

# Rosebank Elementary

## 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/fq/aa/lc/](http://www.cde.ca.gov/fq/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>	Rosebank Elementary
<b>Street</b>	80 Flower Street
<b>City, State, Zip</b>	Chula Vista, CA 91910
<b>Phone Number</b>	(619) 422-8329
<b>Principal</b>	Aaron Magnan
<b>Email Address</b>	aaron.magnan@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6037998

## 2021-22 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.org

## 2021-22 School Overview

### Description

Rosebank is a Kindergarten through grade 6 school that was built in 1952. It is located in the northwestern section of Chula Vista and is one of 49 schools in the Chula Vista Elementary School District, including charters. The Rosebank community appreciates its rich diversity, both culturally and economically. Its attendance boundaries contain a wide range of housing that includes several large apartment complexes.

The administration and staff work together with the community to coordinate the school's resources, materials, and support personnel. Our goal is to provide the best education possible for all students. Rosebank has a significant number of zone and inter-district transfers. Parent and community volunteers are an integral part of Rosebank's success. The countless hours that our parents, teachers, and staff donate help create an exemplary school. The quest for excellence is demonstrated by our outstanding teaching and support staff, supportive parents, community, and wonderful students.

### WE BELIEVE ALL STUDENTS CAN LEARN

During the 2019-2020 school year, we took time to create a common vision. This vision has carried our work through the 2020, 2021 and 2022 school years.

### The Vision:

At Rosebank Elementary, caring teachers work together to provide purposeful instruction to meet the needs and talents of each student academically, behaviorally, socially and emotionally by fostering:

- o Confidence
- o Creativity
- o Consistent expectations
- o 21st century skills

We nurture meaningful relationships with the Rosebank Family Community through open communication with students, parents and the community at large.

## 2021-22 School Overview

### \*Our Mission\*

The staff, students and parents of Rosebank believe that all students can learn and achieve, regardless of their past academic performance, family background, socio-economic status, race, and gender. We believe that our school's purpose is to:

- Educate all students to high levels of academic performance
- Emphasize the 4 C's: Collaboration, Communication, Creativity, & Critical Thinking
- Foster positive growth in social/emotional behaviors and attitude

We accept the responsibility to work together so that all students can attain their maximum educational potential.

### \*To Fulfill Our Mission\*

We will provide a comprehensive kindergarten through sixth grade program that models the importance of responsibility, respect, and emphasizes equal educational opportunities. To ensure successful learning, our program will include high expectations of knowledge, skills and attitudes. Our teachers regularly monitor student data to inform their instruction.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	76
Grade 2	74
Grade 3	94
Grade 4	59
Grade 5	77
Grade 6	89
Total Enrollment	536

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.7
Asian	0.2
Black or African American	1.5
Filipino	2.6
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.7
White	11
English Learners	24.1
Foster Youth	0.2
Homeless	1.1
Socioeconomically Disadvantaged	80.8
Students with Disabilities	14.9

### 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>	23.5	87.0	1227.0	88.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.1	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	3.7	31.4	2.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	14.0	1.0	12115.8	4.4
<b>Unknown</b>	2.5	9.3	106.0	7.7	18854.3	6.9
<b>Total Teaching Positions</b>	27.0	100.0	1383.7	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>	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> (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> (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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

December 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Universe K - 6th Adopted in 2017-2018.	Yes	0%
Mathematics	Houghton Mifflin Harcourt, Go Math Adopted in 2015-16.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Visual and Performing Arts	ORFF		N/A

## School Facility Conditions and Planned Improvements

Classroom space at Rosebank Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Rosebank's custodial staff performs basic cleaning operations daily. The school is tidy and clean.

Rosebank received a \$4M modernization update during the summer of 2014.

Year and month of the most recent FIT report

10/7/2020

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			CR 807 PreK: girls R/R stained cracked ceiling tile CR 501: covebase falling off of wall CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 902: gap between concrete and threshold, 9 stained ceiling tile CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111, holes on tackboard, ceilings warp, cracked, smells molding. Kinder Play Toy: cobwebs, chain ladder has cracks, step section needs replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			CR 805: cobwebs - exterior, A/C vent dirty, ceiling tile warp. Kinder Play Toy: cobwebs, chain ladder has cracks, step section needs replaced Play toy between 807 and 808: cobwebs, paint peeling, plug missing on climbing ladder Play Toy: paint peeling; cobwebs
<b>Electrical</b>	X			K1: IT cover plate under computer desk is missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Admin Women's Restroom: CR 804: CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly.

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			CR 801: stained ceiling tiles CR 807 PreK: girls R/R stained cracked ceiling tile CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 902: gap between concrete and threshold, 9 stained ceiling tile CR 903: 4 stained ceiling tile CR 904: 3 stained ceiling tile, torn tack panel by front door Health Office: stained ceiling tile
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			CR 901 YMCA: carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, ceilings warp, cracked, smells molding. CR 906: excessive gum outside classroom, ceiling tiles 2-scratched. Play toy between 807and 808: cobwebs, paint peeling, plug missing on climbing ladder Play Toy: paint peeling; cobwebs

## 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>	324	NT	NT	NT	NT
<b>Female</b>	174	NT	NT	NT	NT
<b>Male</b>	150	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>	261	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	34	NT	NT	NT	NT
<b>English Learners</b>	75	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	269	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	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	324	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	150	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	261	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	319	301	94	6	42
Female	170	164	96	4	51
Male	149	137	92	8	33
American Indian or Alaska Native	1	1	100	0	100
Asian	7	7	100	0	57

<b>Black or African American</b>	7	7	100	0	57
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	257	245	95	5	41
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	100
<b>Two or More Races</b>	13	12	92	8	54
<b>White</b>	33	28	85	15	39
<b>English Learners</b>	80	78	98	3	18
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	5	5	100	0	20
<b>Military</b>	10	10	100	0	80
<b>Socioeconomically Disadvantaged</b>	263	248	94	6	38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	48	94	6	8

\*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>	319	291	91	9	14
<b>Female</b>	170	157	92	8	16
<b>Male</b>	149	134	90	10	12
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	7	6	86	14	29
<b>Black or African American</b>	7	6	86	14	14
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	257	238	93	7	13
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	100
<b>Two or More Races</b>	13	12	92	8	23
<b>White</b>	33	27	82	18	15
<b>English Learners</b>	80	76	95	5	4
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	5	5	100	0	0
<b>Military</b>	10	10	100	0	40
<b>Socioeconomically Disadvantaged</b>	263	237	90	10	11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	51	46	90	10	0
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\*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	--	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>	41	NT	NT	NT	NT
<b>Male</b>	37	NT	NT	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>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	63	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>	--	NT	NT	NT	NT
<b>English Learners</b>	13	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	65	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	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

Contact Person: Aaron Magnan  
Contact Person Phone Number: (619) 422-8329

Although participation has been limited because of pandemic regulations, our parents are eager to begin volunteering again. We especially welcome parents in the planning and conducting of community events as well as impacting our early literacy outcomes by volunteering in lower-grade classrooms.

Parents are highly encouraged to be active members of our Parent Teacher Association (PTA). This proactive group provides numerous activities, experiences, materials, and equipment that benefit the welfare of our children. During the 2019-2020 school year, we had a record number of parents attending PTA meetings, and our PTA conducted our most highly attended community festivals in the history of the school. The pandemic all but decimated our PTA, but it has since been revised this year with the support of some well-intentioned parents.

Another parent group is our English Learner Advisory Committee, or ELAC. Because of the steady number of incoming English learners at Rosebank, we want to ensure that the academic and social needs of this target group are being met. Every effort is being made to increase the parent participation in this group, which has the potential to add great value to our school and community.

Two Rosebank parents are members of our School Site Council. They play an integral role in assuring our educational program is driven by student needs. At each monthly meeting we review and revise our School Plan for Student Achievement and advise on our budget expenditures.

If you want to become involved in any of our school activities, please call 422-8329. Spanish translation is available.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	573	555	75	13.5
Female	301	290	38	13.1
Male	272	265	37	14.0
American Indian or Alaska Native	4	4	0	0.0
Asian	1	1	0	0.0
Black or African American	8	8	1	12.5
Filipino	14	14	1	7.1
Hispanic or Latino	457	444	60	13.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	20	6	30.0
White	66	63	7	11.1
English Learners	148	143	24	16.8
Foster Youth	1	1	0	0.0
Homeless	8	6	0	0.0
Socioeconomically Disadvantaged	460	445	73	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	98	15	15.3

### 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>	1.38	0.00	0.79	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>	0.96	0.56	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>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse awareness, child abuse awareness, anti-bullying initiatives, character development initiatives (Core Values), and a school Safety Patrol program. We have a safety committee made up of 2 teachers, a custodian, a parent and the principal. Our goal is to have all of our disaster supplies stocked and organized as well as training our staff to know their roles in case of a disaster.

Throughout the pandemic we developed thorough systems to continue the fluidity of services to students, parents and the community all while protecting our school from potential contagion.

We are implementing Tiers I and II of MTSS PBIS for behavior support as well as an SEL approach to teacher well-being and student behavior support. For this, we have assigned a counselor to working with Tier II students; our counselor was instrumental in mitigating post-pandemic behaviors; she has now systematized Tiers II and III and revitalized our Tier I.

Rosebank's Comprehensive School Safety Plan is located in the Rosebank office. The 2021-22 version of this document was approved at the December 2021 School Site Council meeting.

## 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	17	5		
1	24		4	
2	25		1	
3	24		4	
4	21	1	2	
5	30		3	
6	24	1	3	
Other	27		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	13	3	4	
1	16	3	2	
2	16	3	3	
3	17	1	3	
4	27		3	
5	21	2	2	
6	19	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	17	2	2	
1	19	1	3	
2	19	1	3	
3	19	1	4	
4	15	2	2	
5	26	1	2	
6	22	1	3	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0.6
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 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
<b>School Site</b>	12,954.22	4,483.50	8,470.72	84,012
<b>District</b>	N/A	N/A	190,145,679	\$82,315
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	2.0
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.3	-2.2

## 2020-21 Types of Services Funded

Rosebank Elementary is a Title I school with 77% of our students qualifying for free or reduced-price meals.

Categorical funds are allocated and spent based on student need. The School Site Council plays an integral role in overseeing the categorical funding. Programs and personnel supported through categorical funding include: English Language Instructional Assistant, Library Technology Technician, School Psychologist, 2 IAs for behavior, and G.A.T.E. after school classes.

During the past two years, efforts and monies have been dedicated to Early Literacy and Designated English Language Development. For the first time ever, the lower grades agreed to a common Tier I Early Literacy curriculum, Heggerty, which is evidence based and considered one of the strongest Tier I programs on the market. In the same manner, grades 1-6 agreed to the same ELD curriculum for initial English Learners (ELPAC 1/2); we purchased part of the Language Power program which had shown solid results at the school in previous years.

## 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>	\$51,655	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,932	\$84,043
<b>Highest Teacher Salary</b>	\$103,806	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,246	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$308,616	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Each year, a variety of professional improvement activities are provided for teachers, custodians, secretaries, and other employees. Activities reflect the school's goals/ objectives and are part of Rosebank's School Plan for Student Achievement.

Rosebank's grade levels have approximately 10 hours of collaboration time each month. During this time, grade level teams look at student work, analyze data, and plan their next instructional steps based on their findings.

During the 2016 - 17 school year, professional development has been centered around closing the achievement gap that was evident in the data from last year's end of year assessments. Rosebank's ILT has lead the professional development recently in deciding for the school which ELD standard to focus on and develop strategies to improve student achievement. Also, based on the previous year's data, Rosebank's staff has focused on improving the math unit planning, scope and sequence, and end of quarter assessments using a backwards mapping approach. During the 2017 - 2018 school year professional development has been centered around math problem solving, problem situations, and math talks. The Rosebank staff has begun to familiarize themselves with the Next Generation Science Standards in preparation for the start of state testing in science in the 5th grade. Lastly, we have continued our focus on using GLAD strategies this year tied to our new Benchmark curriculum. During the 2018 - 2019 school year professional development has centered around social emotional learning, PBIS, and high impact language strategies for both ELA and math. Our cohort PDs have been focused on math instruction and strategies to promote collaborative conversations, such as number talks, 3 reads, why/justify, and creating success criteria for each math unit. During the 2019-2020 school year, professional development has been centered around teacher well-being, belief in students' abilities to succeed and language development. The school is examining its literacy practices and student access to rigorous curriculum. In the 2020-21 school year, Rosebank Teachers trained in Designated ELD, RTI and Literacy and Teacher Clarity; we are using school funds to encourage our staff to be the experts, training each other in their areas of expertise.

Now during the 2021-2022 school year, professional development has been centered around the Science of Reading/Early Literacy and Designated ELD.

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>			

# Chula Vista Elementary 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>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.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>	13068	6	0.05	99.95	--
<b>Female</b>	6294	1	0.02	99.98	--
<b>Male</b>	6774	5	0.07	99.93	--
<b>American Indian or Alaska Native</b>	28	0	--	100.00	--
<b>Asian</b>	334	0	0.00	100.00	--
<b>Black or African American</b>	539	0	0.00	100.00	--
<b>Filipino</b>	1341	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8810	4	0.05	99.95	--
<b>Native Hawaiian or Pacific Islander</b>	45	0	0.00	100.00	--
<b>Two or More Races</b>	646	0	0.00	100.00	--
<b>White</b>	1325	2	0.15	99.85	--
<b>English Learners</b>	2860	3	0.10	99.90	--
<b>Foster Youth</b>	47	0	0.00	100.00	--
<b>Homeless</b>	154	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	6569	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2097	6	0.29	99.71	--

## 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	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

## 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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77



<b>Black or African American</b>	526	489	93	7	56
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8260	95	5	46
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	65
<b>Two or More Races</b>	607	571	94	6	67
<b>White</b>	1337	1238	93	7	65
<b>English Learners</b>	3019	2856	95	5	21
<b>Foster Youth</b>	38	35	92	8	21
<b>Homeless</b>	55	49	89	11	18
<b>Military</b>	1436	1338	93	7	69
<b>Socioeconomically Disadvantaged</b>	6841	6449	94	6	39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1975	1692	86	14	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>iReady Student Groups</b>	<b>A3000 Total Enrollment</b>	<b>A3000 Number Tested</b>	<b>A3000 Percent Tested</b>	<b>A3000 Percent Not Tested</b>	<b>A3000 Percent At or Above Grade Level</b>
<b>All Students</b>	13002	12276	94	6	27
<b>Female</b>	6269	5959	95	5	26
<b>Male</b>	6733	6317	94	6	28
<b>American Indian or Alaska Native</b>	29	28	97	3	31
<b>Asian</b>	1752	1660	95	5	56
<b>Black or African American</b>	526	487	93	7	23
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8251	95	5	20
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	30
<b>Two or More Races</b>	607	573	94	6	39
<b>White</b>	1337	1238	93	7	35
<b>English Learners</b>	3019	2858	95	5	8
<b>Foster Youth</b>	38	35	92	8	3
<b>Homeless</b>	55	49	89	11	4
<b>Military</b>	1436	1333	93	7	39
<b>Socioeconomically Disadvantaged</b>	6841	6430	94	6	15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					