Romero Elementary

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Romero Elementary
Street	13500 West Luis Rd.
City, State, Zip	Santa Nella, Ca, 95322
Phone Number	209-854-6177
Principal	Nicholas Freitas
Email Address	nfreitas@gustineusd.org
School Website	www.gustineusd.org/o/romero-elementary
County-District-School (CDS) Code	24736196025746

2022-23 District Contact Information

District Name	Gustine Unified School District
Phone Number	(209) 854-3784
Superintendent	Bryan Ballenger
Email Address	bballenger@gustineusd.org
District Website Address	www.gustineusd.org

2022-23 School Overview

Romero Elementary is a K-5 school on a traditional calendar year school with approximately 200 students. We are located in a rural setting in Santa Nella, California. We are one of two elementary schools in the Gustine Unified School District. Romero has a quality teaching staff who receives yearly staff development in the latest research-based methods of instruction. We also have an English Language Development Coordinator and Reading Intervention teacher on staff; she works with teachers and students to continually improve student achievement. The teachers are actively engaged in Common Core instruction and are supported through professional development training. Romero staff have been extensively trained in the Professional Learning Community process to improve student achievement. Teachers have weekly collaborative planning time at their grade levels and across the grades to ensure that all students are presented with a rich, multifaceted educational experience. Education is the key to success. Students must be able to gather, interpret, analyze and share information. Common Core standards foster and support these skills as well as encourage access to and involvement with many aspects of technology. These skills and Rigorous Curriculum Design are the keys to preparing Romero Elementary students for their middle and high school years and competitive global society. The overarching essence at Romero is one of high expectations for everyone. The culture at Romero is one where everyone is welcomed, and success is a daily occurrence. Our students at Romero Elementary have a bright future ahead. They will be the scholars, humanitarians, and role models of tomorrow. Together, staff, students, and parents will make our campus, our community, and our world a better place.

The mission statement for Romero Elementary School states: Every student at Romero Elementary is important and has value and worth. Staff members understand that they play an integral part in creating a safe classroom environment where students are encouraged to share their thoughts and ideas. Patience, guidance, and respect are the norm at Romero, as we all uphold the highest standards of professionalism. High expectations are held for every student. At Romero, challenges are not barriers; they are mere obstacles that will be met and overcome. Education should not only open the door to a brighter career future, but ultimately education should open the door to a better community and a better world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	46
Grade 2	27
Grade 3	44
Grade 4	28
Grade 5	53
Total Enrollment	222

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.4
White	5.0
English Learners	50.0
Foster Youth	0.0
Homeless	4.1
Migrant	8.1
Socioeconomically Disadvantaged	83.3
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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	90.91	74.30	87.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.00	3.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.10	1.40	12115.80	4.41
Unknown	1.00	9.09	4.40	5.17	18854.30	6.86
Total Teaching Positions	11.00	100.00	85.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Social Studies Weekly was adopted in April of 2019. Benchmark ELA and Eureka math were adopted in June 2016. TWIG Science was adopted on 2021. The ELA, Social Studies and Science programs are all Standards based materials adopted by the State Board of Education. Eureka is a standards based materials adopted by the local governing board. All students have access to textbooks, instructional materials and Chromebooks. No insufficiencies.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced is available for all students Kindergarten through 5th grade. Adopted in 2016	Yes	0.0%
Mathematics	Eureka Math is available to all students Kindergarten - 5th grade. Adopted 2016	Yes	0.0%
Science	TWIG Science is available to all students Kindergarten - 5th Grade. Adopted in 2021	Yes	0.0%
History-Social Science	Social Studies Weekly Grades K-5. Adopted in 2019	Yes	0.0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

An assessment was done in October 2022 using the Facility Inspection Tool (Fit). The school buildings and grounds of Romero Elementary School have been deemed "clean, safe, and functional," having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. The school's overall rating was Exemplary. Copies of the Safety Inspection are maintained on file at the school site and District Office. Romero Elementary School employs a full-time Lead Custodian who provides students and staff with a clean and safe school environment. Romero Elementary School also employs a full-time Maintenance/Custodian who maintains our site as well. Our school includes 13 buildings, of which six are portables. Romero Elementary School received an overall rating of 99.19% (Exemplary) during our school facility inspection evaluation (FIT). Repairs to the bathroom flush valve have been completed. Also, the aerator on the sink has been cleaned out.

Year and month of the most recent FIT report	10/14/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C Wing Boys RR: Aerator on sink was clogged E Wing Boys RR: Flush valve was leaking on toilet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	13	N/A	33

2021-22 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
All Students	127	127	100.00	0.00	34.65
Female	54	54	100.00	0.00	38.89
Male	73	73	100.00	0.00	31.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	115	115	100.00	0.00	33.91
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	114	100.00	0.00	30.70
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	18	18	100.00	0.00	16.67

2021-22 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
All Students	127	127	100.00	0.00	26.77
Female	54	54	100.00	0.00	29.63
Male	73	73	100.00	0.00	24.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	115	115	100.00	0.00	28.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	12.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	114	100.00	0.00	22.81
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	18	18	100.00	0.00	5.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	29.09	NT	15.86	28.5	29.47

2021-22 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	55	55	100	0	29.09
Female	19	19	100	0	26.32
Male	36	36	100	0	30.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100	0	32.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	19	19	100	0	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100	0	26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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%	100%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

There are many parent opportunities for involvement at Romero Elementary. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet 4 times a year to review our programs and make decisions on how categorical monies are allocated. These groups actively participate with the administration and teachers to develop our school goals each year. Yearly LCAP meetings are held at our SSC/ELAC meetings as well in the evening during a parent update meeting. Parents are also encouraged to join us as classroom volunteers, yard duty help, and PTC members or to accompany us on class field trips. School activities such as our Halloween Carnival, Veterans Day Celebration, Turkey Trot, Movie Night, Winter Program, Open house, Romero Games, and Love Romero are annual events that invite the participation of all our students and their families. If interested in volunteering, please call the office and have your name added to the list (209) 854-6177.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	242	233	89	38.2
Female	114	112	42	37.5
Male	128	121	47	38.8
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	219	212	84	39.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	3	2	66.7
White	11	11	1	9.1
English Learners	119	117	38	32.5
Foster Youth	3	0	0	0.0
Homeless	12	12	7	58.3
Socioeconomically Disadvantaged	202	194	76	39.2
Students Receiving Migrant Education Services	24	24	3	12.5
Students with Disabilities	43	42	15	35.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.11	6.20	2.45
Expulsions	0.00	0.10	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.80	5.45	0.20	3.17
Expulsions	0.00	0.00	0.00	0.69	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

The School Safety Plan includes directions for evacuation procedures in case of a fire, earthquake, or bomb threat. Drills are held monthly. The plan is reviewed bi-annually with staff, once at the beginning of the school year and again in a staff meeting later in the school year. At Romero Elementary, each teacher has access to an updated copy of the plan, available and the plan is reviewed each fall at the beginning of the year. Teachers have a flip chart in the classroom that outlines emergency procedures. A copy of the comprehensive safety plan is on file at our district office. RES has an alarm and fire system. We also have an automated telecommunication system via Parent Square to communicate critical information in a timely manner to all our students and their families in their language of preference. We review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Romero Elementary School and the School District uses Share911, a digital emergency network that connects our entire organization, so everyone can share information as quickly as possible during an emergency. In addition, students and parents can use STOP!T to anonymously report concerns of any kind to school administrators without fear of being discovered. Our staff monitors children on campus beginning at 7:30 a.m. until they are safely off campus at the end of the school day. All visitors must sign in at the front office and wear a visitor's badge while on campus. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns. Detailed information on the School Safety Plan can be found at the Romero Elementary School Office.

The plan also includes:
(A) Child Abuse Reporting Procedures
(B) Disaster Response Procedures (Includes Tactical Information)
Administrator's Redbook
Emergency Actions
Emergency Responses
(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
(D) Procedures to Notify Teachers of Dangerous Pupils
(E) Discrimination and Harassment Policies
(F) School-wide Dress Code
(G) Procedures for Safe Ingress and Egress to and from School
(H) A Safe and Orderly School Environment Conducive to Learning
(I) School Discipline Rules on School Discipline
(J) Hate Crime Reporting Procedures and Policies
(K) Procedures adopted under the Safe and Drug-Free Schools Act
(L) Bullying Prevention Policies and Procedures

We ensure a safe campus by monitoring and responding to student behavior and listening to parent concerns. The School Safety Plan was approved by the School Site Council on February 14, 2022. It was School Board approved at the August 10, 2022, board 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.

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	30		1	
1	25		2	
2	17	2		
3	25		2	
4	16	2		
5	22		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	23		2	
1	22		1	
2	26		1	
3	29		1	
4	23	1	1	
5	17	1	1	
Other	17	1	1	

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	23		1	
1	22		2	
2	14	2		
3	22		2	
4	14	2		
5	23		2	
Other	12	1		

2021-22 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	222

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	$10164.00	2036.00	8128.00	$80652.0
District	N/A	N/A	$6484.00	80840.00
Percent Difference - School Site and District	N/A	N/A	22.5	-0.2
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	20.8	1.8

2021-22 Types of Services Funded

Romero Elementary receives funding from several sources, including Title I, Lottery, and LCFF. These funds are used to support student achievement through the employment of an Intervention Teacher, ELD coordinator, Library Clerk, classroom intervention aides, supplies/materials for programs, and targeted groups of students. Programs for English Learners are supported with state-adopted materials, specialized technology, personnel, and training. The students at Romero are one-to-one with Chromebooks in every classroom. Parent engagement activities are funded through our LCFF funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$48,565	$48,503
Mid-Range Teacher Salary	$80,748	$74,912
Highest Teacher Salary	$91,321	$100,321
Average Principal Salary (Elementary)	$124,301	$122,160
Average Principal Salary (Middle)	$130,497	$127,632
Average Principal Salary (High)	$135,812	$137,578
Superintendent Salary	$152,893	$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development activities are delivered through after-school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year with the assistance of our Instructional Coach. This year teachers will attend three district-wide staff development trainings. Focusing on math, we have an additional nine days with MCOE coming onsite to train, demo, and coach teachers. The district coaches are leading LETRS training for all K-3 teachers every Wednesday. In the 21-22 school year, our Special Day class staff received 12 training days on classroom procedures/routines and executive functioning. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers. In addition, staff members also attend virtual professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3