Rosebank Elementary

80 Flower Street • Chula Vista, CA 91910 • (619) 422-8329 • Grades K-6
Aaron Magnan, Principal
aaron.magnan@cvesd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

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

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

WE BELIEVE ALL STUDENTS CAN LEARN

During the 2019-2020 school year, we took time to create a common vision:

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

o Confidence

o Creativity

o Consistent expectations

o 21st century skills

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

Our Mission

The staff, students and parents of Rosebank believe that all students can learn and achieve, regardless of their past academic performance, family background, socio-economic status, race, and gender. We believe that our school's purpose is to:
- Educate all students to high levels of academic performance
- Emphasize the 4 C's: Collaboration, Communication, Creativity, & Critical Thinking
- Foster positive growth in social/emotional behaviors and attitude

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

To Fulfill Our Mission

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

About 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	79
Grade 2	93
Grade 3	67
Grade 4	82
Grade 5	85
Grade 6	74
Total Enrollment	570

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.7
Asian	0.2
Filipino	3
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.2
White	11.4
Two or More Races	3.7
Socioeconomically Disadvantaged	82.1
English Learners	24
Students with Disabilities	15.8
Foster Youth	0.2
Homeless	1.9

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

Teacher Credentials for Rosebank Elementary	18-19	19-20	20-21
With Full Credential	26	26	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Rosebank Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

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

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Benchmark Universe K - 6th Adopted in 2017-2018.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt, Go Math Adopted in 2015-16.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Visual and Performing Arts	ORFF	
	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)

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

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

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR 807 PreK: girls R/R stained cracked ceiling tile CR 501: covebase falling off of wall CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 902: gap between concrete and threshold, 9 stained ceiling tile CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, ceilings warp, cracked, smells molding. Kinder Play Toy: cobwebs, chain ladder has cracks, step section needs replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 805: cobwebs - exterior, A/C vent dirty, ceiling tile warp. Kinder Play Toy: cobwebs, chain ladder has cracks, step section needs replaced Play toy between 807and 808: cobwebs, paint peeling, plug missing on climbing ladder Play Toy: paint peeling; cobwebs
Electrical: Electrical	Good	K1: IT cover plate under computer desk is missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin Women's Restroom: CR 804: CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly.
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	CR 801: stained ceiling tiles CR 807 PreK: girls R/R stained cracked ceiling tile CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 902: gap between concrete and threshold, 9 stained ceiling tile CR 903: 4 stained ceiling tile CR 904: 3 stained ceiling tile, torn tack panel by front door Health Office: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 901 YMCA: carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, ceilings warp, cracked, smells molding. CR 906: excessive gum outside classroom, ceiling tiles 2-scratched. Play toy between 807and 808: cobwebs, paint peeling, plug missing on climbing ladder Play Toy: paint peeling; cobwebs
Overall Rating	**Good**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	64	N/A	50	N/A
Math	42	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Contact Person: Aaron Magnan
Contact Person Phone Number: (619) 422-8329

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school.

Parents are highly encouraged to be active members of our Parent Teacher Association (PTA). This proactive group provides numerous activities, experiences, materials, and equipment that benefit the welfare of our children. DUring the 2019-2020 school year, we had a record number of parents attending PTA meetings, and our PTA conducted our most highly attended community festivals in the history of the school.

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

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

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

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 (School Year 2020-2021)

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

We are implementing Tiers I and II of MTSS PBIS for behavior support as well as an SEL approach to teacher well-being and student behavior support.

Rosebank's Comprehensive School Safety Plan is located in the Rosebank office. The 2020-21 version of this document was approved at the January 2021 School Site Council meeting.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.4	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		0.6	2.5
Expulsions		0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	4		17	5			13	3	4	
1	25		2		24		4		16	3	2	
2	21	2	2		25		1		16	3	3	
3	25		3		24		4		17	1	3	
4	20	1	3		21	1	2		27		3	
5	26		2		30		3		21	2	2	
6	27	1	4		24	1	3		19	2	2	
Other**					27	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

Now in the 2020-21 school year, Rosebank Teachers are training in Designated ELD, RTI and Literacy and Teacher Clarity; we are using school funds to encourage our staff to be the experts, training each other in their areas of expertise.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,954.22	4,483.50	8,470.72	84,012
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	2.8
School Site/ State	8.9	-0.2

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

Types of Services Funded

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

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

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.