	80%	91%	0%
Two or More Races	72%	77%	0%	0%
Socioeconomically Disadvantaged	64%	71%	68%	0%
English Learners	48%	71%	55%	0%
Students with Disabilities	41%	55%	0%	0%
Students Receiving Migrant Education Services	*	*	*	*

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.40%	12.10%	13.60%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	9	8	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	3	3	10
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*

Group			
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	7	5	9
Native Hawaiian or Pacific Islander	*	*	*
White	5	0	0
Two or More Races	*	*	*
Socioeconomically Disadvantaged	4	7	22
English Learners	*	*	*
Students with Disabilities	*	*	*

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	493	872	7,263	865	4,664,264	788
Black or African American	21	885	242	796	313,201	710
American Indian or Alaska Native	1		19	775	31,606	742
Asian	6		326	948	404,670	905
Filipino	2		137	927	124,824	869
Hispanic or Latino	290	848	3,273	835	2,425,230	740
Native Hawaiian or Pacific Islander	2		15	835	26,563	775
White	132	911	2,721	890	1,221,860	853
Two or More Races	20	909	314	903	88,428	849
Socioeconomically Disadvantaged	267	843	2,314	808	2,779,680	737
English Learners	52	794	379	768	1,530,297	716
Students with Disabilities	52	689	815	663	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not applicable at the elementary school level

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development currently available to staff includes but is not limited to:
- Data Analysis
- Classroom Management Strategies
- Illuminate Data System
- Intervention programs (Read Naturally, SIPPS, Rewards, Making Meaning, Passport, RtI)
- Curricular programs (Accelerated Reader and Math, Nancy Fetzer Writing Strategies, Step Up To Writing)
- District Curriculum Pacing Guides
- Direct Instruction Strategies
- Differentiated Instruction
  Kate Kinsella Academic Vocabulary/Writing Strategies

J. Marion Roynon Elementary	School Accountability Report Card, 2011-2012
Bonita Unified	*Provided by the Ed-Data Partnership*
	For more information visit www.ed-data.org