

Rosebank Elementary

80 Flower Street • Chula Vista, CA 91910 • (619) 422-8329 • Grades K-6

Neil MacGaffey, Principal

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www.cvesd.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
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District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
Eduardo Reyes, Ed.D.
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District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Assistant 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 45 schools in the Chula Vista Elementary School District. 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 Parent Teacher Association, tutors, and community volunteers 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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	85
Grade 2	77
Grade 3	69
Grade 4	77
Grade 5	105
Grade 6	87
Total Enrollment	568

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	3.9
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.7
White	12.5
Two or More Races	2.3
Socioeconomically Disadvantaged	74.6
English Learners	31
Students with Disabilities	14.4
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			
Rosebank Elementary	15-16	16-17	17-18
With Full Credential	26	26	26
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosebank Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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 2017-18)

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%
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	N/A The textbooks listed are from most recent adoption: N/A 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)
Year and month in which data were collected: 3/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Boys rr next to Room 501: Vent dirty CR 801: cobwebs - exterior tackboard damaged next to electrical panel , sink backspash needs caulking CR 402: unmarked spray bottle behind printer CR 604: sink counter top cracked CR 802: sink needs chaulking; 2 unmarked spray bottles , holes on tackboard , end cap on sink countertop needs replaced CR 803: cobwebs - exterior; 6 ceiling tile with broken corners; 1 cracked ceiling tile CR 804: 1 stained ceiling tile , sink backspash needs caulking CR 806: cobwebs - exterior; sink countertop damaged and needs caulking , damaged ceiling tile CR 807 PreK: cobwebs - exterior; sink countertop water damaged , , holes in tackboard , Girls R/R stained ceiling tile , Boys R/R ceiling tile missing, sink needs caulking CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained CR 808: cobwebs - exterior , overhang plywood delaminating , water damaged , holes in T111 , microwave , holes in tackboard CR 902: cobwebs- exterior; tall multiple wire shelving not strapped to wall; 2 ceiling tile hanging off grid CR 903: sink needs chaulking; Outside - screen that covers gap between Rm. 902 & Rm. 903 has sharp edges; excessive gum outside of classroom,holes in tackboard CR 904: cobwebs - exterior; 1 ceiling tile hanging off grid; Outside - screen that covers gap between Rm. 904 & Rm. 905has sharp edges , sink needs caulking CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, CR 906: cobwebs on ceiling; 1 spray bottle (febreeze); excessive gum outside classroom Health Office: Damaged wall K1: 2 household cleaner under sink , sink countertop cracked Lounge: Wall damaged Work Room: Drywall damaged

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		CR 805 computer lab: cobwebs - exterior; 1 spray can (febreeze) under sink cabinet , holes in tackboard , end cap on sink countertop loose , refrigerator CR 806: cobwebs - exterior; sink countertop damaged and needs caulking , damaged ceiling tile CR 807 PreK: cobwebs - exterior; sink countertop water damaged , , holes in tackboard , Girls R/R stained ceiling tile , Boys R/R ceiling tile missing, sink needs caulking CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained CR 808: cobwebs - exterior , overhang plywood delaminating , water damaged , holes in T111 , microwave , holes in tackboard CR 902: cobwebs- exterior; tall multiple wire shelving not strapped to wall; 2 ceiling tile hanging off grid CR 903: sink needs chaulking; Outside - screen that covers gap between Rm. 902 & Rm. 903 has sharp edges; excessive gum outside of classroom,holes in tackboard CR 904: cobwebs - exterior; 1 ceiling tile hanging off grid; Outside - screen that covers gap between Rm. 904 & Rm. 905has sharp edges , sink needs caulking CR 906: cobwebs on ceiling; 1 spray bottle (febreeze); excessive gum outside classroom Girls rr next to Room 501: Vent dirty Kinder Play Toy: cobwebs; paint peeling Play Toy: paint peeling; cobwebs
Electrical: Electrical	X			CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Admin Women's Restroom: CR 801: cobwebs - exterior tackboard damaged next to electrical panel , sink backspash needs caulking CR 802: sink needs chaulking; 2 unmarked spray bottles , holes on tackboard , end cap on sink countertop needs replaced CR 805 computer lab: cobwebs - exterior; 1 spray can (febreeze) under sink cabinet , holes in tackboard , end cap on sink countertop loose , refrigerator

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				CR 806: cobwebs - exterior; sink countertop damaged and needs caulking , damaged ceiling tile CR 807 PreK: cobwebs - exterior; sink countertop water damaged , , holes in tackboard , Girls R/R stained ceiling tile , Boys R/R ceiling tile missing, sink needs caulking CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained CR 503: 2 household cleaner spray bottles inside sink cabinet; aerator leaks CR 904: cobwebs - exterior; 1 ceiling tile hanging off grid; Outside - screen that covers gap between Rm. 904 & Rm. 905has sharp edges , sink needs caulking
Safety: Fire Safety, Hazardous Materials	X			CR 401: bleach under sink CR 402: unmarked spray bottle behind printer CR 603: ; 1 household cleaner (simple green) CR 802: sink needs chaulking; 2 unmarked spray bottles , holes on tackboard , end cap on sink countertop needs replaced CR 805 computer lab: cobwebs - exterior; 1 spray can (febreeze) under sink cabinet , holes in tackboard , end cap on sink countertop loose , refrigerator CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained CR 303: air freshener arosol spray under sink CR 503: 2 household cleaner spray bottles inside sink cabinet; aerator leaks CR 902: cobwebs- exterior; tall multiple wire shelving not strapped to wall; 2 ceiling tile hanging off grid CR 906: cobwebs on ceiling; 1 spray bottle (febreeze); excessive gum outside classroom K1: 2 household cleaner under sink , sink countertop cracked
Structural: Structural Damage, Roofs	X			CR 808: cobwebs - exterior , overhang plywood delaminating , water damaged , holes in T111 , microwave , holes in tackboard

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
				Kinder playground: asphalt needs work - trip hazard; cross beams in overhang has large craks and nedds painting Playground: backstop chainlink needs repair , cracked asphalt , lunch arbor plywood roof has water damaged	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained CR 903: sink needs chaulking; Outside - screen that covers gap between Rm. 902 & Rm. 903 has sharp edges; excessive gum outside of classroom,holes in tackboard CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, CR 906: cobwebs on ceiling; 1 spray bottle (febreeze); excessive gum outside classroom Kinder playground: asphalt needs work - trip hazard; cross beams in overhang has large craks and nedds painting Kitchen: Door going into M.P. room does not open properly Playground: backstop chainlink needs repair , cracked asphalt , lunch arbor plywood roof has water damaged	
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	55	54	62	62	48	48
Math	42	39	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	67	67	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.2	14.4	13.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	88	86	97.7	67.4
Male	59	57	96.6	64.9
Female	29	29	100.0	72.4
Hispanic or Latino	69	67	97.1	67.2
Socioeconomically Disadvantaged	60	58	96.7	67.2
English Learners	28	27	96.4	55.6
Students with Disabilities	14	14	100.0	64.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	350	344	98.29	54.07
Male	192	186	96.88	46.77
Female	158	158	100	62.66
Black or African American	12	12	100	33.33
Asian	--	--	--	--
Filipino	14	14	100	78.57
Hispanic or Latino	265	260	98.11	49.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.56	77.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	269	265	98.51	49.06
English Learners	123	121	98.37	42.98
Students with Disabilities	56	53	94.64	5.66
Foster Youth	--	--	--	--

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 2016-17 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	350	344	98.29	39.24
Male	192	186	96.88	37.1
Female	158	158	100	41.77
Black or African American	12	12	100	25
Asian	--	--	--	--
Filipino	14	14	100	64.29
Hispanic or Latino	265	260	98.11	35
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.56	55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	269	265	98.51	34.34
English Learners	123	121	98.37	30.58
Students with Disabilities	56	53	94.64	0
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Neil MacGaffey

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.

Another parent group is our English Learner Advisory Committee, or ELAC. Because of the increasing number of 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 grow this group, which has the potential to add great value to our school and community.

Five 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 Single 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

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.

Rosebank's Comprehensive School Safety Plan is located in the Rosebank office. The 2017 -18 version of this document was approved at the October 2017 School Site Council meeting.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	0.3	1.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	20	22	1	1	1	3	4	2			
1	22	24	21			2	2	3	2			
2	19	22	23	2			3	2	3			
3	24	22	22				4	4	3			
4	27	27	20		1	1	3	3	3			
5	31	31	28				2	3	3			
6	21	24	31	2	1		3	3	3			
Other	13		14	1		2						

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

Professional Development provided for Teachers

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 Single 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 2015 -16 school year, professional development centered around implementing the Wilda Storm Writing program in grades K - 6th. Each year time is also set aside to plan the calendar, budget, and staffing for the next year (in coordination with the School Site Council). 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

Rosebank Elementary is a Title I school with 75% 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, and G.A.T.E. after school classes.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,281.56	\$3,207.28	\$7,074.28	\$73,621.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-0.4	8.1
Percent Difference: School Site/ State			22.6	3.4

* Cells with ♦ do not require data.