



# La Rosa Elementary

9301 La Rosa Dr. • Temple City, CA 91780-3734 • 626-548-5076 • Grades K-3

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Temple City Unified

9700 Las Tunas Drive  
Temple City, CA, 91780  
626-548-5000  
[www.tcusd.net](http://www.tcusd.net)

### District Governing Board

Donna Georgino  
**President**

Dr. Michael Lin  
**Vice President**

Melissa Espinoza  
**Clerk**

Kenneth Knollenberg  
**Member**

Matt Smith  
**Member**

### District Administration

Dr. Kimberly Fricker  
**Superintendent**

Dr. Monica Makiewicz  
**Associate Superintendent,  
Personnel Services**

Marianne Sarrail  
**Chief Business Officer**

Dr. Joshua Porter  
**Assistant Superintendent,  
Educational Services**

### School Description

La Rosa School is home to amazing students who are supported and nurtured by a professional and caring certificated and classified staff. Along with the families, we strive each day to help each of our students grow academically, socially and emotionally. Our purpose is to prepare students to be successful in a changing and culturally diverse society. The La Rosa mission is to provide students optimal learning opportunities through academic rigor, acceptance of self and others, and inspiration to become caring and contributing members of a global society. The school is a school-wide Title I program school and operates on a traditional school calendar. La Rosa School serves students in kindergarten through third grade. In addition, we offer three special-day classes, two transitional kindergarten classes and we are home to the only full-day kindergarten classes in the district.

La Rosa's diverse student population consists of 591 students, of which 57% are Asian, 26% are Hispanic, 6% Caucasian and the remaining 11% are from various ethnicities. Within this student population, 41% of our students are socioeconomically disadvantaged, 46% are English Language Learners and 9% are students with disabilities. The La Rosa teaching staff consists of 27 general education teachers, 3 Special Education teachers and one Specialized Academic Instruction teacher. Our teachers follow an instructional program which reflects the Common Core State Standards (CCSS). In addition, our staff implements teaching strategies such as Cognitively Guided Instruction (CGI), GLAD techniques, coding and Google Classroom. In addition to our regular academic program, La Rosa is proud to be the first K-3 Computer Immersion School in the country. As a result of our 1:1, student to device ratio, we implement coding on a daily basis in grades K-3. In addition to coding, La Rosa also utilizes an adaptive computer program to serve as a means of intervention, as well as extension, for our students. The Six Pillars of Character is the primary character education initiative used at La Rosa. Also, for the past four years, we've implemented Positive Behavioral Intervention and Supports (PBIS) on a school-wide level. To support these programs, La Rosa participates in the Great Kindness Challenge, the Calm School Initiative, Bucket Filling and Morning Meetings

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	154
Grade 2	136
Grade 3	141
Total Enrollment	575

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	61.7
Filipino	1.7
Hispanic or Latino	26.4
White	5
Two or More Races	4.2
Socioeconomically Disadvantaged	40.2
English Learners	31.8
Students with Disabilities	11.3
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for La Rosa Elementary	17-18	18-19	19-20
With Full Credential	28	27	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	247
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at La Rosa Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials Instructional materials are reviewed by a representative group of teachers and administrators. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a preestablished criteria based on an instructional materials evaluation tool. They are as follows: 1. Compliance with Board Policy and Administrative Regulations 2. California standards alignment 3. Focus on coherence within a grade and across grade levels 4. Rigor and balance 5. Access for all students 6. Assessments for progress monitoring and in support of the California assessments 7. Support for English language learners 8. Support for special populations In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation. Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Math Expressions/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin California Science/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin My World, School and Family, Neighborhoods, Communities/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: N/A

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

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

La Rosa Elementary was established in 1950. There are 35 classrooms on the La Rosa campus, three of which are considered portable. In addition to classrooms, La Rosa includes a media center/library, one Makerspace room, a computer lab, a cafeteria and a large athletic field. The La Rosa campus is in exemplary condition as reported on the 2019 FIT Report.

There are sufficient classroom, playground, and staff spaces to support teaching and learning. There are modernization projects underway using bond proceeds, and play surfaces have been reconditioned with the Deferred Maintenance Fund in 2015.

The La Rosa campus is maintained and school safety ensured by a district maintenance crew of nine and by a site janitorial staff of four. Issues and repairs not resolved by the site janitorial crew are completed by the district maintenance crew on a prioritized work-order system.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	99.72%

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	63	68	68	71	50	50
Math	76	71	67	68	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	133	98.52	68.42
Male	78	76	97.44	64.47
Female	57	57	100.00	73.68
Asian	85	84	98.82	71.43
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	50.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	55.17
English Learners	48	47	97.92	46.81
Students with Disabilities	22	22	100.00	36.36

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	134	99.26	70.90
Male	78	77	98.72	72.73
Female	57	57	100.00	68.42
Asian	85	85	100.00	85.88
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	32.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	50.00
English Learners	48	48	100.00	66.67
Students with Disabilities	22	22	100.00	31.82

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

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and stakeholders have many opportunities to be involved and participate in the decision making process through regularly scheduled School Site Council (SSC) meetings, Parent-Teacher Association (PTA) meetings, as well as the English Learner Advisory Council (ELAC). La Rosa, in partnership with the PTA, hosts numerous events throughout the year such as Family Fun Nights, Breakfast with Santa, Spirit Days, Movie Nights, and a STEAM night and day for the students.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the school year, are reviewed annually and are available for public view in the school office. Key elements and goals of the Safe School Action Plans are: All students and staff members are provided a safe teaching and learning environment. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities. District programs and approved community resources are made available to students and parents. Schools provide an 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. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.3	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	575.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.12
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	.74

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	21	2	5		19	2	7		21	2	5	
1	20	3	4		20	6	1		19	4	4	
2	21	1	6		21	1	6		19	3	4	
3	22	1	6		22	1	6		20	2	5	
Other**	7	1			7	1						

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Throughout the year, we provide teachers numerous opportunities to participate in staff development activities to improve and maintain their professional skills. As a district, we have five pupil-free days for professional development each year. The days are devoted to curriculum studies and current practices. Teachers also receive training during modified Wednesday workshops and after-school academies. The backbone of our district's staff development has been the Beginning Teacher Support and Assessment (BTSA) program. This program pairs new teachers with experienced teachers who serve as mentors and coaches. The mentors serve as a resource by providing in-service training and meeting one-on-one to plan instruction. Teachers are provided opportunities to study and improve instructional practices through grade-level meetings, visitations to other classrooms, participation in book clubs, and direct training on specific instructional strategies. Each year, the School Site Council sets aside categorical monies to provide for professional conference opportunities for all teachers.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,736	\$49,084
Mid-Range Teacher Salary	\$80,323	\$76,091
Highest Teacher Salary	\$98,443	\$95,728
Average Principal Salary (ES)	\$118,048	\$118,990
Average Principal Salary (MS)	\$124,779	\$125,674
Average Principal Salary (HS)	\$139,188	\$137,589
Superintendent Salary	\$225,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

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

**Types of Services Funded**

Types of services funded include categorical and other special programs, e.g., special education, counseling, Instructional Resource Centers, psychology, child welfare and attendance, and Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

**DataQuest**

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

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,770.41	\$579.06	\$6,191.35	\$70,892.00
District	N/A	N/A	\$7,957.88	\$82,908.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.0	-15.6
School Site/ State	-19.2	-9.6

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

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