

Diamond Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Diamond Creek Elementary School |
| Street | 3151 Hopscotch Way |
| City, State, Zip | Roseville, CA 95747 |
| Phone Number | (916) 771-1760 |
| Principal | Mrs. Angela Garcia |
| Email Address | agarcia@rcsdk8.org |
| Website | http://www.rcsdk8.org/ourpages/school_list.jsp |
| County-District-School (CDS) Code | CDS 31669103130234 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--|
| District Name | Roseville City School District |
| Phone Number | (916) 771-1600 |
| Superintendent | Derk Garcia |
| Email Address | |
| Website | www.rcsdk8.org |

School Description and Mission Statement (School Year 2020-2021)

THE MISSION

The mission of the Diamond Creek learning community is to ensure that all students learn at high levels, find success and contribute responsibly in our global community.

VISION

The Diamond Creek staff is a collaborative group of professionals who are committed to providing each individual student a differentiated, diverse education in a safe and supportive environment.

COLLECTIVE COMMITMENTS

- We will collaborate to build a meaningful curriculum that serves our students.
- We will design interventions based on data.
- We will use assessments to drive instruction.
- We will celebrate our successes
- We will support each member as we examine our own authentic results.

School Description and Profile

Diamond Creek is in the Northwest part of Roseville located within a mile of the junction of Woodcreek Oaks and Blue Oaks Boulevards. Diamond Creek Elementary School is in its twentieth year of operation, having many unique features including classrooms built around an inner pod for planning, conferences, and small group teaching. It has two small playgrounds, and it is connected to a small community park maintained by the City of Roseville. The 1850's era of paddle-wheels on rivers, miners and

explorers seeking gold is a prevalent theme on the buildings. Our staff and students, in keeping with that theme, chose the school name of 'Trailblazers'.

Diamond Creek opened on August 17th, 2001 with seventeen permanent classrooms, a multipurpose room and administrative building. Today Diamond Creek serves over 595 students with twenty-two general education teachers and three special education teachers. Our teaching practices at Diamond Creek Elementary School reflects the new California Content Standards focusing on rigor in the subjects of reading, writing, oral language, literature, math, science, and physical education.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 107 |
| Grade 1 | 102 |
| Grade 2 | 96 |
| Grade 3 | 92 |
| Grade 4 | 108 |
| Grade 5 | 81 |
| Total Enrollment | 586 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 10.8 |
| Filipino | 4.4 |
| Hispanic or Latino | 14.2 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 59.2 |
| Two or More Races | 8 |
| Socioeconomically Disadvantaged | 13.7 |
| English Learners | 7.5 |
| Students with Disabilities | 15.7 |
| Foster Youth | 0.3 |
| Homeless | 1.2 |

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

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 26 | 26 | 25 | 478 |
| Without Full Credential | 0 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 48 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/10/20

Roseville City Elementary held a public hearing on September 6, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark | Yes | 0 |
| Mathematics | Houghton Mifflin 2015 | Yes | 0 |
| Science | Science MacMillan/ McGraw Hill 2006 | Yes | 0 |
| History-Social Science | History/Social Science Pearson Scott Foresman 2007 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:

Overall Summary – Good

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|-----------|---|
| 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 | Exemplary | |

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 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 65 | N/A | 65 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 66 | N/A | 53 | N/A | 39 | N/A |

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

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

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

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

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

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

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

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 41 | N/A | 46 | N/A | 30 | N/A |

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| 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 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Our key contacts are: Susan Guzzo, President School Site Council (916) 771-1760, PTC (916) 771-1760 or www.diamondcreekptc.com

Diamond Creek Elementary uses its volunteers in many ways. Every day we have from fifteen to twenty parent volunteers who assist in the classroom or copy room. We have over twenty-five parent volunteers who volunteer as Art Docents. These volunteers teach about some classic artwork, and then have students participate in the genre or theme being taught for that month. We have a dynamic Parent Teacher Club with over 200 active members that donate resources and time for our students in varying ways including sponsoring our Villages program, school enrichment activities, fundraising for technology, and library books. They also organize school events such as our Fall Festival, Skate Night, Movie Night and Parent/Child events. Many parents and community members volunteer their time sharing their career choices with students. These include policemen, legislators, firemen, and military personnel. We also have a father involvement program called WATCH D.O.G.S. which promotes the active involvement of father figures in our school. WATCH D.O.G.S. volunteer to spend a day at Diamond Creek in classrooms, helping mentor students and assisting in school safety. For the 2020-21 school year, these volunteer activities have had to be put on hold due to COVID-19, but will continue when it is safe for students, staff and our community.

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

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

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.5 | 0.2 | 3.2 | 2.4 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0 | 1.3 | |
| Expulsions | 0 | 0 | |

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

School Safety Plan (School Year 2020-2021)

A School Safety Plan has been created and is reviewed and updated annually in January by the School Site Council. This plan is available for you to review upon request. Please make an appointment at (916) 771-1760. Evacuation and lockdown drills are practiced on a regular basis at Diamond Creek. Staff and students are updated on safety practices. RCSD has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. This plan includes procedures for coordinating resources to emergencies.

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 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 22 | | 25 | | 24 | 1 | 24 | 13 | 24 | | 12 | 1 |
| 1 | 23 | | 24 | | 22 | | 24 | | 23 | 6 | 24 | 1 |
| 2 | 24 | | 24 | | 23 | | 24 | | 25 | 19 | 6 | 6 |
| 3 | 21 | 6 | 18 | | 22 | 6 | 24 | | 21 | 6 | 24 | 1 |
| 4 | 31 | | 18 | | 30 | | 12 | | 24 | 12 | 18 | 1 |
| 5 | 25 | 6 | 24 | | 25 | 6 | 18 | 6 | 23 | 12 | 12 | 1 |

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

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

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist (non-teaching) | |
| Other | 0.6 |

*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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,966 | \$3,255 | \$7,711 | \$91,938 |
| District | N/A | N/A | \$7,557 | \$85,382 |
| Percent Difference - School Site and District | N/A | N/A | 2.0 | 7.4 |
| State | N/A | N/A | \$7,750 | \$84,183 |
| Percent Difference - School Site and State | N/A | N/A | -0.5 | 8.8 |

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

Types of Services Funded (Fiscal Year 2019-2020)

Diamond Creek receives district funds to support its academic programs. It also provides electronic reading intervention via Lexia before and after school. Teachers provide preteach and reteach math opportunities with LCFF funds before/after school. Our teachers also have support materials to provide a more rigorous learning environment funded with LCFF funds. We also used LCFF funds this year to provide iReady instruction support to 75 students in math and 75 in reading. Our K-3 students have access to over 96 iPads and K-5 to 245 Chrome books to support learning.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,330 | \$51,004 |
| Mid-Range Teacher Salary | \$86,516 | \$82,919 |
| Highest Teacher Salary | \$100,728 | \$104,604 |
| Average Principal Salary (Elementary) | \$125,265 | \$131,277 |
| Average Principal Salary (Middle) | \$134,938 | \$136,163 |
| Average Principal Salary (High) | | \$128,660 |
| Superintendent Salary | \$217,646 | \$230,860 |
| Percent of Budget for Teacher Salaries | 42.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 5.0 |

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 | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

In addition, Diamond Creek teachers plan lessons aligned with the state standards and utilize our district ELA program, Benchmark and Expressions program for math. Teachers are supported by cohorts, principals, and district inservices. An emphasis on close reading and integrating language development into our English Language Arts lessons. Teachers are supported in these efforts through collaborative conversations in PLC groups, teacher-principal meetings and classroom walk throughs. Four times throughout the year, grade level teams and administration meet to review data, interventions and progress monitor the growth of our students. Throughout each Benchmark unit in ELA teachers have been given time during professional development to determine essential standards to be taught each unit and collaborate on a common assessment to assess the progress of these standards each week. Time is spent each week in PLC meetings reviewing the data from each common assessment and determining what instruction students need moving forward in order to master the essential standard. At Diamond Creek our teachers are learning a variety of ways to implement technology into their lessons in meaningful ways. This year our professional development has been focused on learning OTUS, our new student learning management system. OTUS has been implemented through distance learning as well as in person learning. We are working to plan lessons which allow for student collaboration, creativity, critical thinking and communication.