

Rosedale Elementary - Two Way Immersion School

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	Rosedale Elementary - Two Way Immersion School
Street	100 Oak Street
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3104
Principal	Jo Ann Bettencourt
Email Address	jbettencourt@chicousd.org
Website	http://rosedale.chicousd.org/
County-District-School (CDS) Code	04-61424-6003081

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

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

Our Mission:

The Rosedale community fosters a culture of dynamic problem solvers through Spanish immersion, by developing biliteracy with diverse global perspective.

Rosedale is Chico Unified School District's Two-Way Spanish Immersion Magnet K-5 school, and houses approximately 550 students on a traditional calendar. Our student population is culturally diverse. The demographic makeup is approximately as follows: 69% Latino/Hispanic, 26% White 1% African-American, and 1% American Indian, 1% Asian, with other nationalities making up the remainder. The Two Way Immersion model provides students with the opportunity to become bilingual and bi-literate. This means that children will be able to speak, read and write fluently in both Spanish and English. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout our classrooms.

Our curriculum is Common Core standards-based using our district's core curriculum as well as incorporating second language learning strategies in both Spanish and English instruction. Students' initial instruction in literacy is in Spanish, beginning at kindergarten. Instruction for English language learners includes daily English Language Development, and for English speakers, beginning English literacy skills. In other curriculum areas such as Math, Science, and Social Studies, teachers instruct in pure language, which means there is no translation in the classroom during instruction. One curricular area that is taught in Spanish from kindergarten to fifth grade is Mathematics. Students receive instruction and practice during Math time in Spanish.

There are currently 25 teachers on staff, a full-time principal, and a half-time Assistant Principal. Included in the total are 25 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also, included in the total is one .7 FTE Title I teacher and one full-time RSP teacher. In addition, we support student learning by the support of instructional aides and various other support staff and volunteers. We have created a community reading partnership to bring additional one-on-one support for struggling students via the support of our community. Our partnership also extends to our local university where college students provide multiple hours of support to students via the guidance of the classroom teacher and the after-school certificated coordinator. We also house an after school program funded through the ASES grant which provides after school academic and enrichment support for 90 students. In addition to our onsite staff, additional certificated staff includes a music instructor, two fine arts instructors, and a PE/Health Specialist. Additional support for student services include a full time PIP Aide, a part time bilingual school based counselor, part time school School Psychologist, and a Speech and Language Therapist who provides one-on-one or small group services to students. Additionally, two part-time Bilingual/Bi-cultural Liaisons, and one part time Targeted Case Manager who work with parents and families with our home-to-school connection. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Also, a federal Head Start Program is located on the Rosedale Campus.

Rosedale has an extensive school-wide Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through trained instructional aides. Intervention programs include: Guided Reading, Read Naturally, and iReady. Math interventions include extra practice with math facts, and iReady. For English Language Development, Rosedale uses Language Star strategies for daily leveled ELD instruction. Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly basis to visit and check out books.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	93
Grade 2	93
Grade 3	91
Grade 4	85
Grade 5	82
Total Enrollment	542

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.1
Asian	0.6
Hispanic or Latino	70.7
White	22.5
Two or More Races	3.5
Socioeconomically Disadvantaged	50.4
English Learners	23.2
Students with Disabilities	6.3
Homeless	1.1

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	24	24	25	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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: September 2019

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt/ Treasures and Tesoros - 2012	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Mathematics- 2014	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus has 26 classrooms available. All classrooms, with the exception of one that is used for a staff room, are being used for regular, special education, and additional support services for students. These rooms include space for Title I, Resource, intervention programs, a computer lab, and enrichment programs. Classrooms and seating arrangements are designed for adequate flow and provide easy and safe exit routes in the case of an emergency. Classroom bulletin boards are covered with fire-retardant paper. The bulletin boards encourage interaction, reference, and demonstration of student work. Rosedale has a closed-circuit television system that is used for announcements about student activities and accomplishments, and for safety issues. A school wide intercom system is also used for announcements as necessary.

Rosedale's PTA fundraised and installed an additional play structure on the kindergarten playground during the fall of 2019. Students were excited to have extra playground area to play and spread out.

Rosedale campus received many maintenance upgrades during the summers of 2016 and 2017. Those included: resurfacing of the blacktop, painting of the entire school, updated tables and benches in the cafeteria, tree trimming, safety lighting in the parking lot, surveillance cameras, carpet and other general maintenance as needed. The school library is fully computerized and annually stocked with new book titles. Athletic facilities include a multipurpose room, four outside basketball courts, two softball fields, two soccer fields, a track, and play apparatus. The parking areas were reconstructed during 2000-01 and a new playground structure installed. The school grounds are graffiti free and used by a wide variety of school groups. Signs are posted for public use after 6:00 p.m.; however, groups and organizations must complete a Use of Facilities Form and comply to district guidelines if space is requested on our campus.

Supervision is provided in the multipurpose room at the beginning of the breakfast program, 7:30 a.m. until 8:30 a.m. for students eating breakfast and all other students who arrive early. Certificated staff supervises morning recess from 8:15 until 8:30 a.m. Approximately 80 students participate in morning programs through the ASES Program and are supervised starting at 7:00 a.m. by certificated staff. Students are not allowed in unsupervised areas. Rosedale also participates in the grant-funded ASES After School Program in collaboration with CARD from 2:30 p.m. to 6:00 p.m. Monday - Friday. Students participate in academic, intervention, and enrichment activities. Chico Area Recreation District (CARD) also runs a simultaneous program which houses approximately 50 students K-5 as well.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rooms 16, 19 (D) Vents or surrounding areas are dirty - custodian to clean.
Interior: Interior Surfaces	Good	Rm 18 (D) Floor tiles are missing, damaged or loose - Work order #78203.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Rm 7 (D) Electrical outlet covers or light switch covers are damaged or missing - Work order #78203 Rm 24 (D) Lighting covers are missing, damaged, or loose - Work order #78203.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	46	50	54	56	50	50
Mathematics (grades 3-8 and 11)	41	43	44	43	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	263	256	97.34	2.66	50.39
Male	130	129	99.23	0.77	52.71
Female	133	127	95.49	4.51	48.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	185	180	97.30	2.70	42.22
Native Hawaiian or Pacific Islander					
White	60	58	96.67	3.33	67.24
Two or More Races	11	11	100.00	0.00	90.91
Socioeconomically Disadvantaged	155	153	98.71	1.29	32.68
English Learners	91	91	100.00	0.00	27.47
Students with Disabilities	27	27	100.00	0.00	37.04
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	23	21	91.30	8.70	61.90

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	262	254	96.95	3.05	43.31
Male	130	128	98.46	1.54	48.44
Female	132	126	95.45	4.55	38.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	184	178	96.74	3.26	33.71
Native Hawaiian or Pacific Islander					
White	60	58	96.67	3.33	63.79
Two or More Races	11	11	100.00	0.00	81.82
Socioeconomically Disadvantaged	154	151	98.05	1.95	27.15
English Learners	91	91	100.00	0.00	21.98
Students with Disabilities	27	27	100.00	0.00	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	23	21	91.30	8.70	42.86

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	12.7	20.0	34.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents have many opportunities for involvement in Rosedale's school programs. There are parent volunteers who assist teachers in classrooms, as well as those who assist in outside projects such as field trip supervision, arts programs, gardening, lunch time activities, and organizing school events. Parent input is sought through a variety of venues such as School Site Council, English Language Learner Advisory Committee, and the Parent Teacher Association (PTA), through Bilingual Liaisons, and by an open door access to administration.

Rosedale has a very active PTA. Regular PTA meetings are held on the third Thursday of the month at 6:30 p.m. There is a core group of very active, motivated parents who are working to get more parent involvement in the PTA. The PTA puts on several events which encourage parent involvement.

Staff on committees oversee parent invitations to school activities such as Family Nights and trimester Award Assemblies. Title I Program informational meetings are held annually. Parent conferences are also an excellent method for communication. To communicate on a regular basis with Rosedale families, bi-weekly school newsletters are sent home in English and Spanish. Additional contact to families is made through Aeries Communication and via "Simply Circle" which is an email contact system administered by PTA. In addition we are also using social media such as Facebook, Twitter, and Instagram to keep parents informed. Parents appreciate all the methods of finding information. They have expressed that it's easy to find information as we have several methods of getting the word out. The district is in the process of testing the Aeries messenger program to push out information to families via this method.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	1.1	0.4	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is reviewed and updated on a yearly basis in August-September. Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Potential traumatic incidents are reported to the Crisis Response Team. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. The district has recently implemented an app and a web-based reporting system, Catapult EMS, where teachers and staff members receive a text message and/or email when there is an incident on campus. Teachers can take role from their smart phone or computer to report to the main office which students they have present. Classified staff have been trained on the procedures of reporting via the app.

Teachers have action, evacuation, and relocation procedures posted in each classroom and those procedures are updated frequently. Additionally, there are Emergency Kits in each classroom. Supervisors, custodians, office personnel, and teachers have access to phone or two-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	24		4		24		4		25		4	
1	24		4		24		4		23		4	
2	24		4		24		4		23		4	
3	21	1	3		24		4		23		4	
4	26		3		27		3		28		3	
5	26		3		26		3		27		3	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	1084.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

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	\$10,430.95	\$2,795.36	\$7,635.59	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	-1.5	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	3.2	-16.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

Rosedale receives the following funding:

- Local Control Accountability Plan/ Local Control Funding Formula (LCAP/LCFF) for targeted populations: English Learners, Foster Youth, Socially Economically Disadvantaged Students.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

- ASES Grant (After School Education and Safety Program) state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

In-service training for certificated and classified staff is offered throughout the school year. Areas of emphasis focus on Technology implementation (GAPE), Common Core Standards/Instruction, Data Analysis, Language Arts and Math. In addition, staff is encouraged to attend workshops and training in line with the designated focus for personal growth. Teachers have access to district provided professional development opportunities and paid staff development trainings. Training sessions are also held for classroom aides to increase skills for working with students. All training is aligned with the goal of improved instruction through curriculum development.

Rosedale sends a team to the Illuminate conference every year to learn new innovative ways to analyze data and utilize formative assessments in the classroom.

Two-Way immersion teachers may also attend the CAFE Conference in the spring and National Two-Way CAFE conference in the fall to better improve the immersion program.