



Virginia Lee Rose Elementary School

2017-2018 School Accountability Report Card

Lisa Fernandez
Principal
lisafernandez@
maderausd.org

School Address:
1001 Lilly St.
Madera, CA 93638
(559) 662-2662

**Madera Unified
School District**

Todd Lile
Superintendent
toddlile@maderausd.org

District Address:
1902 Howard Road
Madera, CA 93637-
5123
(559) 675-4500
CDS: 20-65243-0135079

**www.madera.k12.
ca.us**

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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, the county, and the state. 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).

Principal's Message

It is an honor to welcome each one of you to the 2017/18 school year!!! Beginning a new school year is always exciting, but this year is extra special as we embark on initiating a new construction model for Madera Unified. The Rose Staff is committed to providing opportunities that enhance and innovate student learning in a secure and engaging environment. We highly value a collective effort inclusive of teachers, parents, and students, to ensure that all children are receiving an equitable education which addresses your child's individual needs.

I invite you to be an active participant in your child's learning by attending school activities, parent/teacher conferences, parent trainings, council meetings, and visitations. Our school website and newsletters help to keep everyone informed.

With your support, we truly believe that your child can attain the high expectations our staff holds for student learning and character development. The collective effort through school, home and community ensures a successful year for everyone. We highly encourage your participation and support as we establish Rose Elementary as a premiere school in Madera Unified.

Please take the time to read through our student handbook with your child. It contains useful information that will assist you and your child on their educational journey.

Mission Statement

MISSION

Rose Elementary is an innovative and safe educational community that empowers students to become lifelong learners

VISION

At Rose Elementary dedicated staff, parents and community work together ensuring all students receive a rigorous and effective learning experience creating responsible citizens who successfully impact the future

Goals

- All students will reach high levels of academic competency
- All students will be prepared for a college and career pathway
- All students will develop positive character traits
- All students will work collaboratively with stakeholders
- All students will work in a safe and positive environment

Commitments

We will provide high quality instruction to all students
 We will institute a professional learning community
 We will exhibit positive and healthy behaviors
 We will ensure all students receive appropriate & timely interventions
 We will monitor individual student progress
 Knight Pride - Character Traits
 Kind
 Noble
 Innovative
 Grateful
 Honest
 Tenacious
 Successful

School Profile (School Year 2018-19)

Virginia Lee Rose Elementary is one of 28 elementary/middle/comprehensive high schools in the Madera Unified School District. Rose is an inner-city school is located on 15 acres in Southeast Madera. The school has the capacity to house 850 students. For the inaugural school year, 2017-18, 750 grade students were enrolled at the school, with classes arranged on a traditional school year calendar. Rose Elementary has 33 classrooms, a music room, a media center, a tech lab, Rose Hall (cafeteria/kitchen), The High Table (staff lounge), and 3 conference rooms. Four of our intermediate classrooms have science lab areas equipped with gas and water.

Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education) we still work hard to provide opportunities for our advanced students. Our plans to provide enrichment for the 18/19 school year include the following areas: Robotics, Art in Spanish, and Mathletics.

Special Education Program: Rose is fully vested in the Center-Based Model of educating our Resource Specialist Program Sped students. Our RSP students are in the general education classroom for the majority of their day. They are provided support from an RSP special education staff member during a portion of their day. Based on student need, a student may also attend strategic, specialized instruction outside of the general education classroom as determined appropriate by the Individualized Education Plan Team (IEP). Rose has one RSP teacher and one full-time and two part-time special education paraprofessionals to support our students. Rose Elementary has a Special Day Class (SDC) for grades 4th-6th on site. There is a special education classroom teacher, a full time special education paraprofessional and a part-time paraprofessional.

English Learner Program: All of Rose's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

School Enrollment

This charts illustrate the enrollment trend by grade level and student group.

Enrollment Trend by Grade Level	
2017-18	
K	115
1st	107
2nd	112
3rd	95
4th	113
5th	99
6th	112
Total	753

Enrollment by Student Group

2017-18

	Percentage
Black or African American	1.6
American Indian or Alaska Native	0.7
Asian	0.3
Hispanic or Latino	95.5
White	1.7
Two or More Races	0.1
EL Students	60.7
Socioeconomically Disadvantaged	97.1
Students with Disabilities	8.4
Foster Youth	0.5

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School	District	16-17	17-18
Fully Credentialed	0	32	26	859
Without Full Credentials	0	3	4	74
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2018-19)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state

are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
K-1	English Language Arts	Benchmark Education Company	Benchmark Advance: Step Up to Literacy	2016	Yes	0.0%
2nd-6th	English Language Arts	McGraw-Hill	California Wonders	2016	Yes	0.0%
K-1	English Language Development	Benchmark Education Company	Benchmark Advance: Step Up to Literacy	2016	Yes	0.0%
2nd-6th	English Language Development	McGraw-Hill	California Wonders	2016	Yes	0.0%
1st-3rd	History/Social Science	Pearson	California History-Social Science: myWorld Interactive	2018	Yes	0.0%
6th	History/Social Science	Pearson	California History-Social Science: myWorld Interactive, Ancient Civilizations	2018	Yes	0.0%
4th-5th	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive! California Series	2018	Yes	0.0%
K	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive! California Series	2018	Yes	0.0%
6th	Mathematics	Big Ideas Learning	Big Ideas Math	2014	Yes	0.0%
K-1	Mathematics	Houghton Mifflin/Harcourt	California Math in Focus: Singapore Math	2014	Yes	0.0%
2nd-5th	Mathematics	McGraw-Hill	My Math	2014	Yes	0.0%
6th	Science	Holt, Rinehart, & Winston	Holt California Earth Science	2007	Yes	0.0%
K	Science	Houghton Mifflin	Houghton Mifflin California Science	2007	Yes	0.0%
1st-5th	Science	MacMillan/ McGraw Hill	Macmillan/McGraw-Hill California Science	2007	Yes	0.0%

School Facilities (School Year 2018-19)

Virginia Lee Rose Elementary construction was completed in 2017-18 and is comprised of 33 classrooms, 1 multipurpose room - Rose Hall, 1 Media Center, 1 staff lounge - The High Table, 1 Media Center Tech Lab, a music room and 2 playgrounds.

Cleaning Process - The principal works daily with the custodial staff of 3 (1 full-time and 2 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget - The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions				
Date of Last Inspection: 08/08/2018				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	418	414	99.04	26.81	416	99.76	27.4
Male	219	218	99.54	21.1	219	100.00	27.4
Female	199	196	98.49	33.16	197	99.49	27.41
Hispanic or Latino	396	392	98.99	25.77	394	99.75	26.4
Socioeconomically Disadvantaged	408	404	99.02	26.24	406	99.75	26.35
English Learners	305	302	99.02	24.17	304	100.00	25
Students with Disabilities	26	26	100.00	0	26	100.00	3.85

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.6%	23.7%	16.5%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2018-19)

Virginia Lee Rose Elementary greatly benefits from its supportive parents who participate in various activities provided at the school site. In conjunction with the Family Resource Center, Rose Elementary is able to provide a variety of opportunities for parent trainings and education.

Parent Nurturing, GED, Computer Training, Homework School Website & Parent Portal Access are just a few of the parent opportunities on site. In 2017-18, the parent volunteers established the Rose Elementary Parent-Teacher Organization. The school has a strong base of parent volunteers who work diligently to provide additional funding for student/parent activities throughout the school year. The PTO assists with fundraising to support field trips, classroom activities and materials, as well as school-wide student activities. Parents are also welcome to join our School Site Council (SSC) and the English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters.

The school also benefits from several community partnerships, including the Madera Garden Club, VFW, Granville Homes, Madera Workforce Development Center, Big Brothers & Sisters of Madera County, Boys Scouts of America, UCMerced and the Madera Ministerial Group.

Parental Communication is provided via ConnectEd phone calls and texts, Rose website, monthly bulletins, Class Dojo, and weekly newsletters & communiques with teachers. Rose Elementary offers the following activities: Back-to-School Night, Open House, Winter Program, Musical Concerts, and Parent-Teacher Conferences in an effort to improve parental involvement and student connectedness to school. Parents also have access to the internet in our Media Center and are encouraged to access their children's grades and communicate with teachers via Parent Portal and Class DOJO.

There is someone always available to assist parents on how to use our programs. Our teachers are in frequent contact with their students' parents and strive to be accessible during non-instructional hours. For more information on how to become involved at the school, please contact the Administrative Office at (559) 662-2662.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Virginia Lee Rose Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Virginia Lee Rose Elementary's positive discipline program is to provide a safe, positive learning environment for all. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook, MUSD District Handbook and Rose Behavior Matrix which are sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: After-school Program, Student Council, Tutoring, Spelling Bee, Carnival, Jog-a-thon, Netherton Relays, Parent Club, School Site Council, ELAC, Christmas Concert, Sing-a-longs, Rallies, and other various family-friendly events.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. The MULES Athletic program includes: soccer, cheer, volleyball, basketball, track, cross-country, and wrestling.

Rose Elementary School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements daily by receiving Rose Gold, Honorable Knight Round Table, Rose Knight Spirit, Student of the Month, Quarterly Achievement Awards Assemblies, and via daily announcement of student successes and growth.

The table displays the total number and percentage of suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions	
	Suspensions	Expulsions
	17-18	17-18
School	3.06	0.00
District	6.55	0.39
State	3.51	0.08

Safe School Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Virginia Lee Rose Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed and updated on February 13, 2018 by the School Safety Committee. All revisions are communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held 3 times per year.

Students are supervised before, during and after school by certificated staff, classified staff, and administration. Classified staff and administration supervise students during arrival, lunch and afterschool. There is a designated area for student drop off and pick up. All visitors are required to report to the Administration Office upon arrival and prior to entering the school grounds.

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.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution				
Average Class Size	Classrooms Containing:			
	1-20 Students	21-32 Students	33+ Students	
18	18	18	18	
By Grade Level				
K	19	4	2	-
1	21	2	3	-
2	28	-	4	-
3	24	-	4	-
4	27	-	4	-
5	31	-	2	1
6	30	1	-	3

Counseling & Support Staff (School Year 2017-18)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. Our RtI Process ensures identification of students who are at-risk both academically and behaviorally. Counseling support is provided on both an individual and group basis. The counselor-to-pupil ratio is 1:765. The chart displays a list of support services that are offered to students. Note: 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.

Staff Development

Staff members build teaching skills and concepts by participating in selected conferences and workshops throughout the year, then sharing their experiences and knowledge with their colleagues during Professional Learning Community Work time.

The School Site Council has approved all trainings and in-services supported by Title 1 funding. All trainings are aimed at supporting the goals outlined in the school site plan. District Academic Coaches assist with staff development for the 2018-19 school year. Topics for staff development include: Professional Learning Communities, CCSS in English Language Development (ELD), Thinking Maps, Path to Proficiency, 15-Day Plan (PLC), Kagan Instructional Strategies, Guided Reading Coaching Cycles, Guided Reading, Close Reading, Next Step Guided Reading, Running Records, Daily 5, Math Talks, Positive Behavioral Intervention Support (PBIS), Response to Intervention Process and Technology.

In addition, grade level teams meet full-day on a rotating basis for site level PLC work. Grade levels are also provided additional meeting time on a weekly basis to further their PLC work through a grade level generated agenda. During weekly meetings, teachers participate in site specific staff development focused on site specific initiatives.

- Rose Elementary has school site initiatives based on our 3 goal areas.
- 1) English Language Arts: Balanced Literacy
- 2) Mathematics: Concepts and Procedures
- 3) English Learner: Close Reading (Comprehension)

In addition, District funds three teachers on special assignments (TSAs) that support staff development and support at-risk students. In addition, Title 1 funding provides for TSA's in Response to Intervention: 1 Full-Time and 1 Part-Time staff support at-risk students and provide staff development.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Madera, which contain numerous computer workstations.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District receives state and federal funding for the following categorical funds and other support programs: Title I, II, III

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Coach	1	1.0
Attendance Clerk	1	1.0
Band/Music Director	1	1.0
Counselor (K-6)	1	.60
Health Clerk	1	.6
Library Media Technician	1	.46
Nurse	1	.4
Paraprofessionals	10	7.0
PE Teacher	2	1.4
Psychologist	1	.4
Reading Intervention Specialist	2	2.0
RTI Teacher	2	1.46
Secretary	1	1.0
Speech Language Pathologist	1	.4