

Virginia Lee Rose Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

It is an honor to welcome each one of you to Virginia Lee Rose Elementary 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 receive an equitable education that addresses your child's individual needs.

I invite you to actively participate 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 ensures 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 valuable 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

2023-24 School Description and Mission Statement

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 2023-24)

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 2023/2024, 720 - 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 2023/2024 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	102
Grade 2	91
Grade 3	116
Grade 4	105
Grade 5	101
Grade 6	113
Total Enrollment	742

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	0.4%
Black or African American	0.8%
Hispanic or Latino	96.1%
Two or More Races	0.3%
White	1.3%
English Learners	55.5%
Foster Youth	0.1%
Homeless	4.3%
Migrant	10.1%
Socioeconomically Disadvantaged	97.6%
Students with Disabilities	6.1%

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.90	94.53	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.87	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.58	23.70	2.33	11953.10	4.28
Unknown	0.00	0.00	57.50	5.64	15831.90	5.67
Total Teaching Positions	34.90	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.30	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.90
Total Out-of-Field Teachers	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

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 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Administration: Outdoor pigeon nests, resulting fecal droppings. Men's restroom toilet does not flush completely. Ceiling tile stains in Principal's office.
Interior: Interior Surfaces	X			Building 400: Outdoor pigeon nests, resulting fecal droppings. Moisture marks on the ceiling of room 409.

School Facility Conditions and Planned Improvements

				407 has a cabine baseboard missing, light sensor is not working.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	28	30	31	47	46
Mathematics (grades 3-8 and 11)	21	22	16	18	33	34

2022-23 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
All Students	439	437	99.54	0.46	28.15
Female	218	218	100.00	0.00	29.36
Male	221	219	99.10	0.90	26.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	426	424	99.53	0.47	28.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	207	205	99.03	0.97	14.15
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30	8.70	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	426	424	99.53	0.47	27.36
Students Receiving Migrant Education Services	48	48	100.00	0.00	18.75
Students with Disabilities	35	35	100.00	0.00	2.86

2022-23 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
All Students	439	439	100.00	0.00	21.64
Female	218	218	100.00	0.00	19.27
Male	221	221	100.00	0.00	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	426	426	100.00	0.00	22.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	207	207	100.00	0.00	10.14
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	21.74
Military	--	--	--	--	--
Socioeconomically Disadvantaged	426	426	100.00	0.00	21.60
Students Receiving Migrant Education Services	48	48	100.00	0.00	20.83
Students with Disabilities	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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.19	11.11	15.25	14.88	29.47	30.29

2022-23 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
All Students	101	101	100.00	0.00	10.89
Female	45	45	100.00	0.00	6.67
Male	56	56	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	101	101	100.00	0.00	10.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	50	50	100.00	0.00	2.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	101	100.00	0.00	10.89
Students Receiving Migrant Education Services	17	17	100.00	0.00	11.76
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97%	97%	97%	97%	97%

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.

2023-24 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 2023-24, 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, 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 becoming involved at the school, don't hesitate to contact the Administrative Office at (559) 662-2662.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	782	773	161	20.8
Female	393	389	79	20.3
Male	389	384	82	21.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	6	6	3	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	751	742	151	20.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	12	12	2	16.7
English Learners	465	460	82	17.8
Foster Youth	4	4	0	0.0
Homeless	42	40	11	27.5
Socioeconomically Disadvantaged	763	755	157	20.8
Students Receiving Migrant Education Services	84	83	9	10.8
Students with Disabilities	57	57	15	26.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.02	1.41	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41	0
Female	0.76	0
Male	2.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.86	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.44	0
Students Receiving Migrant Education Services	1.19	0
Students with Disabilities	3.51	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Virginia Lee Rose Elementary. The school always complies 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, 2023, 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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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	742

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7648.59	1414.59	6234.00	73127
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	51.7	-10.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.6	-18.9

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8