

Rodeo Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Rodeo Hills Elementary School |
| Street | 545 Garretson Ave. |
| City, State, Zip | Rodeo, CA 94572 |
| Phone Number | 510.799.4431 |
| Principal | Tricia Isayi |
| Email Address | tisayi@jsusd.org |
| Website | https://www.jsusd.org/Page/9 |
| County-District-School (CDS) Code | 07616976003701 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|---|
| District Name | John Swett Unified School District |
| Phone Number | 510.245.4300 |
| Superintendent | Charles Miller |
| Email Address | cmiller@jsusd.org |
| Website | https://www.jsusd.org/Domain/4 |

School Description and Mission Statement (School Year 2020-2021)

Rodeo Hills is a place where our entire community feels safe, empowered to learn, and differences are celebrated. Students are prepared to be strong, successful leaders of today and tomorrow.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 123 |
| Grade 1 | 100 |
| Grade 2 | 108 |
| Grade 3 | 91 |
| Grade 4 | 101 |
| Grade 5 | 103 |
| Total Enrollment | 626 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 15.3 |
| American Indian or Alaska Native | 0.6 |
| Asian | 10.7 |
| Filipino | 7.8 |
| Hispanic or Latino | 37.9 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 13.7 |
| Two or More Races | 12.9 |
| Socioeconomically Disadvantaged | 72.4 |
| English Learners | 23.8 |
| Students with Disabilities | 14.7 |
| Foster Youth | 1 |
| Homeless | 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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 30 | 28 | 29 | 75 |
| Without Full Credential | 4 | 2 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | MacMillan-McGraw Hill, California Treasures; 2012 ELD- MacMillan-McGraw Hill, Wonders California Content Readers; 2012 | Yes | 0 |
| Mathematics | Pearson Envision 2.0; 2015 | Yes | 0 |
| Science | Houghton Mifflin CA Science, 3rd grade Foss; 2008 | Yes | 0 |
| History-Social Science | Studies Weekly, Board adopted 6/24/2020 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

Rodeo Hills Elementary is a beautiful, clean and safe campus.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/25/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | Library Building Interior: |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | N/A | | N/A | | N/A |
| Mathematics (grades 3-8 and 11) | | N/A | | N/A | | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 20 | N/A | 20 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

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. If you would like to be 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 as well as 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.
- Parents can also join our School Site Council and ELAC to help discuss how specific site funds will be used.
- Volunteer at several of the Rodeo Hills family nights. Nights include: Science Night, Math Night and the Holiday Craft Fair. For more information, contact Tricia Isayi at Rodeo Hills or visit our website.
- Rodeo Hills parents can also participate in the monthly District Parent Advisory Committee meeting on the first Wednesday of every month.

For more information on how to become involved, please contact Tricia Isayi 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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.4 | 1.2 | 5.3 | 2.8 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.0 | 0.1 | |
| Expulsions | 0.0 | 0.0 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 stakeholders.

The plan covers several areas, including the following:

1. School discipline: We continue to use several programs to address school climate and safety. The first program is Leader in Me. This is a school improvement model that empowers students with the leadership and life-skills they need to thrive in the 21st century. Anyone can be a leader by intentionally leading one's own life and working well with and encouraging the greatness in others. Leader In Me is based on The 7 Habits of Highly Effective People by Stephen Covey; Be Proactive, Begin with the end in mind, Put First Things First, Think Win-Win, Seek First to Understand, then be Understood, Synergize and Sharpen the Saw. Students are taught weekly lessons on the seven habits and begin to live them out at school with leadership roles and setting academic goals. The second program is Second Step. Teachers use this curriculum to teach Skills for Learning, Empathy, Emotion Management, and Problem Solving. We also are working to include Positive Behavior Interventions and Supports in our school community to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

2. Disaster preparation: The plan outlines school responses for major disasters including fire, toxic spill or release, dangerous persons on/near 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 site council in March of 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 20 | 2 | 6 | | 22 | 1 | 5 | 5 | 21 | | 1 | |
| 1 | 24 | | 4 | | 24 | | 4 | | 24 | | 4 | |
| 2 | 22 | 1 | 3 | | 24 | | 4 | | 24 | 4 | | |
| 3 | 23 | | 5 | | 20 | 1 | 5 | | 25 | | 3 | |
| 4 | 28 | | 3 | | 27 | | 3 | | 28 | | 3 | |
| 5 | 21 | 2 | 4 | | 26 | 1 | 4 | | 29 | | 3 | |
| Other** | | | | | | | | | 17 | 2 | 2 | |

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.4 |
| Resource Specialist (non-teaching) | |
| Other | 4.5 |

*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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 7860 | 1768 | 6092 | 77652 |
| District | N/A | N/A | 8799 | \$69,861 |
| Percent Difference - School Site and District | N/A | N/A | -36.4 | 7.5 |
| State | N/A | N/A | \$7,750 | \$68,990 |
| Percent Difference - School Site and State | N/A | N/A | -20.8 | 18.1 |

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

Types of Services Funded (Fiscal Year 2019-2020)

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) and After School Program (ASP)
- Skill building and additional assistance
- Gifted and Talented Education (GATE) clustering
- Teacher Induction Program (TIP)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,742 | \$44,318 |
| Mid-Range Teacher Salary | \$68,549 | \$67,053 |
| Highest Teacher Salary | \$90,497 | \$90,163 |
| Average Principal Salary (Elementary) | \$105,932 | \$106,389 |
| Average Principal Salary (Middle) | \$116,334 | \$113,976 |
| Average Principal Salary (High) | \$129,855 | \$114,214 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Superintendent Salary | \$158,730 | \$141,066 |
| Percent of Budget for Teacher Salaries | 34.0 | 29.0 |
| Percent of Budget for Administrative Salaries | 7.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Each year there are three staff-development days that are planned and organized by teachers and administrators. In addition, teachers and administrators work together to plan professional development for the staff around needs identified by teachers and staff and given during monthly staff meetings, twice a month grade level meetings, and action team meetings. This year our staff is focusing on antiracism and culturally relevant teaching, increasing academic instruction for distance learning and Leader in Me, incorporating the 5 core paradigms. Teachers also attend conferences throughout the year to keep current on best practices. Some of the conferences and workshops teachers attended this year include the following:

- Orton Gillingham training
- Teacher Induction Program (TIP) training
- Nearpod
- Wonders Pilot Training
- ST Math
- Trauma Informed Practices
- Imagine Learning
- Distance Learning Instruction
- Leader in Me
- Equity and Unconscious Bias training

We use after school meetings and regular staff or grade level meetings, as well as individual webinars. Teachers are encouraged to work with their grade level colleagues during grade level meetings to improve practice. We also have the Teacher Induction Program and PAR program for additional support with a mentor.