

# Rosedell 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>	Rosedell Elementary School
<b>Street</b>	27853 Urbandale Ave.
<b>City, State, Zip</b>	Saugus, CA 91350-1914
<b>Phone Number</b>	(661) 294-5335
<b>Principal</b>	Elizabeth Balena and Robin DesChamps
<b>Email Address</b>	ebalena@saugususd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19649986022693

## 2021-22 District Contact Information

<b>District Name</b>	Saugus Union School District
<b>Phone Number</b>	(661) 294-5300
<b>Superintendent</b>	Colleen Hawkins, Ed. D.
<b>Email Address</b>	chawkins@saugususd.org
<b>District Website Address</b>	www.saugususd.org

## 2021-22 School Overview

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.

At Rosedell, our mission is to build a learning community where all are committed to helping students on their journey to reach their academic and social potential in a nurturing, inclusive, diverse, and collaborative learning environment.

Our mission resonates throughout the entire Rosedell community as we work together to provide all students with an engaging, rigorous learning environment. As an Art focus school, our Rosedell students strive for success by developing their communication, collaboration, critical thinking, and creativity skills.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	60
Grade 2	56
Grade 3	71
Grade 4	66
Grade 5	78
Grade 6	71
Total Enrollment	486

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	2.1
Black or African American	2.5
Filipino	1.9
Hispanic or Latino	42.4
Two or More Races	5.1
White	44.7
English Learners	5.8
Foster Youth	0.4
Homeless	0.6
Socioeconomically Disadvantaged	23
Students with Disabilities	15.4

## 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>	18.0	87.1	353.8	94.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.6	1.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	2.4	6.9	1.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	2.0	0.5	12115.8	4.4
<b>Unknown</b>	2.1	10.4	6.2	1.7	18854.3	6.9
<b>Total Teaching Positions</b>	20.6	100.0	372.7	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>	0.5
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.5

## 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> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1
<b>No credential, permit or authorization to teach</b> (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

December, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill K-6 Certified 2018	Yes	0
<b>Mathematics</b>	McGraw-Hill K-6 Certified 2015	Yes	0
<b>Science</b>	STEMscopes Certified 2020	Yes	0
<b>History-Social Science</b>	Scott Foresman K-5, Harcourt 6 Certified 2007	Yes	0

## School Facility Conditions and Planned Improvements

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment in which learning can take place. Playground 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 fire drills, lockdown drills, and disaster drills on a regular basis to ensure preparedness in the event of an emergency. A disaster supply bin is maintained on our campus and the disaster plan is updated annually. Staff receives annual training in disaster preparedness, safety training and CPR/First Aid training.

Year and month of the most recent FIT report

9/28/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### 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> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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>	300	NT	NT	NT	NT
<b>Female</b>	142	NT	NT	NT	NT
<b>Male</b>	158	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	131	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>	140	NT	NT	NT	NT
<b>English Learners</b>	27	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	81	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	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	300	NT	NT	NT	NT
Female	142	NT	NT	NT	NT
Male	158	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	140	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	81	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	299	272	90.97%	9.03%	51.17%
Female	142	131	92.25%	7.75%	53.52%
Male	157	141	89.81%	10.19%	49.04%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--

<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	132	120	90.91%	9.09%	43.18%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	10	90.91%	9.09%	81.82%
<b>White</b>	138	124	89.86%	10.14%	56.52%
<b>English Learners</b>	25	22	88.00%	12.00%	16.00%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	25	83.33%	16.67%	36.67%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	48	5.77%	94.23%	30.77%

\*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>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	299	298	99.67%	0.33%	38.80%
<b>Female</b>	142	141	99.30%	0.70%	34.51%
<b>Male</b>	157	157	100.00%	0.00%	42.68%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	9	9	100.00%	0.00%	77.78%
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	132	131	99.24%	0.76%	34.85%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00%	0.00%	54.55%
<b>White</b>	138	138	100.00%	0.00%	40.58%
<b>English Learners</b>	25	25	100.00%	0.00%	16.00%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	29	96.67%	3.33%	40.00%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	52	5.77%	94.23%	23.08%

\*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> (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>	78	NT	NT	NT	NT
<b>Female</b>	32	NT	NT		
<b>Male</b>	46	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	31	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	40	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	27	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	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

As part of our School Site Plan, one of our 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. One way to optimize their educational success is to communicate effectively with all stakeholders. Through Parent Square our parents receive the weekly "Tuesday Telegram"; messages, pictures and newsletters from teachers and administration; and messaging from our Saugus Union School District officials. Rosedell's school and PTA website, Facebook pages, and other social media accounts are other form of communication used to keep the community informed. The Parent/Student Handbook provides parents, guardians and students with important information about our school's programs and procedures.

Another way to increase parent engagement is through our Partners in Learning nights. At these events parents learn and practice skills side by side with their child. This form of parent nights allows for quality parent/child time while gaining an understanding of the expectations of their child's grade level. Parent conferences, School Site Council, English Language Acquisition Committee, and Student Success Team meetings are also a part of our efforts to increase parent engagement.

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 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!

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	553	59	10.7
Female	271	267	26	9.7
Male	294	286	33	11.5
American Indian or Alaska Native	5	5	3	60.0
Asian	10	10	0	0.0
Black or African American	13	13	4	30.8
Filipino	10	10	0	0.0
Hispanic or Latino	241	239	29	12.1
Native Hawaiian or Pacific Islander	3	0	0	0.0
Two or More Races	26	26	1	3.8
White	255	248	22	8.9
English Learners	35	35	5	14.3
Foster Youth	2	2	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	149	145	26	17.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	94	10	10.6

### 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
<b>Suspensions</b>	0.54	0.00	0.36	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	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
<b>Suspensions</b>	0.27	0.11	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

Rosedell Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Bridgeport Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire and lockdown drills are conducted monthly and earthquake drills four times each year.

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 to our Raptor System, 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 and was approved by Site Council during the 2021 school year.

- 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.

## 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	21	2	4	
1	25		3	
2	25		4	
3	20	1	4	
4	28		3	
5	28		4	
6	30		3	
Other	13	1		

## 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	19	2	4	
1	19	2	3	
2	25	2	2	1
3	25	2	2	1
4	23	2	3	
5	19	3	2	
6	29	2	2	1

## 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	14	4	2	
1	15	3	1	
2	14	3	1	
3	18	2	2	
4	22	1	2	
5	20	2	2	
6	18	2	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	972

## 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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	0
Other	0.2

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

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10,328	\$2,841	\$7,487	\$76,899
District	N/A	N/A	\$7,416	\$81,374
Percent Difference - School Site and District	N/A	N/A	1.0	-5.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-12.0	-11.0

## 2020-21 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.

## 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
<b>Beginning Teacher Salary</b>	\$45,476	\$52,060
<b>Mid-Range Teacher Salary</b>	\$82,385	\$84,043
<b>Highest Teacher Salary</b>	\$96,997	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$132,982	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$205,000	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	34%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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 the California State Standards. In addition, our teachers are receiving professional development in Positive Behavior Interventions and Systems (PBIS), along with Fostering Resilient Learners training. At Rosedell, our students social and emotional needs and growth are just as important as their academic.

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Saugus Union 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>	Saugus Union School District
<b>Phone Number</b>	(661) 294-5300
<b>Superintendent</b>	Colleen Hawkins, Ed. D.
<b>Email Address</b>	chawkins@saugususd.org
<b>District Website Address</b>	www.saugususd.org

## 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>	5276	NT	NT	NT	NT
<b>Female</b>	2475	NT	NT	NT	NT
<b>Male</b>	2800	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	509	NT	NT	NT	NT
<b>Black or African American</b>	196	NT	NT	NT	NT
<b>Filipino</b>	329	NT	NT	NT	NT
<b>Hispanic or Latino</b>	1821	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	11	NT	NT	NT	NT
<b>Two or More Races</b>	240	NT	NT	NT	NT
<b>White</b>	2161	NT	NT	NT	NT
<b>English Learners</b>	481	NT	NT	NT	NT
<b>Foster Youth</b>	16	NT	NT	NT	NT
<b>Homeless</b>	94	NT	NT	NT	NT
<b>Military</b>	59	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	1252	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	861	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	5276	NT	NT	NT	NT
Female	2475	NT	NT	NT	NT
Male	2800	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	509	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	329	NT	NT	NT	NT
Hispanic or Latino	1821	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	240	NT	NT	NT	NT
White	2161	NT	NT		NT
English Learners	481	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	94	NT	NT	NT	NT
Military	59	NT	NT	NT	NT
Socioeconomically Disadvantaged	1252	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	861	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.

\*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.