

# Rodeo Hills Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | John Swett Unified School District  |
| <b>Phone Number</b>             | 510.245.4300  |
| <b>Superintendent</b>           | Charles Miller  |
| <b>Email Address</b>            | cmiller@jsusd.org   |
| <b>District Website Address</b> | <a href="https://www.jsusd.org/Domain/4">https://www.jsusd.org/Domain/4</a> |

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 87                 |
| Grade 1                 | 97                 |
| Grade 2                 | 92                 |
| Grade 3                 | 104                |
| Grade 4                 | 93                 |
| Grade 5                 | 96                 |
| <b>Total Enrollment</b> | <b>569</b>         |

## 2020-21 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 10.5                        |
| Black or African American           | 14.9                        |
| Filipino                            | 9                           |
| Hispanic or Latino                  | 37.4                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| Two or More Races                   | 12.5                        |
| White                               | 13.2                        |
| English Learners                    | 20.7                        |
| Foster Youth                        | 0.4                         |
| Homeless                            | 0.7                         |
| Socioeconomically Disadvantaged     | 68.4                        |
| Students with Disabilities          | 13.9                        |

### 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

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

## 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> | 24.5          | 96.1           | 55.4            | 82.9             | 228366.1     | 83.1          |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.0           | 0.0            | 0.0             | 0.0              | 4205.9       | 1.5           |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.0           | 3.9            | 6.9             | 10.3             | 11216.7      | 4.1           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.0           | 0.0            | 2.4             | 3.6              | 12115.8      | 4.4           |
| <b>Unknown</b>   | 0.0           | 0.0            | 2.1             | 3.2              | 18854.3      | 6.9           |
| <b>Total Teaching Positions</b>  | 25.5          | 100.0          | 66.8            | 100.0            | 274759.1     | 100.0         |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 |
|--|---------|
| <b>Permits and Waivers</b>                                   | 0.0     |
| <b>Misassignments</b>  | 1.0     |
| <b>Vacant Positions</b>                                      | 0.0     |
| <b>Total Teachers Without Credentials and Misassignments</b> | 1.0     |

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2020-21 |
|---|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.0     |
| <b>Local Assignment Options</b>                               | 0.0     |
| <b>Total Out-of-Field Teachers</b>                            | 0.0     |

## 2020-21 Class Assignments

| Indicator  | 2020-21 |
|--|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.0     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0     |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

9/2021

| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------|--|
| Reading/Language Arts  | Wonders, published by McGraw Hill; adopted 5/12/2021         | 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  |

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

8/27/2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                             |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           | ceiling tile stained  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           | Kitchen: Light bulb out<br>Library Building Interior: light bulbs out |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject  | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| 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>                                  | 287                     | NT                   | NT                    | NT                        | NT                             |
| <b>Female</b>  | 124                     | NT                   | NT                    | NT                        | NT                             |
| <b>Male</b>  | 163                     | NT                   | NT                    | NT                        | NT                             |
| <b>American Indian or Alaska Native</b>              | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Asian</b>   | 29                      | NT                   | NT                    | NT                        | NT                             |
| <b>Black or African American</b>                     | 42                      | NT                   | NT                    | NT                        | NT                             |
| <b>Filipino</b>                                      | 25                      | NT                   | NT                    | NT                        | NT                             |
| <b>Hispanic or Latino</b>                            | 115                     | NT                   | NT                    | NT                        | NT                             |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Two or More Races</b>                             | 52                      | NT                   | NT                    | NT                        | NT                             |
| <b>White</b>   | 21                      | NT                   | NT                    | NT                        | NT                             |
| <b>English Learners</b>                              | 66                      | NT                   | NT                    | NT                        | NT                             |
| <b>Foster Youth</b>                                  | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Homeless</b>                                      | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 208                     | NT                   | NT                    | NT                        | NT                             |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 53                      | NT                   | NT                    | NT                        | NT                             |



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 287                     | NT                   | NT                    | NT                        | NT                             |
| Female  | 124                     | NT                   | NT                    | NT                        | NT                             |
| Male  | 163                     | NT                   | NT                    | NT                        | NT                             |
| American Indian or Alaska Native              | --                      | NT                   | NT                    | NT                        | NT                             |
| Asian   | 29                      | NT                   | NT                    | NT                        | NT                             |
| Black or African American                     | 42                      | NT                   | NT                    | NT                        | NT                             |
| Filipino                                      | 25                      | NT                   | NT                    | NT                        | NT                             |
| Hispanic or Latino                            | 115                     | NT                   | NT                    | NT                        | NT                             |
| Native Hawaiian or Pacific Islander           | --                      | NT                   | NT                    | NT                        | NT                             |
| Two or More Races                             | 52                      | NT                   | NT                    | NT                        | NT                             |
| White   | 21                      | NT                   | NT                    | NT                        | NT                             |
| English Learners                              | 66                      | NT                   | NT                    | NT                        | NT                             |
| Foster Youth                                  | --                      | NT                   | NT                    | NT                        | NT                             |
| Homeless                                      | --                      | NT                   | NT                    | NT                        | NT                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 208                     | NT                   | NT                    | NT                        | NT                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 53                      | NT                   | NT                    | NT                        | NT                             |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| Map Growth Assessment Student Groups | Map Growth Assessment Total Enrollment | Map Growth Assessment Number Tested | Map Growth Assessment Percent Tested | Map Growth Assessment Percent Not Tested | Map Growth Assessment Percent At or Above Grade Level |
|--------------------------------------|--|-------------------------------------|--------------------------------------|--|---|
| All Students                         | 293                                    | 211                                 | 72%                                  | 28%                                      | 20%   |
| Female                               | 127                                    | 92                                  | 72%                                  | 28%                                      | 24%   |
| Male                                 | 166                                    | 119                                 | 72%                                  | 28%                                      | 18%   |
| American Indian or Alaska Native     | 2                                      | 2                                   | 100%                                 | 0  | 50%   |

|  |     |     |      |     |     |
|--|-----|-----|------|-----|-----|
| <b>Asian</b>                               | 28  | 28  | 100% | 0   | 21% |
| <b>Black or African American</b>           | 37  | 35  | 95%  | 5%  | 23% |
| <b>Filipino</b>                            | 28  | 28  | 100% | 0   | 36% |
| <b>Hispanic or Latino</b>                  | 113 | 87  | 77%  | 23% | 13% |
| <b>Native Hawaiian or Pacific Islander</b> | 1   | 1   | 100% | 0   | 0   |
| <b>White</b>                               | 25  | 25  | 100% | 0   | 16% |
| <b>English Learners</b>                    | 68  | 50  | 74%  | 26% |     |
| <b>Foster Youth</b>                        | 2   | 2   | 100% | 0   |     |
| <b>Homeless</b>                            | 6   | 6   | 100% | 0   |     |
| <b>Socioeconomically Disadvantaged</b>     | 207 | 143 | 69%  | 31% |     |
| <b>Students with Disabilities</b>          | 50  | 40  | 80%  | 20% |     |

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| <b>Map Growth Assessment Student Groups</b> | <b>Map Growth Assessment Total Enrollment</b> | <b>Map Growth Assessment Number Tested</b> | <b>Map Growth Assessment Percent Tested</b> | <b>Map Growth Assessment Percent Not Tested</b> | <b>Map Growth Assessment Percent At or Above Grade Level</b> |
|---|---|--|---|---|--|
| <b>All Students</b>                         | 293   | 220  | 75%   | 25%   | 20%  |
| <b>Female</b>                               | 127   | 97   | 76%   | 24%   | 16%  |
| <b>Male</b>                                 | 166   | 123  | 74%   | 26%   | 23%  |
| <b>American Indian or Alaska Native</b>     | 2   | 0  | 0   | 100%  | 0  |
| <b>Asian</b>                                | 30  | 30   | 100%  | 0   | 20%  |
| <b>Black or African American</b>            | 37  | 34   | 92%   | 8%  | 18%  |
| <b>Filipino</b>                             | 28  | 28   | 100%  | 0   | 39%  |
| <b>Hispanic or Latino</b>                   | 113   | 94   | 83%   | 17%   | 15%  |
| <b>Native Hawaiian or Pacific Islander</b>  | 1   | 0  | 0   | 100%  | 0  |
| <b>White</b>                                | 26  | 26   | 100%  | 0   | 23%  |
| <b>English Learners</b>                     | 68  | 52   | 76%   | 24%   |  |
| <b>Foster Youth</b>                         | 2   | 2  | 100%  | 0   |  |
| <b>Homeless</b>                             | 6   | 6  | 100%  | 0   |  |
| <b>Socioeconomically Disadvantaged</b>      | 203   | 151  | 74%   | 26%   |  |
| <b>Students with Disabilities</b>           | 50  | 42   | 84%   | 16%   |  |

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject   | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | N/A            | NT             | N/A              | NT               | N/A           | 28.72         |

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

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 93               | NT            | NT             | NT                 | NT                      |
| <b>Female</b>  | 47               | NT            | NT             |                    |                         |
| <b>Male</b>  | 46               | NT            | NT             |                    |                         |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | NT            | NT             | NT                 | NT                      |
| <b>Black or African American</b>                     | 15               | NT            | NT             | NT                 | NT                      |
| <b>Filipino</b>                                      | --               | NT            | NT             | NT                 | NT                      |
| <b>Hispanic or Latino</b>                            | 43               | NT            | NT             | NT                 | NT                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 12               | NT            | NT             | NT                 | NT                      |
| <b>White</b>   | --               | NT            | NT             | NT                 | NT                      |
| <b>English Learners</b>                              | 16               | NT            | NT             | NT                 | NT                      |
| <b>Foster Youth</b>                                  | --               | NT            | NT             | NT                 | NT                      |
| <b>Homeless</b>                                      | --               | NT            | NT             | NT                 | NT                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 72               | NT            | NT             | NT                 | NT                      |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 17               | NT            | NT             | NT                 | NT                      |

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5     | N/A  | N/A  | N/A   |
| Grade 7     | N/A  | N/A  | N/A   |
| Grade 9     | N/A  | N/A  | N/A   |

## 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.

#### 2021-22 Opportunities for Parental Involvement

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

These opportunities include:

- 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](http://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.

## 2020-21 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 582                   | 576                                     | 93                        | 16.1                     |
| Female  | 256                   | 255                                     | 38                        | 14.9                     |
| Male  | 326                   | 321                                     | 55                        | 17.1                     |
| American Indian or Alaska Native              | 4                     | 4                                       | 0                         | 0.0                      |
| Asian   | 61                    | 60                                      | 2                         | 3.3                      |
| Black or African American                     | 86                    | 86                                      | 30                        | 34.9                     |
| Filipino                                      | 54                    | 52                                      | 1                         | 1.9                      |
| Hispanic or Latino                            | 216                   | 215                                     | 28                        | 13.0                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 0                         | 0.0                      |
| Two or More Races                             | 75                    | 73                                      | 16                        | 21.9                     |
| White   | 75                    | 75                                      | 15                        | 20.0                     |
| English Learners                              | 129                   | 128                                     | 12                        | 9.4                      |
| Foster Youth                                  | 4                     | 4                                       | 2                         | 50.0                     |
| Homeless                                      | 12                    | 12                                      | 5                         | 41.7                     |
| Socioeconomically Disadvantaged               | 406                   | 403                                     | 80                        | 19.9                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 96                    | 94                                      | 19                        | 20.2                     |

### 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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.15           | 0.00           | 2.80             | 0.00             | 3.47          | 0.20          |
| Expulsions  | 0.00           | 0.00           | 0.07             | 0.00             | 0.08          | 0.00          |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.34           | 4.81             | 2.45          |
| Expulsions  | 0.00           | 0.00             | 0.05          |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.00             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.00             | 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                            | 0.00             | 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                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               |                  |                 |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    |                  |                 |

## 2021-22 School Safety Plan

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.

4. COVID Safety Protocols: New protocols have been set up to reduce the spread of COVID 19 including mask wearing, social distance, stable cohorts, symptom checking, and testing.

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 2021.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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           | 22                 | 1                                    | 5                                     |                                     |
| 1           | 24                 |                                      | 4                                     |                                     |
| 2           | 24                 |                                      | 4                                     |                                     |
| 3           | 20                 | 1                                    | 5                                     |                                     |
| 4           | 27                 |                                      | 3                                     |                                     |
| 5           | 26                 | 1                                    | 4                                     |                                     |
| 6           |                    |                                      |                                       |                                     |

## 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           | 21                 | 1                                    | 5                                     |                                     |
| 1           | 24                 |                                      | 4                                     |                                     |
| 2           | 24                 |                                      | 4                                     |                                     |
| 3           | 25                 |                                      | 3                                     |                                     |
| 4           | 28                 |                                      | 3                                     |                                     |
| 5           | 29                 |                                      | 3                                     |                                     |
| 6           |                    |                                      |                                       |                                     |
| Other       | 17                 | 2                                    | 2                                     |                                     |



## 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           | 21                 | 1                                    | 3                                     |                                     |
| 1           | 24                 |                                      | 4                                     |                                     |
| 2           | 23                 |                                      | 4                                     |                                     |
| 3           | 25                 |                                      | 4                                     |                                     |
| 4           | 31                 |                                      | 3                                     |                                     |
| 5           | 30                 |                                      | 3                                     |                                     |
| 6           |                    |                                      |                                       |                                     |
| Other       | 10                 | 2                                    |                                       |                                     |

## 2020-21 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 |       |

## 2020-21 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) | 0                                |
| Library Media Teacher (Librarian)                             | 0                                |
| Library Media Services Staff (Paraprofessional)               | 0                                |
| Psychologist  | 1                                |
| Social Worker   | 0                                |
| Speech/Language/Hearing Specialist                            | 0.9                              |
| Resource Specialist (non-teaching)                            | 0                                |
| Other   | 4.5                              |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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                                   | 7860                         | 1768                                | 6092                                  | 77652                  |
| District                                      | N/A                          | N/A                                 | 8799                                  | \$71,258               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -36.4                                 | 8.6                    |
| State   |                              |                                     | \$8,444                               | \$71,544               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -32.4                                 | 8.2                    |

## 2020-21 Types of Services Funded

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 Extended Learning Program (ELP)
- Skill building and additional assistance
- Gifted and Talented Education (GATE) clustering
- Teacher Induction Program (TIP)

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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                      | \$46,657        | \$45,813                                     |
| Mid-Range Teacher Salary                      | \$69,919        | \$70,720                                     |
| Highest Teacher Salary                        | \$92,307        | \$93,973                                     |
| Average Principal Salary (Elementary)         | \$113,452       | \$111,613                                    |
| Average Principal Salary (Middle)             | \$118,661       | \$119,477                                    |
| Average Principal Salary (High)               | \$120,137       | \$120,270                                    |
| Superintendent Salary                         | \$161,905       | \$150,704                                    |
| Percent of Budget for Teacher Salaries        | 33%             | 29%  |
| Percent of Budget for Administrative Salaries | 5%              | 6%   |

## Professional Development

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.

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

| Subject   | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

# John Swett Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | John Swett Unified School District  |
| <b>Phone Number</b>             | 510.245.4300  |
| <b>Superintendent</b>           | Charles Miller  |
| <b>Email Address</b>            | <a href="mailto:cmiller@jsusd.org">cmiller@jsusd.org</a>                    |
| <b>District Website Address</b> | <a href="https://www.jsusd.org/Domain/4">https://www.jsusd.org/Domain/4</a> |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 679                     | 1                    | 0.15                  | 99.85                     | --                             |
| Female  | 322                     | 0                    | 0.00                  | 100.00                    | --                             |
| Male  | 357                     | 1                    | 0.28                  | 99.72                     | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | 63                      | 0                    | 0.00                  | 100.00                    | --                             |
| Black or African American                     | 99                      | 0                    | 0.00                  | 100.00                    | --                             |
| Filipino                                      | 67                      | 0                    | 0.00                  | 100.00                    | --                             |
| Hispanic or Latino                            | 264                     | 1                    | 0.38                  | 99.62                     | --                             |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 88                      | 0                    | 0.00                  | 100.00                    | --                             |
| White   | 93                      | 0                    | 0.00                  | 100.00                    | --                             |
| English Learners                              | 117                     | 0                    | 0.00                  | 100.00                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 20                      | 0                    | 0.00                  | 100.00                    | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 435                     | 0                    | 0.00                  | 100.00                    | --                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 125                     | 1                    | 0.80                  | 99.20                     | --                             |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 679                     | 1                    | 0.15                  | 99.85                     | --                             |
| Female  | 322                     | 0                    | 0.00                  | 100.00                    | --                             |
| Male  | 357                     | 1                    | 0.28                  | 99.72                     | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | 63                      | 0                    | 0.00                  | 100.00                    | --                             |
| Black or African American                     | 99                      | 0                    | 0.00                  | 100.00                    | --                             |
| Filipino                                      | 67                      | 0                    | 0.00                  | 100.00                    | --                             |
| Hispanic or Latino                            | 264                     | 1                    | 0.38                  | 99.62                     | --                             |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 88                      | 0                    | 0.00                  | 100.00                    | --                             |
| White   | 93                      | 0                    | 0.00                  |                           | --                             |
| English Learners                              | 117                     | 0                    | 0.00                  | 100.00                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 20                      | 0                    | 0.00                  | 100.00                    | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 435                     | 0                    | 0.00                  | 100.00                    | --                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 125                     | 1                    | 0.80                  | 99.20                     | --                             |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.