

# Rose Avenue Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Rose Avenue Elementary School
<b>Street</b>	1120 Rose Ave.
<b>City, State, Zip</b>	Modesto, CA 95355-3799
<b>Phone Number</b>	(209) 574-8412
<b>Principal</b>	Heather Herbst
<b>Email Address</b>	herbst.h@monet.k12.ca.us
<b>School Website</b>	rose.mcs4kids.com
<b>County-District-School (CDS) Code</b>	50 711676052815

## 2023-24 District Contact Information

<b>District Name</b>	Modesto City School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	MummaSolorio.L@monet.k12.ca.us
<b>District Website</b>	www.mcs4kids.com

## 2023-24 School Description and Mission Statement

Rose Avenue is situated in the eastern section of the City of Modesto in Stanislaus County. The school was built in 1963 and is one of 22 elementary schools in the District. The school is composed of 20 General Education classrooms, and 3 Special Education classrooms. Rose Avenue serves students from Transitional Kindergarten through Sixth grade. In addition to the TK-6 classrooms and staff, Rose Avenue has a full time Principal and Vice Principal, one School Support Manager, one full time and one part time Computer Literacy teacher, and a Prep Provider who all students have the opportunity to work with on a weekly basis, one Library Media Assistant, one Speech and Language Therapist, one part-time School Psychologist, one Behavior Health Clinician, one Student Assistant Specialist with Center for Human Services five days a week, one After School Program Director, multiple paraprofessionals supporting teachers and programs throughout our school, one Administrative Assistant, one Attendance Clerk, one bilingual TCII, three Custodians, three Food Service Employees, one Campus Assistant, and 4 Yard Duties.

The school has many special programs and an active PTA and parent volunteers. Academic excellence and progress for ALL students continues to be our number one goal and priority. Rose Avenue is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals for ALL students. Parents are actively sought as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects. Our mission statement outlines the commitment we have toward students: To provide high levels of learning for all students with quality opportunities to demonstrate growth academically, socially and emotionally in preparation for lifetime success.

In 2021-2022 we were designated a MTSS (Multi-tiered system of support) site in order to meet the academic and social emotional needs of all students. This designation brought the addition of one full time Instructional Coach and three Intervention Paraprofessionals. This program has assisted our implementation of reading intervention/enrichment schoolwide utilizing Reading Mastery and Corrective Reading to support the needs of all students. In addition, social-emotional supports are available to all students through our Behavioral Health Clinician and Student Assistant Specialist.

Rose Avenue is committed to building the character of every student through promotion of the Modesto City Schools Character Education Program. We are a Peacebuilder school and are committed to recognizing students for their positive choices. We have monthly Character Awards assemblies in which we also recognize students for outstanding attendance and academic achievement. We are a PBIS school (Positive Behavior Interventions and Support) and implement these successful strategies throughout the campus. Rose Avenue is also in our second year as a Restorative Practice site, a program designed to teach

## 2023-24 School Description and Mission Statement

students conflict resolution and how to right wrongs. We use Caught being good tickets on a daily basis, raffles every Friday in morning announcements recognizing students, lunch with the principal, and Friday Dance Party at lunch to celebrate students positive behavior.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	69
Grade 2	82
Grade 3	65
Grade 4	79
Grade 5	74
Grade 6	69
Total Enrollment	517

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
American Indian or Alaska Native	0.4%
Asian	1.9%
Black or African American	2.3%
Filipino	0.6%
Hispanic or Latino	60%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.8%
White	26.3%
English Learners	13.2%
Foster Youth	1%
Homeless	0.4%
Migrant	0.2%
Socioeconomically Disadvantaged	75.8%
Students with Disabilities	14.3%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.40	100.00	614.30	89.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.60	1.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.70	1.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	31.90	4.64	12115.80	4.41
<b>Unknown</b>	0.00	0.00	17.90	2.61	18854.30	6.86
<b>Total Teaching Positions</b>	24.40	100.00	689.70	100.00	274759.10	100.00

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

## 2021-22 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>	19.20	93.10	608.70	88.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.20	2.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	6.42	20.90	3.03	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.48	32.70	4.75	11953.10	4.28
<b>Unknown</b>	0.00	0.00	13.90	2.01	15831.90	5.67
<b>Total Teaching Positions</b>	20.70	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
<b>Total Out-of-Field Teachers</b>	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.3
<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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

<b>Year and month in which the data were collected</b>	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
<b>Mathematics</b>	SWUN Math, 2020	Yes	0
<b>Science</b>	Discovery Ed, 2019	Yes	0
<b>History-Social Science</b>	Studies Weekly, 2019	Yes	0

## School Facility Conditions and Planned Improvements

### School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at [mcs4kids.com](http://mcs4kids.com).

Rose Avenue provides staff supervision of students twenty minutes prior to the start of the school day on the main playground and in the cafeteria. We also have a championship winning Traffic Patrol supervising major crosswalks near the school in the morning and after school. In 2019, our campus was remodeled to have a single point of entry for all visitors. All visitors are checked in and documented in the Raptor check in system. All gates are locked during the school day, restricting access to the school. The Administration, campus assistant, yard duties, and head custodian patrol the school grounds periodically to ensure student safety and to address any safety concerns.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings:

This school has classrooms, a cafeteria, library, and an administration office. The main campus was built in 1963 and opened in 1963.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

### Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

<b>Year and month of the most recent FIT report</b>	7/12/2023
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## School Facility Conditions and Planned Improvements

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			K1: Restroom- Damaged cove base K2: Stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			1: Drinking fountain low flow, Unsecured items stored too high, Unsecured cabinet at exit 2: Unsecured items stored too high, Broken irrigation cover outside
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		1: Drinking fountain low flow, Unsecured items stored too high, Unsecured cabinet at exit 18: Drinking fountain high flow BOYS REST RM: Near R. 1- Bad flush valve, Broken faucet GIRLS REST RM: Near R. 5- Broken faucet K1: Restroom- Damaged cove base
<b>Safety:</b> Fire Safety, Hazardous Materials		X		1: Drinking fountain low flow, Unsecured items stored too high, Unsecured cabinet at exit 11: Blocked fire extinguisher 12: Blocked fire extinguisher , Blocked exit 23: Unsecured cabinet at exit 5: Unsecured cabinets at exit 8: Unsecured cabinets at exit
<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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	31	28	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	18	18	18	19	33	34

## 2022-23 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.

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.

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.

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.

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>	291	287	98.63	1.37	31.01
<b>Female</b>	148	147	99.32	0.68	31.97
<b>Male</b>	143	140	97.90	2.10	30.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	166	163	98.19	1.81	25.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	21	100.00	0.00	28.57
<b>White</b>	87	86	98.85	1.15	40.70
<b>English Learners</b>	38	38	100.00	0.00	7.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	227	225	99.12	0.88	28.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	57	98.28	1.72	17.54

## 2022-23 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.

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.

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.

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.

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>	290	286	98.62	1.38	18.18
<b>Female</b>	148	147	99.32	0.68	17.01
<b>Male</b>	142	139	97.89	2.11	19.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	165	162	98.18	1.82	12.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	21	100.00	0.00	19.05
<b>White</b>	87	86	98.85	1.15	25.58
<b>English Learners</b>	37	37	100.00	0.00	10.81
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	226	224	99.12	0.88	16.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	57	98.28	1.72	5.26

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	18.57	15.01	15.26	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	18.57
Female	38	38	100.00	0.00	24.32
Male	33	33	100.00	0.00	12.12
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	47	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	20.00
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	17.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	16.67

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	94.40%	94.40%	98.60%	98.60%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Rose Avenue School offers a wide variety of opportunities for parents to become involved with the school. Our PTA includes parents in a number of fund-raising activities to support our school (Family Fun Night, JOG- A-THON, Scrip sales, product sales, etc.) The PTA sponsors our monthly Citizen of the Month, and Attendance and PBIS incentive programs. PTA members and other parents coordinate our annual JOG-A-THON, sponsor charitable activities at the school, provide each room with a "Room Parent," and offer numerous other activities in which parents can become involved with the school. Other parental involvement activities include our School Site Council, ELAC, Parent Involvement and Engagement Committee, Classroom Volunteer Program, Family Math/science, and Reading Nights, and the use of parent chaperones for field trips. Parent Involvement is encouraged and recognized as an important component in an effective school environment by our school.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	555	169	30.5
Female	267	263	88	33.5
Male	298	292	81	27.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	11	11	1	9.1
Black or African American	17	16	6	37.5
Filipino	4	4	0	0.0
Hispanic or Latino	336	328	101	30.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	40	40	11	27.5
White	145	144	45	31.3
English Learners	75	73	27	37.0
Foster Youth	8	7	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	433	425	138	32.5
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	105	103	33	32.0

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.49	2.12	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12	0
Female	1.5	0
Male	2.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	2.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.07	0
English Learners	1.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.81	0

## 2023-24 School Safety Plan

The Rose Avenue School Safety Plan is revised and reviewed yearly. The new plan was approved by the Safety Committee on September 21, 2023. This year the school staff worked to ensure our plan is in line with district procedures and included all aspects of school safety such as: school lockdown procedures, earthquake procedures, information regarding the release of students after a crisis, an evacuation plan, and efficient checklists to be used during and after a crisis. Regular drills are held giving the staff and students the opportunity to practice emergency procedures. Single point entry is in place for all visitors to the campus. All gates remain closed and locked during school hours and the only point of entry is through the office. The RAPTOR Visitor check-in system is in place to check in all visitors and ensure a secure campus at all times.

## 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.

## 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	13	4	3	
1	16	3	1	
2	12	4	3	
3	12	3	3	
4	23	1	1	
5	17	2	2	
6	14	3	2	
Other	12	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	12	4	2	
1	15	2	3	
2	17	1	3	
3	13	3	3	
4	12	4	2	
5	17	2	2	
6	17	2	1	



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	2	3	0
1	14	3	2	0
2	16	2	3	0
3	16	2	2	0
4	20	2	2	0
5	15	3	2	0
6	16	3	2	0
Other	10	6	0	0

## 2022-23 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	0

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	16560.20	6734.23	9825.96	127182.98
<b>District</b>	N/A	N/A	11121.82	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-12.4	23.5
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.1	35.9

## Fiscal Year 2022-23 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	67185.00	54906.00
<b>Mid-Range Teacher Salary</b>	95865.00	80703.00
<b>Highest Teacher Salary</b>	124545.00	109418.00
<b>Average Principal Salary (Elementary)</b>	139709.00	137703.00
<b>Average Principal Salary (Middle)</b>	142971.00	143760.00
<b>Average Principal Salary (High)</b>	164175.00	159021.00
<b>Superintendent Salary</b>	295437.00	319443.00
<b>Percent of Budget for Teacher Salaries</b>	29.20%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.18%	4.87%

## Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor

## Professional Development

programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- **Instructional Core Vision:** Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- **Supporting All Learners:** Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- **Board-adopted Curriculum:** Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- **Engaging Students using Language and Literacy:** Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- **Professional Learning Communities:** PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	10	