

# Virginia Lee Rose Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Virginia Lee Rose Elementary School
<b>Street</b>	1001 Lilly St.
<b>City, State, Zip</b>	Madera, CA 93638
<b>Phone Number</b>	(559) 662-2662
<b>Principal</b>	Jesús Navarro
<b>Email Address</b>	jesusnavarro@maderausd.org
<b>School Website</b>	<a href="https://www.madera.k12.ca.us/virginialeerose">https://www.madera.k12.ca.us/virginialeerose</a>
<b>County-District-School (CDS) Code</b>	20-65243-0135079

## 2022-23 District Contact Information

<b>District Name</b>	Madera Unified School District
<b>Phone Number</b>	559.675.4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	toddlile@maderausd.org
<b>District Website Address</b>	www.madera.k12.ca.us

## 2022-23 School Overview

### Principal's Message

It is an honor to welcome each one of you to Virginia Lee school. 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 that 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 training, council meetings, and visitations. Our school website and newsletters help to keep everyone informed.

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

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

### Mission Statement

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

## 2022-23 School Overview

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  
ARMOR Pride - Character Traits

Accountable  
Respectful  
Motivated  
Organized  
Ready

### School Profile (School Year 2022-23)

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. In 2022/2023, 744 - 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:** We offer an after-school Advanced Learner group to provide STEM and enrichment learning opportunities. We provide enrichment for the 2022/2023 school year, including the following areas: Robotics and Science.

**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 toward 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	94
Grade 2	110
Grade 3	104
Grade 4	96
Grade 5	109
Grade 6	101
<b>Total Enrollment</b>	<b>734</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	49.0
American Indian or Alaska Native	0.4
Asian	0.1
Black or African American	0.7
Filipino	0.0
Hispanic or Latino	96.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	1.5
English Learners	54.8
Foster Youth	0.7
Homeless	5.3
Migrant	7.4
Socioeconomically Disadvantaged	95.8
Students with Disabilities	5.7

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.90	93.02	821.90	85.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.91	25.70	2.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	4.04	44.60	4.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	1.57	12115.80	4.41
<b>Unknown</b>	0.00	0.00	58.40	6.05	18854.30	6.86
<b>Total Teaching Positions</b>	34.30	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
<b>Mathematics</b>	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
<b>Science</b>	Twig Science 2019	Yes	0.0%
<b>History-Social Science</b>	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
<b>Foreign Language</b>	Mc Dougal Avancemos 2013	Yes	0.0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			



## School Facility Conditions and Planned Improvements

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

Cleaning Process - The principal works daily with the custodial staff of 3 full-time staff 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 is 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 the highest priority is 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.

Year and month of the most recent FIT report

August 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	26	N/A	30	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	21	N/A	16	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	413	405	98.06	1.94	25.74
<b>Female</b>	197	195	98.98	1.02	29.38
<b>Male</b>	216	210	97.22	2.78	22.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	400	393	98.25	1.75	25.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	197	192	97.46	2.54	11.98
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	27	100.00	0.00	22.22
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	404	396	98.02	1.98	25.06
<b>Students Receiving Migrant Education Services</b>	38	37	97.37	2.63	18.92
<b>Students with Disabilities</b>	35	35	100.00	0.00	2.86

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	413	407	98.55	1.45	21.38
<b>Female</b>	197	195	98.98	1.02	20.00
<b>Male</b>	216	212	98.15	1.85	22.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	400	395	98.75	1.25	21.01
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	197	194	98.48	1.52	12.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	27	100.00	0.00	18.52
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	404	398	98.51	1.49	21.61
<b>Students Receiving Migrant Education Services</b>	38	38	100.00	0.00	18.42
<b>Students with Disabilities</b>	35	35	100.00	0.00	2.86

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	10.19	NT	15.25	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	110	108	98.18	1.82	10.19
<b>Female</b>	41	41	100	0	2.44
<b>Male</b>	69	67	97.1	2.9	14.93
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	108	106	98.15	1.85	9.43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	49	48	97.96	2.04	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	104	98.11	1.89	9.62
<b>Students Receiving Migrant Education Services</b>	11	11	100	0	9.09
<b>Students with Disabilities</b>	12	12	100	0	0

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94	94	96	96	95

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 and Parent Institute For Quality Education, Rose Elementary is able to provide a variety of opportunities for parent training and education.

Parent Nurturing, Parent Literacy Training, Computer Training, Homework School Website, Parent Portal Access and Parent Square are just a few parent opportunities on-site. In 2022-23, 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, materials, and school-wide student activities. Parents are 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, UC Merced, and the Madera Ministerial Group.

Parental Communication is provided via parent Square and phone calls, the Rose website, monthly bulletins, and weekly newsletters & communication 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 Parent Square.

Someone is always available to assist parents with using our programs. Our teachers frequently contact their student's 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	785	761	437	57.4
Female	399	388	208	53.6
Male	386	373	229	61.4
American Indian or Alaska Native	3	3	3	100.0
Asian	1	1	0	0.0
Black or African American	8	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	751	732	417	57.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	12	11	3	27.3
English Learners	434	425	236	55.5
Foster Youth	7	7	6	85.7
Homeless	57	51	30	58.8
Socioeconomically Disadvantaged	754	731	425	58.1
Students Receiving Migrant Education Services	73	73	24	32.9
Students with Disabilities	56	56	35	62.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.42	4.05	2.45
Expulsions	0.00	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.02	0.18	3.95	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.50	0.00
Male	1.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.46	0.00
Foster Youth	0.00	0.00
Homeless	1.75	0.00
Socioeconomically Disadvantaged	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.79	0.00

## 2022-23 School Safety Plan

The 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 October 14, 2022, 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 three 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 after school. 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.

### D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		5	
1	24		4	
2	22	1	4	
3	22		5	
4	27		4	
5	31		2	
6	29		4	
Other	7	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	12		
1	23		15	
2	26		11	
3	20	12	3	
4	24	2	12	
5	21	4		5
6	22	3	6	
Other	20	1		1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	2	
1	23		8	
2	22	2	8	
3	26		8	
4	20	2	8	
5	31	1		6
6	29	1	2	2
Other	26	1	1	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	734

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,834	4,317,192	5,726	835,977
District	N/A	N/A	1,109	\$81,282
Percent Difference - School Site and District	N/A	N/A	135.1	164.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-14.1	161.8

## 2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2020-2021 fiscal year.

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>.

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,924	\$54,370
<b>Mid-Range Teacher Salary</b>	\$77,970	\$82,681
<b>Highest Teacher Salary</b>	\$99,526	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$129,671	\$135,283
<b>Average Principal Salary (Middle)</b>	\$131,455	\$141,244
<b>Average Principal Salary (High)</b>	\$136,081	\$152,955
<b>Superintendent Salary</b>	\$225,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	29%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional 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 training and in-services supported by Title 1 funding. Trainings are aimed at supporting the goals outlined in the school site plan. District Academic Coaches assist with staff development for the 2022-23 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, Coaching Cycles in the following areas: Guided Reading, Close Reading, Running Records, Text Talk, Phonics, Phonemic Awareness, Error Handling, Number Talks, Common Core Mathematics Companion Resources, and the Science Od Reading. Additionally, training was provided in Daily 5, Next Step Guided Reading, Positive Behavioral Intervention Support (PBIS), Response to Intervention Process, NWEA, 15-Day Plan, 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. Site initiatives are derived based on intense data analysis and improvement science.

- 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, Title 1 funding provides for 1 F/T TSA's in Response to Intervention who provides support for at-risk students and staff development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	3	8