

Romero Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	www.gustineusd.org
County-District-School (CDS) Code	24736196025746

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

School Description and Mission Statement (School Year 2019-20)

Romero Elementary is a K-5 school on a traditional calendar year school with approximately 240 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 a English Language Development Coordinator and 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 as well as 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 along with Rigorous Curriculum Design are the key to preparing Romero Elementary students for their middle, and high school years as well as for a 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.

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	12	13	13.5	78
Without Full Credential	2	1	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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)

Year and month in which data were collected: August 2018

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. Read 180 and System 44 intervention reading program is in place for qualifying students 3rd through 5th grade.	Yes	0.0%
Mathematics	Eureka Math is available to all students Kindergarten - 5th grade.	Yes	0.0%
Science	Houghton-Mifflin California Science - Grades K-5	Yes	0.0%
History-Social Science	Macmillian-McGraw - Social Studies Grades K-5	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

An assessment was done in September 2019 using the Facility Inspection Tool (Fit). The school buildings and grounds of Romero Elementary School have been deemed to be "clean, safe, and functional", having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. The schools overall rating was GOOD. Copies of the Safety Inspection and Williams 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 96.25% (Good) during our school facility inspection evaluation (FIT). School rating for RES is in good repair. The play ground area soft fall was noted as in need of repair; it has since been replaced. Minor repairs such as the burned out bulb, a rug seam and a tear in tack board in one classroom have all been completed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Fair	A few things were noted including a rug seam in need of repair and a tear in the tack board in one classroom. These items are in the process of being repaired and/or replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed.
Electrical: Electrical	Good	A burned out light has been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs needed.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed.
Structural: Structural Damage, Roofs	Good	No Repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repairs were needed on the play structure padding. The padding has been replaced around the play structure.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	31	29	32	50	50
Mathematics (grades 3-8 and 11)	26	23	17	18	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00	0.00	31.30
Male	50	50	100.00	0.00	24.00
Female	65	65	100.00	0.00	36.92
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	101	101	100.00	0.00	26.73
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	108	108	100.00	0.00	30.56
English Learners	83	83	100.00	0.00	26.51
Students with Disabilities	18	18	100.00	0.00	11.11
Students Receiving Migrant Education Services	18	18	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00	0.00	22.61
Male	50	50	100.00	0.00	28.00
Female	65	65	100.00	0.00	18.46
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	101	101	100.00	0.00	16.83
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	108	108	100.00	0.00	22.22
English Learners	83	83	100.00	0.00	15.66
Students with Disabilities	18	18	100.00	0.00	11.11
Students Receiving Migrant Education Services	18	18	100.00	0.00	27.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.7	25.6	10.3

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.

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)

There are many parent opportunities for involvement at Romero Elementary. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet during each trimester to review our programs, and make decisions on how categorical monies are allocated. These groups actively participate with 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, 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. In interested in volunteering please call the office and have your name added to the list (209) 854-6177.

School Safety Plan (School Year 2019-20)

The updated safety plan is revised by the Safety Committee and School Site Council Members and reviewed with teachers at the beginning of every school year. At Romero Elementary, each teacher has access to an updated copy of the plan, available in the office and staff room. 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. Romero Elementary School has an alarm system and surveillance cameras throughout the campus. We also have an automated telecommunication system, Parent Square, to communicate critical information in a timely manner to all our students and their families in their language of preference. Romero Elementary conducts monthly fire, lock down, and quarterly earthquake and evacuation drills. The staff uses the Share 911 system to communicate during emergency situations. We review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Our staff monitor 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. Only parents/guardians who have been fingerprinted are able to work with students in the classroom, at recess, or attend field trips. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6378.9	\$702.6	\$5676.3	\$66603.6
District	N/A	N/A	\$5834.0	
Percent Difference - School Site and District	N/A	N/A	-2.7	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

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.

Types of Services Funded (Fiscal Year 2018-19)

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, Computer Lab Aide, classroom aides, and 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 chrome books in every classroom. Parent engagement activities are funded through our LCFF funds.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3