

Rodeo Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Rodeo Hills Elementary School
Street	545 Garretson St.
City, State, Zip	Rodeo, CA 94572
Phone Number	510.799.4431
Principal	Krishna Feeney
E-mail Address	kfeeney@jsusd.org
Web Site	rhes.jsusd.org
CDS Code	07616976003701

District Contact Information	
District Name	John Swett Unified School District
Phone Number	510.245.4300
Superintendent	Charles Miller
E-mail Address	cmiller@jsusd.org
Web Site	www.jsusd.org

School Description and Mission Statement (School Year 2017-18)

Our mission to nurture better practices so that every child can achieve an outstanding academic learning experience and a healthier lifestyle has become our tradition.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	133
Grade 1	134
Grade 2	126
Grade 3	118
Grade 4	108
Grade 5	127
Total Enrollment	746

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	20.1
American Indian or Alaska Native	1.5
Asian	8.6
Filipino	9.1
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	0.1
White	14.6
Two or More Races	13.8
Socioeconomically Disadvantaged	76.9
English Learners	21.6
Students with Disabilities	9.8
Foster Youth	1.1

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	41	32	75
Without Full Credential	1	2	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan McGraw Hill, California Treasures; 2012	Yes	0
Mathematics	Pearson envision 2.0; 2016	Yes	0
Science	Houghlin Mifflin CA Science, 3rd grade Foss; 2008	Yes	0
History-Social Science	Houghlin Mifflin; 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			307: 4) One or more of the following conditions were noted in classrooms as identified in line item detail below: Carpet stains, entry mats, Unsecured Book cases Repaired per email from Charlie Aubert 10/16/17, overhead storage, Damaged blinds 9) Missing aerator. (District will repair by 11/30/17)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			305: 4) mats in disrepair - Unkept 7) Damaged light switch in girls Restroom - Inop lights Repaired per email from Charlie Aubert 10/16/17 8) Loose toilet seat(s) Repaired per email from Charlie Aubert 10/16/17 15) Damaged blinds noted in most classrooms and identified below in line item detail. Administration Bldg 100 (Exterior): 5) Bldg hygiene (Accumulated dust, cobwebs, debris. Paint in disrepair) noted at most exterior locations. Line

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				item below identifies locations. Repaired per email from Charlie Aubert 10/16/17
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			307: 4) One or more of the following conditions were noted in classrooms as identified in line item detail below: Carpet stains, entry mats, Unsecured Book cases Repaired per email from Charlie Aubert 10/16/17, overhead storage, Damaged blinds 9) Missing aerator. (District will repair by 11/30/17) Cafeteria Girls Restroom: 4) Floor tiles missing. Repaired per email from Charlie Aubert 10/16/17 8) Loose and damaged toilet seat. Repaired per email from Charlie Aubert 10/16/17 (x2) 9) Inop Faucet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: 13) Damaged ceiling tiles due to roof leak. (District will repair summer of 2018)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			305: 4) mats in disrepair - Unkept 7) Damaged light switch in girls Restroom - Inop lights Repaired per email from Charlie Aubert 10/16/17 8) Loose toilet seat(s) Repaired per email from Charlie Aubert 10/16/17 15) Damaged blinds noted in most classrooms and identified below in line item detail. Kindergarten Play Structure: 14) Damaged play surface (Will be replaced summer 2018)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/19/2017				
Overall Rating	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, 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	31	38	36	48	48
Mathematics (grades 3-8 and 11)	26	27	26	25	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	331	97.35	31.12
Male	177	172	97.18	28.49
Female	163	159	97.55	33.96
Black or African American	69	67	97.1	10.45
American Indian or Alaska Native	--	--	--	--
Asian	31	29	93.55	48.28
Filipino	32	32	100	40.63
Hispanic or Latino	108	106	98.15	23.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.74	42.22
Two or More Races	44	43	97.73	51.16
Socioeconomically Disadvantaged	254	249	98.03	22.49
English Learners	81	79	97.53	31.65
Students with Disabilities	47	43	91.49	4.65
Foster Youth	--	--	--	--

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

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	332	97.65	27.11
Male	177	173	97.74	28.9
Female	163	159	97.55	25.16
Black or African American	69	66	95.65	7.58
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100	51.61
Filipino	32	32	100	43.75
Hispanic or Latino	108	106	98.15	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.74	35.56
Two or More Races	44	43	97.73	30.23
Socioeconomically Disadvantaged	254	249	98.03	20.88
English Learners	81	80	98.77	30
Students with Disabilities	47	43	91.49	4.65
Foster Youth	--	--	--	--

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

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49	54	50	52	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	36	41.2	1.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Rodeo Hills Elementary has an active parent community. There are several major opportunities for parents to become involved in the program. These opportunities include:

- Volunteering in the classroom. Our teaching staff encourages parent volunteer help in the classroom. To become involved in the classroom, contact your child's teacher.
- Join the Rodeo Hills PTA. The PTA is active on several fronts, including fundraising, classroom assistance, family nights and in the library. Contact the Rodeo Hills main office, go to our website at www.rhes.jsusd.org, or join the Rodeo Hills Elementary PTA Facebook page for more information.
- Volunteer at several of the Rodeo Hills family nights. Nights include Multicultural Night, Science Night, Math Night and the Holiday Craft Faire. For more information, contact Tricia Isayi at Rodeo Hills or visit our website.
- For parents who are learning English, we hold ESL classes on Tuesdays and Thursdays each month. Contact the main office at Rodeo Hills Elementary for more information.

For more information on how to become involved, please contact Krishna Feeney at (510) 799-4431. For more information on how to become involved, please contact Krishna Feeney at (510) 799-4431.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.23	4.57	10.05	11.21	11.8	13.17	3.79	3.65	3.65
Expulsions	0	0	0	0.17	0.21	0.38	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Rodeo Hills Elementary School will create a school climate where students are safe to learn. Our school safety committee is concerned about issues related to school climate as well as the physical environment of the school. The safety committee monitors the existing safety plan, identifies areas of desired change and sets major goals. The plan is revised as needed and the plan calls for communication of the plan to the public.

The plan covers several areas:

1. School discipline. We continue to use several programs to address school climate and safety. The first program, Character Counts!, is an educational tool designed to improve the learning environment by implementing character-building education inside and outside of the classroom. The program is based on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The second program is called Second Step. This program provides teachers with curriculum that supports student social and emotional growth including conflict resolution tools and anti-bullying education. The goal is to improve behavior and to limit time away from the classroom. The last program is Mindful Life, a program that provides training to students on how to regulate emotions through a variety of Mindful activities.
2. Disaster preparation. The plan outlines school responses for major disasters including fire, toxic spill or release, dangerous persons on campus and earthquakes. The school practices responses to these disasters each month, and plans are clearly outlined for teachers and students. Plans are also posted in each classroom.
3. School rules. The plan outlines district and school policy in all facets of the school including the classroom, yard, cafeteria and bus. These rules are reviewed and updated yearly.

Other precautions taken to ensure the safety of students, teachers, and other staff members include a visitor sign-in requirement, first-aid training for staff, an on-call maintenance staff, and adult yard monitors.

The school safety plan was last reviewed, updated and discussed with the school faculty in 03/17.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2013-2014
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	6		23	1	6		22	1	5	
1	25		4		24		4		24		5	
2	23		4		22	1	4		25		5	
3	24		5		25		5		23		5	
4	31		4		30		4		25		4	
5	22	1	4		25	1	4		21	3	4	
Other	8	2			13	2	1		11	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9138	\$2386	\$6752	\$62,498
District	N/A	N/A	\$7541	\$62,498
Percent Difference: School Site and District	N/A	N/A	-10.5	0.0
State	N/A	N/A	\$6574	\$69,649
Percent Difference: School Site and State	N/A	N/A	2.7	-10.3

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

Types of Services Funded (Fiscal Year 2016-17)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I, including supplemental educational services (SES) tutoring and After School Program (ASP) certificated tutoring
- Skill building and additional assistance
- Gifted and Talented Education (GATE) clustering
- Community-Based English Tutoring Program (CBET)
- Teacher Induction Program (TIP)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,737	\$44,144
Mid-Range Teacher Salary	\$61,048	\$69,119
Highest Teacher Salary	\$80,595	\$86,005
Average Principal Salary (Elementary)	\$104,010	\$106,785
Average Principal Salary (Middle)	\$103,606	\$111,569
Average Principal Salary (High)	\$121,429	\$121,395
Superintendent Salary	\$170,630	\$178,104
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Each year there are three staff-development days that are planned and organized by the teachers and administrators. Teachers also attend conferences throughout the year to keep current of best practices. Some of the conferences and workshops teachers attended this year include the following:

- English learner conferences and workshops
- Teacher Induction Program (TIP) training
- ELA-Math-ELD content coaching and support
- Kindergarten Conference
- Common Core training
- Restorative Practices and Restorative Justice Training.