Rosemary Elementary School

401 W. Hamilton Avenue • Campbell CA, 95008 • (408) 364-4254 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Campbell Union School District
155 N. Third Street
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District Governing Board

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Chris Miller

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District Administration

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Superintendent

Nelly Yang
**Assistant Superintendent,
Administrative Services**

Lena Bundtzen
**Assistant Superintendent, Human
Resources Services**

Whitney Holton
**Assistant Superintendent,
Instructional Services**

School Description

Rosemary School, with more than 425 students in Transitional Kindergarten through 5th grade is a member of the acclaimed EL Education network of schools. The EL Education Curriculum emphasizes rigorous instruction, engaging learning modules at every grade, depth of learning over breadth, and research-proven approaches to foundational skills instruction in reading and writing. Our dedicated staff provides a nurturing school environment and rigorous, engaging instruction that prepares students for success in the 21st century workplace. We focus on innovative instruction that is equitable for all students. Our innovative programs have earned us the 2014 California Distinguished School award and have established our school as an educational and cultural hub of our community.

Mission: Develop the intellectual and emotional capacity of all students so they may live a fulfilling life and approach challenges with a growth mindset.

Vision: Rosemary School will provide a safe, healthy and rigorous learning environment that develops the social, emotional and academic needs of the whole child.

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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	71
Grade 2	83
Grade 3	70
Grade 4	64
Grade 5	82
Total Enrollment	466

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	1.1
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	1.1
White	2.4
Two or More Races	1.1
Socioeconomically Disadvantaged	90.1
English Learners	69.7
Students with Disabilities	7.3
Foster Youth	0.4
Homeless	0.6

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 Rosemary Elementary	17-18	18-19	19-20
With Full Credential	22	20	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Campbell Union School	17-18	18-19	19-20
With Full Credential	♦	♦	333
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rosemary Elementary School

Indicator	17-18	18-19	19-20
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 2018-19)
Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle.

Note: The schedule for piloting science and social studies curriculum will be determined in the 2018-19 school year. Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at http://www.cde.ca.gov/ci/

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-5: Benchmark Advance/Adalante - Benchmark Education (English and Spanish) (Adopted 2015-16) Supplemental Grades 1-2: Amplify, Core Knowledge Language Arts Grade TK: Learning Without Tears, Handwriting Without Tears **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK: Bridges in Mathematics - Math Learning Center K-5: Bridges in Mathematics (Adopted June 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grades K-3: Scott Foresman: California Science Grades 4-5: Houghton Mifflin California Science (Adopted 2008. Pilot of new materials TBA) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California Grades 4-5: Houghton Mifflin: History- Social Science for California (Adopted 2006. Pilot of new materials TBA) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	n/a **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	n/a **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosemary School, originally constructed in 1952, and entirely rebuilt in 1997, is comprised of 19 classrooms (including portables), a library, Family Learning Center, staff lounge, a cafeteria/multipurpose room, two playgrounds, and a childcare facility. Recent improvements include: landscaping upgrades, solar photovoltaic installation, installation of ceiling mounted projectors in classrooms and replacement of classroom furniture. A significant remodel of the school's exterior play areas was completed in 2019.

Cleaning Process:
The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	painting in 2018-19
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	31	55	53	50	48
Math	31	34	49	48	38	37

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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.

School Year 2018-19 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	220	211	95.91	30.81
Male	110	106	96.36	27.36
Female	110	105	95.45	34.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	186	95.88	26.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	202	193	95.54	29.02
English Learners	187	179	95.72	28.49
Students with Disabilities	27	25	92.59	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 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	221	218	98.64	34.4
Male	111	109	98.2	35.78
Female	110	109	99.09	33.03
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	193	98.97	31.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	200	98.52	32.5
English Learners	188	186	98.94	33.33
Students with Disabilities	27	25	92.59	4
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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)
At Rosemary, it is our goal to connect with each child and work to help him/her succeed both academically and socially. We invite parents to work with us in promoting that success by forming a strong home/school team to support our children's learning. Parent and community involvement at Rosemary include the School Site Council, Home and School Club, English Learner Advisory Committee (ELAC), ABC Reading programs, the Curb Patrol, and the Campus Collaborative amongst others. Teachers are involved in the Instructional Leadership Team (ILT), Building Advisory Committee (BAC), Safety Committee, and School Site Council. Through their involvement, the various stakeholders have knowledge of and/or input into our Single Plan for Student Achievement (SPSA). Please feel free to stop by the office, call, or email us if you have questions, concerns, or suggestions.

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
The School Safety plan was updated and approved December 11, 2019 and reviewed with staff December 19, 2019.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	2.1	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.8	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.8

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		5		20	4	1		24		4	
1	20	3	1		22		4		24		3	
2	24		3		20	3	1		21	1	3	
3	19	5			23		3		23		3	
4	26		4		29		3		32		2	
5	29		2		29		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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional Development provided for Teachers:
Campbell Union School District's work year calendar allocated two full days for Professional Development in the 2017-18 school year, three in the 2018-19 and three in the 2019-20 school year. The District provides professional development for all credentialed and non-credentialed staff.

The primary areas of focus for our staff development in all CUSD schools is training to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. Professional Development is also offered aligned to our Profile of a Graduate Competencies and 21st Century Learning strategies. Teachers collaborate in professional learning communities to examine data and learn from one another in job-embedded professional development.

We use a variety of delivery models for professional development, including release days to attend trainings or conferences, stipends to do professional development on a weekend or during the summer, on-line learning with guided facilitation with district staff members, and after school sessions throughout the entire school year. We take into consideration staff requests for both content and timing of the professional development. Teachers also can participate in online learning by using our School of Rock learning platform that provides professional development aligned to our LCAP goals in a game-based setting that allows teachers to learn at their own pace and select topics of interest to them. We offer teachers extensive coaching opportunities in our district, both through our site Equity TOSAs (teachers on special assignment) and through our district TOSAs. Collaboration time is also planned at each school site, so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$59,214	$45,741
Mid-Range Teacher Salary	$88,645	$81,840
Highest Teacher Salary	$104,687	$102,065
Average Principal Salary (ES)	$146,168	$129,221
Average Principal Salary (MS)	$153,377	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$279,034	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6411.97	264.91	6147.06	97884.91
District	N/A	N/A	6159.76	$85,584.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.2	13.8
School Site/ State	-14.7	14.7

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

District funding through the Local Control Funding Formula(LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, Special Education, and/or Foster Youth. State and federal funding also supports the following special programs. • Title I, Part A Basic Grant • Title II, Part A Improving Teacher Quality • Title III, Part A Limited English Proficiency (LEP) • State Preschool • State Child Care • Federal Free/Reduced meals

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Rosemary Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Campbell Union School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Not applicable to our TK-grade-8 district. This section applies to grades 9-12.

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.