

Rosedale Elementary - Two Way Immersion School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School 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
E-mail Address	jbettencourt@chicousd.org
Web Site	http://rosedale.chicousd.org/
CDS Code	04-61424-6003081

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (School Year 2016-17)

Our Mission:

The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion by developing bilingualism and academic excellence in a multicultural environment.

Rosedale is Chico Unified School District's Two-Way Spanish Immersion Magnet K-5 school, and houses approximately 530 students on a traditional calendar. Our student population is culturally diverse. The demographic makeup is approximately as follows: 64% Latino/Hispanic, 28% Caucasian, 2% African-American, and 3% American Indian, 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 and a full-time 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 certificated BCLAD support teacher. There is one full-time 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, four fine arts instructors, and a PE/Health Specialist. Additional support for student services includes a PIP Aide, 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 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 Soar to Success. 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 2015-16)

Grade Level	Number of Students
Kindergarten	96
Grade 1	99
Grade 2	86
Grade 3	82
Grade 4	82
Grade 5	81
Grade 6	67
Total Enrollment	593

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2
Asian	0.5
Filipino	0.5
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.2
White	27.3
Two or More Races	2.5
Socioeconomically Disadvantaged	54
English Learners	35.8
Students with Disabilities	4.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	29	25	597
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 6-8: Prentice Hall / Focus on 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 campus received many maintenance upgrades during the summer of 2016. 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, 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles are stained - WO 46789 Wet ceiling tiles or walls inside the classroom indicating an active roof leak - WO 46789 Flooring has damage from cracks, tears, holes or water damage (summer project).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Improper usage of extension cords or extension cord trip hazard (site to repair).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Novemeber 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	42	35	48	51	44	48
Mathematics	35	35	40	44	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	25.3
	4	82	79	96.3	35.4
	5	81	78	96.3	46.1
	6	66	65	98.5	32.3
Male	3	42	42	100.0	23.8
	4	31	30	96.8	33.3
	5	32	32	100.0	43.8
	6	26	26	100.0	26.9
Female	3	41	41	100.0	26.8
	4	51	49	96.1	36.7
	5	49	46	93.9	47.8
	6	40	39	97.5	35.9
Hispanic or Latino	3	58	58	100.0	13.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	54	52	96.3	30.8
	5	47	47	100.0	36.2
	6	51	50	98.0	18.0
White	3	21	21	100.0	52.4
	4	25	24	96.0	45.8
	5	26	23	88.5	65.2
	6	13	13	100.0	84.6
Socioeconomically Disadvantaged	3	46	46	100.0	8.7
	4	43	42	97.7	19.1
	5	45	45	100.0	31.1
	6	40	39	97.5	10.3
English Learners	3	30	30	100.0	6.7
	4	26	25	96.2	16.0
	5	17	17	100.0	29.4
	6	26	25	96.2	8.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	26.5
	4	82	78	95.1	42.3
	5	81	78	96.3	39.7
	6	66	65	98.5	32.3
Male	3	42	42	100.0	28.6
	4	31	29	93.5	58.6
	5	32	32	100.0	50.0
	6	26	26	100.0	34.6
Female	3	41	41	100.0	24.4
	4	51	49	96.1	32.6
	5	49	46	93.9	32.6
	6	40	39	97.5	30.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	58	58	100.0	19.0
	4	54	51	94.4	35.3
	5	47	47	100.0	25.5
	6	51	50	98.0	20.0
White	3	21	21	100.0	42.9
	4	25	24	96.0	58.3
	5	26	23	88.5	60.9
	6	13	13	100.0	84.6
Socioeconomically Disadvantaged	3	46	46	100.0	19.6
	4	43	42	97.7	26.2
	5	45	45	100.0	26.7
	6	40	39	97.5	12.8
English Learners	3	30	30	100.0	23.3
	4	26	25	96.2	16.0
	5	17	17	100.0	11.8
	6	26	25	96.2	4.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	38	44	67	64	61	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	79	97.5	44.3
Male	32	32	100.0	53.1
Female	49	47	95.9	38.3
Hispanic or Latino	47	47	100.0	29.8
White	26	24	92.3	70.8
Socioeconomically Disadvantaged	45	45	100.0	31.1
English Learners	17	17	100.0	17.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8	30	33.8

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents have many opportunities for involvement in 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 "Simply Circle", an email contact system administered by PTA. In addition we are also using social media such as Facebook, Twitter, Instagram, and Remind 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.7	0.3	0.2	5.4	3.4	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school safety plan is reviewed and updated on a yearly basis in September-October. 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 web based reporting system 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.

Teachers have action, evacuation, and relocation procedures posted in each classroom and those procedures are updated frequently. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		24		4		24		4	
1	23		4		23		4		23.5		4	
2	24		4		22		4		20.5	1	3	
3	25		4		23		4		21	1	3	
4	30		2		29		3		27		3	
5	26		3		27		2		27		3	
6	32		2		27		3		33			2

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.45	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,514.10	\$2,339.07	\$6,175.03	\$64,053
District	N/A	N/A	\$6,467.54	\$64,053
Percent Difference: School Site and District	N/A	N/A	-4.5	0.0
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	8.8	-13.7

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (Elementary)	\$89,317	\$113,994
Average Principal Salary (Middle)	\$105,844	\$120,075
Average Principal Salary (High)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

In-service training for certificated and classified staff is based on needs assessed at the start of the school year. Areas of emphasis focus on 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.

Two-Way immersion teachers may also attend the National Two-Way CAFE conference to better improve the immersion program.