Rose Ferrero Elementary 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	Rose Ferrero Elementary School
Street	400 Entrada Drive
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6480
Principal	Tommy Frank
Email Address	tfrank@soledad.k12.ca.us
Website	www.rose.soledadusd.org
County-District-School (CDS) Code	27-75440-6118756

Entity	Contact Information
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
Email Address	tvanoli@soledad.k12.ca.us
Website	www.soledadusd.org

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

Vision for Rose Ferrero Elementary School: A School of Excellence - We will provide a safe & secure, non-threatening learning environment where all students can and will achieve academic success and develop into citizens who contribute positively to our global community.

Rose Ferrero Elementary School will achieve this vision by:
* implementing Common Core State Standards with a focus on the Key Ideas in English Language Arts and Math;
*following the PLC "Cycle of Learning": 1) teachers select their grade-level "Essential Standards", 2) create a "Unit of study" by breaking apart each essential standard down to the skills and concepts students must know, 3) determine what proficiency looks like for each skill/concept, 4) determine the level of rigor and DOK levels to be addressed during instruction and assessment, 5) determine the instructional strategies and resources to be used that will best ensure students will learn, 6) Create two Common Formative Assessments (CFA) [ver. A & B] for easch essential skill/concept within the standard and an "end of study" or Unit test, 7) determine the timeline, or schedule for instruction, assessment, intervention, and reassessment, 8) Teach [Tier 1 "prevention"], 9) administer CFA [ver. A], 10) analyze the data [per data protocol], 11) determine plans for Tier 2 Interventions, reassessment [CFA, ver. B], and Extension, 12) Review all Unit skills/concepts, 13) administer the Unit assessment, 14) analyze the data [per data protocol] and respond as needed ..... [repeat this cycle for each essential standard]
* focus on Systematic Quality Instruction, which includes: promoting the Growth Mindset in all classrooms; use of the Gradual Release of Responsibility in all lessons; implementing close-reading strategies; creating rigorous assignments and supporting students while at the same time, holding them accountable to respond proficiently; promote reading (for pleasure) on a daily basis; the daily implementation of Number Talks ...
* further assess students using benchmark assessments (NWEA/MAP K-2, as well as the CAASPP Interims [IABs & CATs]) to determine progress on CCSS;
* using Positive Behavioral Interventions & Supports (PBIS) to provide a safe, nurturing, creative and inspiring learning environment.
* following site and district instructional leadership.

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	50
Grade 2	50
Grade 3	59
Grade 4	56
Grade 5	80
Grade 6	88
Total Enrollment	480

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.6
Hispanic or Latino	95
Native Hawaiian or Pacific Islander	0.2
White	2.5
Two or More Races	0.2
Socioeconomically Disadvantaged	89
English Learners	42.3
Students with Disabilities	11
Foster Youth	0.6
Homeless	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	19	206
Without Full Credential	2	1	2	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	7

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	1

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: June 2019

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD and English 3D Course A from Houghton Mifflin Hartcourt for Grades 2-6. Reading intervention program is 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD for Grades 4-6. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
Mathematics	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 6th Grade uses CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0
Science	2008 - Scott Foresman California Science for grades K-5 in English and for 6th grade is Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2019 California History-Social Science My World Interactive Grades K-5 in English and California American History-Growth & Conflict for Grade 6 is Pearson. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
Foreign Language	2019 CA Go Math Spanish Grade K is CA Houghton Mifflin Harcourt Print and Digital, Language Arts Benchmark Advance / Adelante Grade K is Benchmark Education Co., CA NGSS 3D Spanish STEMscopes Grade K Accelerated Learning Inc. Designated Kinder classes are provided with a textbook or instructional material - All textbooks are state-adopted and standards-based.	Yes	0
Health	NA		N/A
Science Laboratory Equipment (grades 9-12)	NA		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Rose Ferrero is a beautiful, fully landscaped school with twenty-six classrooms, two computer labs, a two thousand square foot library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor's office and a librarian's office, plus 2 portables. The playground is equipped with three handball walls, five basketball courts, swings, six tetherball stations, climb on equipment with slides, hanging bars, a soccer field, and a kick ball field. Rose Ferrero Elementary School's facilities are colorful and clean such that our students and staff take pride in their school. All restrooms are in working order. The campus is secured during the school day and is accessible only by first going through the front office.

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: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies
Interior: Interior Surfaces	Good	Laminate peeling off counter top Rm 4, Water stain ceiling tiles Rm 11, 13, 17, 20 & 24 (work order in place for repair)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No deficiencies
Electrical: Electrical	Good	Cover missing speaker/wires exposed Rm 13 (work order in place for repair)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No deficiencies
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies
Structural: Structural Damage, Roofs	Good	Gutter down spout rusted Rm 15 (work order in place for repair)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No deficiencies
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)	38	37	30	32	50	50
Mathematics (grades 3-8 and 11)	24	29	19	21	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	289	286	98.96	1.04	37.41
Male	146	143	97.95	2.05	30.77
Female	143	143	100.00	0.00	44.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	274	272	99.27	0.73	36.76
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	268	99.26	0.74	36.94
English Learners	163	162	99.39	0.61	25.93
Students with Disabilities	50	49	98.00	2.00	4.08
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	42.86

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	289	285	98.62	1.38	29.12
Male	146	142	97.26	2.74	29.58
Female	143	143	100.00	0.00	28.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	274	271	98.91	1.09	27.68
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	267	98.89	1.11	28.09
English Learners	163	162	99.39	0.61	19.14
Students with Disabilities	50	48	96.00	4.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29

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	19.0	8.3	4.8

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 the school. They include but are not limited to the following:

School Site Council: SSC includes faculty, parents, staff, and principal who meet regularly to create and/or revise the School Plan for Student Achievement; This is done with the input and assistance from all stakeholders and groups. During the writing or revising of the SPSA, the Council reviews data, programs, schedules, professional development, policies, and implementation of the current plan.

English Learner Advisory Committee: ELAC includes parents of English learners, community members, and staff; This committee meets to advise the administration on services provided to students learning English; a second language. This committee also reviews the SPSA and offers advice regarding the plan to the School Site Council.

"Back To School" Night & TITLE I MEETING: Parents are invited to visit their child's class to learn about the standards and curriculum that will be taught throughout the year. Parents are given a copy of their child's fall assessment results and are informed about the many ways they can help their child to meet grade level benchmarks.

Parent-Teacher Conferences: Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and collaborate together as a team how they can best help the child meet grade level standards.

Student Success Team: SST meetings are held to provide an opportunity for information gathering and intervention for students who are at-risk. Parents, students, respective teachers, counseling and administrative staff come together to review each case individually and form an action plan for student success.

Individual Education Planning: IEPs are held on behalf of Special Education Students to review current performance and set new learning goals. In addition to parents: the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

Family Literacy & Math Nights: (Literacy) Parents are invited to into classrooms to hear about the latest in regards to the importance that literacy plays in their children's lives. In addition, parents are given strategies regarding how they can help their children discover a love of reading. (Math) Parents are invited to discover the new strategies in mathematics instruction as well as tips they can use at home to assist their children in seeing that math is a creative and beautiful subject.

Parent Volunteers are invited to volunteer their help and expertise by working in their child's classroom, the office, library, cafeteria, and/or computer lab. Volunteers are appreciated every day and are recognized once a year at a special event held in their honor and attended by all Rose Ferrero Staff.

Parent Education: These topics may include, but are not limited to the following: - gang awareness - parenting classes - health and nutrition - educational support.

Migrant PAC: Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

Award and Recognition Assemblies: Parents are invited to attend all student recognition assemblies throughout the year. Several students from each class are recognized for a variety of academic & social accomplishments.

"Open House": Towards the end of the school-year, parents are invited to an "open-house," in which teachers open their classrooms so that parents of all students can visit any of the classrooms to see what the students have been working on throughout the year, and especially the end-of-year projects.

Information about any of our parent activities and trainings are provided in a WEEKLY Bobcat Bulletin that has news and parent education, provided every Tuesday in English and Spanish..

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	2.1	0.9	2.5	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Rose Ferrero Elementary School's Comprehensive School Safety Plan is reviewed and annually updated under the direction of our School Site Council. The components of our plan include: Status of School Crime, Child Abuse Reporting, Crisis Response, Emergency Preparedness, Suspension and Expulsion, Dangerous Pupil Policy, Sexual Harassment Policy, Dress Code, Safe Ingress/Egress, Safe and Orderly Environment, School Discipline, Suspicious Parcels, and the County Terrorism Matrix. The plan meets or exceeds all of the requirements of Senate Bill 187. This plan is reviewed annually with all staff and on-going safety awareness is of the highest priority. We survey our parents and students annually in order to be aware of safety concerns. The most recent Comprehensive Safety Plan was approved by the School Site Council on October 9, 2019. Furthermore, our Board of Trustees reviews and approves our Comprehensive School Safety Plan annually. The current plan was approved by the Board of Trustees on December 11, 2019.

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	21	2	2		23		4		24		4	
1	25		2		25		2		25		2	
2	23		3		25		2		25		2	
3	24		3		22		3		25		2	
4	29		3		27		3		22	1	2	
5	29		3		29		3		27		3	
6	20	1	3		28		3		29		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*	480.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.2
Other	1.0

*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.

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	$7,816.00	$1,384.00	$6,433.00	$76,291.00
District	N/A	N/A	$5,798.00	$70,294.00
Percent Difference - School Site and District	N/A	N/A	10.4	10.0
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-10.2	6.6

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)

Our services include a resource specialist program and speech and language services. Some students who qualify in the area of learning, speech, or language who are serviced through a full inclusion and pull-out model. This model allows the student to receive services according to their IEP while remaining in their regular education classroom and having full access to grade level standards.

Funds are used to purchase supplemental materials and to provide additional support for students who are under-performing in reading, language, or math as measured by district-selected assessments.

Our Migrant Program instructional assistant serves migrant students in need of additional services.

These funds are used to purchase instructional materials relating to tobacco-use prevention.

These funds are used to purchase supplemental materials and assistance for our students who are under-performing and from a low socio-economic background.

These funds are used to purchase library materials used by the entire school community.

These funds also provide materials for these programs as well as for parent trainings and staff professional development.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,033	$46,208
Mid-Range Teacher Salary	$71,244	$72,218
Highest Teacher Salary	$103,460	$92,742
Average Principal Salary (Elementary)	$113,743	$134,864
Average Principal Salary (Middle)	$108,967	$118,220
Average Principal Salary (High)	$139,985	$127,356
Superintendent Salary	$220,000	$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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			

Rose Ferrero staff members are provided with a variety of professional development opportunities. The staff development plan is created with the input of staff, the School Site Council, and is based on the needs of our staff as determined by on-going data analysis. Staff development occurs on 6 full training days, on early release Wednesdays, and at Tuesday Staff Meetings. Rose Ferrero is following the Professional Learning Communities model of collaboration. Each group focuses on student learning in general and specifically during their daily 40 minute intervention time. Working together, the faculty answers the questions: What do we want students to learn? How do we know when they have learned it? What do we do when students don't learn? What do we do when students have already learned it? Each new teacher receives assistance and support from a mentor teacher who has been trained through the BTSA Program.