

# Rosedell Elementary School

27853 Urbandale Ave. • Saugus, CA 91350-1914 • (661) 294-5335 • Grades K-6

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<http://rosedell.saugususd.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Saugus Union Elementary School District**

24930 Avenue Stanford  
Santa Clarita, CA 91355  
(661) 294-5300  
[www.saugususd.org](http://www.saugususd.org)

#### **District Governing Board**

Julie Olsen  
David Powell  
Laura Arrowsmith  
David Barlavi  
Christopher Trunkey

#### **District Administration**

Colleen Hawkins, Ed. D.  
**Superintendent**

Isa De Armas, Ed. D.  
**Assistant Superintendent  
Education Services**

Nick Heinlein  
**Assistant Superintendent  
Business**

Jennifer Stevenson, Ed. D.  
**Assistant Superintendent  
Human Resources**

### **School Description**

Rosedell School, nestled in the northeast part of the Santa Clarita Valley and thirty miles north of Los Angeles, is a school that works diligently to promote excellence and is proud of the honors it has been bestowed. Rosedell was selected as a California Distinguished School in 1987, 1995, 2000, 2002, and 2006. In the year 2000, Rosedell was selected as one of sixteen schools honored by the state of California for excellence in the arts. Most recently in 2016, Rosedell was recognized as a California Gold Ribbon School and an Exemplary Arts School. Each year Rosedell students receive numerous awards for submissions to essay, speech, art, and academic contests.

“Running Down the Road to Success...Together!” is the philosophy that is seen, heard, and felt at Rosedell School. Our vision resonates throughout the entire Rosedell community as we work together to provide all students with an engaging, rigorous learning environment. As an “Arts & Technology” focus school, our Rosedell students strive for success by developing their communication, collaboration, critical thinking, and creativity skills.

The mission of Rosedell School is to ensure that all students acquire the skills and knowledge needed to be competitive in a modern technological economy. Our students aim to become productive citizens in a democratic and culturally diverse society through the promotion of excellence in learning a rich, meaning-centered curriculum.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	108
Grade 2	110
Grade 3	88
Grade 4	111
Grade 5	92
Grade 6	133
<b>Total Enrollment</b>	<b>755</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	2.0
Hispanic or Latino	33.0
Native Hawaiian or Pacific Islander	0.4
White	57.0
Socioeconomically Disadvantaged	31.9
English Learners	7.2
Students with Disabilities	13.5
Foster Youth	0.3

## 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			
Rosedell Elementary School	16-17	17-18	18-19
With Full Credential	37	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	381
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosedell Elementary School	16-17	17-18	18-19
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 Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: 8/16/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill K-6  Certified 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill K-6  Certified 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6  Certified 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Harcourt 6  Certified 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire drills, quarterly earthquake drills and an annual disaster drill to ensure preparedness in the event of an emergency. As part of our disaster preparedness plan students bring a "comfort kit" which they would use in the event of a disaster.

The district-operated parent-supported Childcare program and Fun for Fours Program on campus provide reasonably priced, safe, supervised before and after school care.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	57.0	62.0	65.0	48.0	50.0
Math	44.0	49.0	51.0	53.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.2	18.9	58.9

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	423	415	98.11	56.87
<b>Male</b>	210	205	97.62	48.78
<b>Female</b>	213	210	98.59	64.76
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	11	10	90.91	80.00
<b>Hispanic or Latino</b>	166	164	98.80	48.78
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	213	208	97.65	62.50
<b>Two or More Races</b>	14	14	100.00	71.43
<b>Socioeconomically Disadvantaged</b>	127	125	98.43	41.60
<b>English Learners</b>	50	48	96.00	37.50
<b>Students with Disabilities</b>	64	59	92.19	27.12
<b>Foster Youth</b>	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	416	98.35	48.56
Male	210	204	97.14	46.57
Female	213	212	99.53	50.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	72.73
Hispanic or Latino	166	165	99.4	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	213	207	97.18	56.52
Two or More Races	14	14	100	64.29
Socioeconomically Disadvantaged	127	124	97.64	34.68
English Learners	50	50	100	34
Students with Disabilities	64	59	92.19	30.51
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### 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 2018-19)

As part of our School Site Plan, one of our main goals is to increase parent and student engagement. We know the success of each student is directly related to the partnership we share with our Rosedell parents and community. To optimize their educational success, it is important that teachers, parents and the administrators communicate regularly and effectively. Rosedell's Tuesday Telegram, school and PTA website, teacher newsletters/websites, Infinite Campus, parent conferences, Student Success Team meetings, phone calls and email are part of these efforts. The Parent/Student Handbook provides parents, guardians and students with important information about our school's programs and procedures. Please contact our office at 294-5335 if you have any questions or concerns.

As a member of our educational team, parents play an essential role in their child's success. Our school makes every effort to create and promote a strong relationship between the home and school. As our top priority, we want our school community to be safe, productive and rewarding for all. We encourage active parent involvement by joining our PTA, attending school events and activities, assisting in the decision-making process, and volunteering in the classroom. We look forward to another excellent school year partnering with parents in their child's education!

#### 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.

### School Safety Plan

Rosedell Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Rosedell's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Rosedell Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.3	0.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	22	1	1	1	6	5	5			
1	27	24	26				2	4	3			
2	28	25	24				4	4	5			
3	26	28	29				4	4	3			
4	29	25	23		1	1	4	3	4			
5	33	29	29				1	4	3	2		
6	31	24	32		1		4	4	4			
Other	9		10	2		1						

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

### Professional Development provided for Teachers

Professional growth opportunities are planned annually based on current need and input received from staff and district. Each year, the teachers' work calendar includes two professional development days. Workshops on professional effectiveness and classroom skills focus on California State Standards, direct instruction methodologies, research based instructional strategies, and technology implementation. Curriculum, instruction, and assessments are aligned with California State Standards. Further trainings have been offered to teachers in the area of English Language Development, Technology, GATE (Gifted and Talented Education), NGSS (Next Generation Science Standards), and the Arts (Kennedy Center.)

Committees comprised of teachers and administrators continually review the California State Standards and align them with our curriculum in mathematics, English Language Arts, history-social science and science. These standards-based documents are the foundation for what is taught and assessed in our district. In addition, District committees include Staff Development, Curriculum Council, Response to Intervention (RTI) and Writing.

As Rosedell Roadrunners, we exhibit a strong sense of school spirit and pride. In Partnership with students, parents, and community members, we are proud of our family oriented school aimed at educating students with the skills needed to succeed in the 21st Century.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$50,084
Mid-Range Teacher Salary	\$80,770	\$80,256
Highest Teacher Salary	\$95,203	\$100,154
Average Principal Salary (ES)	\$130,422	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

### 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).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,445	\$2,711	\$6,734	\$75,193
District	◆	◆	\$6,959	\$82,457
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-3.3	-9.2
Percent Difference: School Site/ State			-5.6	-7.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.