

# The Single Plan for Student Achievement

**School:** Rosedale Elementary - Two Way Immersion School  
**CDS Code:** 04-61424-6003081  
**District:** Chico Unified School District  
**Principal:** Jo Ann Bettencourt  
**Revision Date:** December 8, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on April 20, 2016.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Title III Accountability (School Data) .....	15
Title III Accountability (District Data).....	16
School Site Council Membership.....	17
Recommendations and Assurances.....	18

## School Vision and Mission

### Rosedale Elementary - Two Way Immersion School's Vision and Mission Statements

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.

## School Profile

Rosedale is a Two Way Immersion Magnet K-6 school with a culturally diverse student population. This program provides students with the opportunity to become bilingual and bi-literate, and have a connection to the Spanish speaking cultures. 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.

Currently, the school houses approximately 590 students. Teachers, staff and students respect each other and strive to develop each student's unique potential in a safe and enriched learning environment. The school has a wide ethnic variety in its student population that are inclusive of students with special needs. All classes contain students that have a dominant language other than English.

There are currently 28 teachers on staff and a full time principal. Included in the total are 27 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total is one certificated CLAD support teachers. There are two full time student support teachers, and a 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 of 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.

In addition to our on site staff, faculty also includes a music instructor, four fine arts instructors, a PE/Health Specialist, PIP aide, and a school psychologist. Our students also benefit from the support of our local community members who volunteer to be strategic tutors, and from community-based English tutors from the university.

In addition, the school employs a Speech and Language Therapist who provides one-on-one or small group services to students, three part time Bilingual/Bicultural 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.

Students attend school daily for 280 minutes in grades 1-3 and 300 minutes in grades 4-6. There are four Kindergarten classrooms where students attend school for 200 minutes daily.

The demographic makeup of Rosedale is as follows: 63% Latino/Hispanic, 30% Caucasian, 2% African-American, and 2% American Indian, with other nationalities making up the remainder.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys will be conducted during the 3rd trimester of the 2015-2016 school year.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are monitored by the formal evaluation process. Tenured teachers are evaluated every other year. Teachers that have taught in the district for 10 years or more, are NCLB compliant, and have had satisfactory evaluations are evaluated every 5 years. Temporary and probationary teachers are evaluated annually. During an evaluation year, formal observations are conducted at least twice a year in the areas of ELA, ELD, and Math. Observation forms are based on the California Standards for the Teaching Profession. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the administrator.

ELD coaches and/or consultants will work with classroom teachers to develop lessons and units, and provide teaching and assessment to support English Language Learners and to classroom teachers.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical

findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

##### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Rosedale teachers consistently use a variety of assessments to monitor instruction and improve student achievement. These assessments include the CST annual tests, CELDT annual tests for English Language Learners, district trimester benchmark assessments, curriculum-based assessments, and formative, teacher/grade level created assessments.

##### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement, progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

#### Staffing and Professional Development

##### 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and highly qualified for their assignments according to NCLB requirements.

##### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. The district has set up a menu of PD opportunities for teachers to participate after school to aide in the implementation of the CCSS. many teachers take advantage of those opportunities regularly. As an immersion school, Rosedale also works to send teachers to Immersion specific trainings as needed.

Most of the school's teachers have completed the SB 472 forty (40) hours of initial professional development program that is aligned with the effective implementation of the SBE-adopted reading/language arts and mathematics programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development decisions are aligned with school and LEA goals. Either individually or within a grade level, teachers review student performance data and determine areas of professional development need.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At PLC meetings, teachers collaborate and share best practices and effective teaching strategies that, using student data, have shown the greatest impact on student achievement. In addition, through district and county-offered professional development, teachers have access to content specific experts and instructional coaches. Examples of this professional development that teachers have taken advantage of are: Language Star ELD Structures and Strategies, Mathematics PLC (MPLC), Treasures/Tesoros Language Arts in-service, Guided Reading instruction, Positive Behavior Intervention Systems (PBIS), California Association of Bilingual Education (CABE), and Illuminate data management systems conference.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

One or two staff meetings per month are reserved for grade-level collaboration/PLC. In addition, once a month PLC teams are released during the school day for half of a day to meet as a PLC. These PLC teams set learning objectives and goals, create and/or agree on appropriate formative assessments to monitor student progress on the goals, analyze data from the assessments, form intervention and enrichment groups as needed, and share effective teaching strategies.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Core curriculum and materials are state board adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of research-based instructional strategies.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are as follows:

Kindergarten:	Mathematics: 30 minutes	Reading/Language Arts: 60 minutes
Grades 1-3:	Mathematics: 60-75 minutes	Reading/Language Arts: 150 minutes
Grades 4-6:	Mathematics: 60 minutes	Reading/Language Arts: 120 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedules are determined by the adopted curriculum for each subject and by PLC teams during collaboration and regular grade-level staff meetings. The pacing of lessons is based the state adopted curriculum. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students at all grade levels or programs have and appropriately use on a daily basis the most recent SBE-adopted instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Small group instruction, differentiated instruction.

14. Research-based educational practices to raise student achievement

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use research based support materials as outlined by the Response To Intervention (RTI) model.

## Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families receive letters indicating additional support for students outside of the school under the NCLB act.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The planning, implementation, and evaluation of consolidated application programs involves the school's parent, community, teachers and other personnel during staff meetings, general parent education nights, School Site Council meetings, English Language Advisory Committee (ELAC) meetings, Instructional Leadership Team (ILT) meetings, Family Literacy Mornings, and Parent-Teacher Association (PTA) meetings.

## Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Teachers continually review student progress and determine additional educational support or enrichment opportunities for students. This is supported by the classroom teacher and/or by support staff.

18. Fiscal support (EPC)

Title I

Title II

LCFF

## **Description of Barriers and Related School Goals**

### Barrier #1

Sufficient time for effective teacher collaboration on student progress and best practices is not built into our school or meeting schedule.

### Related Goals

CUSD Goal #2 - Fully Align Curriculum and Assessments with California State Content Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan.

2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.

### Rosedale Site Goals:

- All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.



Rosedale teachers will be given the opportunity to meet in their PLC groups two times per month via the use of substitutes to provide release time. Teachers will analyze data and note students on the high concern lists.

#### Barrier #2

Increase student achievement on the CAASP.

#### Related Goal

CUSD Goal #3: Support High Levels of Student Achievement in a Broad Range of Courses

3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.

3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.

3.3: Increase the number of students entering high school at grade level in ELA and mathematics.

3.4: Increase student achievement for English learners.

3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

#### Rosedale Site Goals:

- Rosedale will lower the number of students on the High Concern list by 20% by May 2016.
- Rosedale will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.
- Rosedale will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

#### Barrier #3

Increase opportunities for Parent involvement and encourage more parents to participate in community events.

#### Related Goal

CUSD Goal #4: Provide Opportunities for Meaningful Parent Involvement and Input

4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.

4.2: At all levels, increase parent input and involvement in school activities.

4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	89	87	97.8	87	2409.8	16	26	26	31
Grade 4	85	83	97.6	83	2445.5	19	14	29	37
Grade 5	67	65	97.0	62	2474.8	15	23	18	43
Grade 6	64	63	98.4	63	2541.9	21	37	27	16
All Grades	305	298	97.7	295		18	24	26	32

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	18	49	32	11	54	34	18	62	20	15	60	25
Grade 4	22	40	39	20	48	31	14	66	19	12	59	29
Grade 5	18	34	48	19	44	37	16	60	24	19	56	24
Grade 6	24	51	25	32	49	19	22	68	10	19	70	11
All Grades	20	44	36	20	49	31	18	64	18	16	61	23

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	89	87	97.8	86	2412.0	11	18	39	30
Grade 4	85	83	97.6	83	2469.5	16	27	33	25
Grade 5	67	65	97.0	65	2483.0	17	9	26	48
Grade 6	64	63	98.4	63	2534.4	27	16	35	22
All Grades	305	298	97.7	297		17	18	34	31

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	36	48	20	47	34	15	49	36
Grade 4	29	36	35	16	53	31	18	45	37
Grade 5	22	25	54	14	32	54	11	52	37
Grade 6	27	38	35	22	52	25	27	41	32
All Grades	23	34	43	18	46	36	18	47	36

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					***** *	***	***** *	***			*****
<b>1</b>	2	6	8	24	13	38	7	21	4	12	34
<b>2</b>	1	3	2	6	9	29	16	52	3	10	31
<b>3</b>	4	12	6	18	15	45	7	21	1	3	33
<b>4</b>	3	11	13	48	8	30	1	4	2	7	27
<b>5</b>	1	3	23	62	11	30	2	5			37
<b>6</b>			4	50	4	50					8
<b>Total</b>	11	6	56	32	62	36	34	20	10	6	173

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	3	12	40	6	20	11	37	30
<b>1</b>	2	6	8	23	13	37	7	20	5	14	35
<b>2</b>	1	3	2	6	9	29	16	52	3	10	31
<b>3</b>	4	12	6	18	15	44	7	21	2	6	34
<b>4</b>	3	11	13	48	8	30	1	4	2	7	27
<b>5</b>	1	3	23	62	11	30	2	5			37
<b>6</b>			4	50	4	50					8
<b>Total</b>	11	5	57	28	72	36	39	19	23	11	202

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	176	164	173
Percent with Prior Year Data	100.0%	99.4%	100%
Number in Cohort	176	163	173
Number Met	107	73	118
Percent Met	60.8%	44.8%	68.2%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	165	47	168	31	156	45
Number Met	24	23	23	14	36	28
Percent Met	14.5%	48.9%	13.7%	45.2%	23.1%	62.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

### Conclusions based on this data:

1.



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tim Cariss	X				
Kathleen Aguilar		X			
Tami Medearis			X		
Margie Taresh		X			
Idalia Stuart		X			
Leah Jones				X	
Maria Reyes				X	
Holly Harding				X	
Cesar Alfaro				X	
Yvette Zuniga				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Rosedale Instructional Leadership Team

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/09/15.

Attested:

Jo Ann Bettencourt

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Holly Harding

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

<p><b>LCAP Goal 1: Quality Teachers, Materials, and Facilities</b>                  All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> <li>1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.</li> <li>1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>Rosedale will adhere to Williams Act requirements.</li> <li>Rosedale will reduce the ratio of students to device ratio from 4:1 to 2:1.</li> </ul>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
Review credentials and assignments.	<ul style="list-style-type: none"> <li>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area  - Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups,	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and</li> </ul>	Williams Act Report	All	Instructional Materials	LCFF Base	

## Rosedale Elementary LCAP/SPSA Goals

Year: 2015-16

<p>have instructional materials:</p> <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> <li>Educational software: Illuminate and Renaissance</li> </ul>	<p>facilities are in good condition, as per the Williams Act requirements</p>			<p>Renaissance Place (Total District Cost)</p> <p>Illuminate (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>LCFF-Base</p>	<p>\$84,000</p> <p>\$64,000</p>
<p>Regularly inspect and maintain facilities.</p>	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>M&amp;O</p>	<p>LCFF-Base</p>	
<p>Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)</p>	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts and iPad minis are maintained in good working order.</li> <li>Rosedale will add 2 additional Chromebook carts</li> <li>Rosedale will add 3 additional Chromebook carts</li> <li>Rosedale will replace outdated projectors as needed</li> <li>20 iPad minis will be purchased for K-1</li> </ul>	<p>Ratio of students to devices in grades 2-6</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	<p>All</p>	<p>IT Dept Site Tech support</p> <p>Chrome Carts- Carryover</p> <p>IT Dept Teacher E/A</p> <p>iPad Minis-MS Voucher Program</p>	<p>LCFF-Base</p> <p>Title 1 Site</p> <p>Title 1- District</p> <p>Title 1- Site</p> <p>LCFF Site</p> <p>Title 1</p> <p>Grant Funded</p>	<p>\$6,973 %</p> <p>\$30,000</p> <p>\$45,000</p> <p>\$4,055</p> <p>\$4,000 %</p>
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> </ul>	<p>Rosedale Library staffed with Library Media Assistant __ hours per week</p> <p>Tech IA- 20 hours per week</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p> <p>Add'l Library Media Assistant hours .45 LMA</p>	<p>LCFF- District Supplemental</p> <p>Title 1 Site</p>	<p>794,091</p> <p>\$10,659 %</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

<p><b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b></p> <ul style="list-style-type: none"> <li>2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan.</li> <li>2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>-All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.</li> <li>-All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.</li> <li>-All certificated personnel will meet a minimum of 10 times to analyze student achievement data.</li> </ul>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> <li>The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify</li> </ul>	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		

## Rosedale Elementary LCAP/SPSA Goals

Year: 2015-16

	<p>site PD opportunities. Timeline: Fall and Spring surveys</p> <ul style="list-style-type: none"> <li>District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development</li> </ul>			DLC Funding	Title II District	
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will attend district-wide professional development.</li> <li>Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>PLC's analyzing benchmark results together</li> <li>GLT/SBIT progress monitoring high concern students</li> <li>Planning CSCS lessons together</li> <li>District-wide Skype/Video meetings supporting data discussion</li> <li>Provide after school professional development sessions focusing on technology integration in classrooms</li> <li>Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> </ul>	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title II District</p> <p>Title II District</p> <p>Title II Site Title 1 Site</p> <p>Title II District</p> <p>Title II Site</p>	<p>\$2,000</p> <p>\$5,000</p> <p>%</p> <p>\$6,319</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCFF Supplemental District</p>	
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>ABEO Participation Rate</p> <p>Math Time</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>District Title II</p> <p>Grant Funded</p>	



<p><b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b></p> <ul style="list-style-type: none"> <li>3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.</li> <li>3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>3.3: Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>3.4: Increase student achievement for English learners.</li> <li>3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.</li> </ul>						
<p><b>Site Goal:</b></p> <ul style="list-style-type: none"> <li>Rosedale will lower the number of students on the High Concern list by 20% by May 2016.</li> <li>Rosedale will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.</li> <li>Rosedale will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Secondary Counselors will implement and monitor college/career plans for all students, especially those</p>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>					



**Rosedale Elementary LCAP/SPSA Goals**

**Year: 2015-16**

in the identified subgroups.						
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> <li>● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments.</li> <li>● Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>● Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>● High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>● Employ supplementary support teachers (certificated)</li> <li>● Reading Pals program will continue and data analyzed throughout the year</li> <li>● Site will use SBIT process to monitor placement of students in interventions</li> <li>● All English Learners will be given ELD using Language Star curriculum and assessment</li> <li>● ELD teachers will participate in on-going after school training</li> <li>● All English Learners will take CUSD interim ELD Assessments and CELDT</li> <li>● Illuminate Support (Site Specific)</li> </ul>	<p>- K-6 Assessment Data (i.e. BPST, BAS, STAR)                  - 2nd-6th Grade CSCS Assessment Data                  - 3-6 SBAC Data</p> <p>CELDT Data                  EL Reclassification Rate                  Language Star PD Bi-weekly</p> <p>Language Star Assessment Data</p>	All	<p>Support Teachers</p> <p>Extra Duty Pay</p> <p>Language Star Coaches</p>	<p>Title 1- Site</p> <p>Title 1- Site</p> <p>LCFF District Supplemental</p> <p>Title II- District</p>	<p>\$122,472                  \$12,281                  %</p> <p>\$6,000 %</p>

**Rosedale Elementary LCAP/SPSA Goals**

**Year: 2015-16**

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>● Targeted Case Managers (TCMs)</li> <li>● Elementary Instructional Specialists (2.6 FTE)</li> <li>● Guidance Aides</li> <li>● Bilingual Aides</li> </ul>	<ul style="list-style-type: none"> <li>● See Goal 4</li> <li>● Rosedale will employ a .2 TOSA</li> <li>● Rosedale will employ a 25 hr/week Guidance Aide</li> <li>● Employ 3 Instructional Aides</li> <li>● Bilingual Aide- plan for bilingual aid</li> </ul>		All	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Instructional Aides (x3)</p> <p>Bilingual Aides (Total District Cost)</p> <p>Site Bilingual Aides</p>	<p>LCFF-District Supplemental</p> <p>Grant Funded</p> <p>LCFF Supplemental District</p> <p>Site LCFF</p>	<p>\$357,353</p> <p>\$45,000</p> <p>\$452,158</p> <p>\$25,524</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>● Site Kindergarten teachers will attend planning meetings at the district office.</li> <li>● Rosedale will implement extended Kindergarten day with 3 aides.</li> </ul>	<p>Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30</p>	All	<p>No Funding Needed</p> <p>Extended Day K Aides</p>	<p>LCFF Supplemental Site</p>	<p>11,873</p>
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	<ul style="list-style-type: none"> <li>● Site will provide tutoring groups before and after school in ELA and Math to students identified as</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	All	<p>Certificated Staff Costs</p>	<p>Title 1 (Total District Cost)</p> <p>Title 1 Site</p>	<p>\$100,000</p> <p>\$15,000 %</p>

	needing more support.					
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<p><b>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</b></p> <ul style="list-style-type: none"> <li>4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.</li> <li>4.2: At all levels, increase parent input and involvement in school activities.</li> <li>4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student</li> </ul>						
<p><b>Site Goal: Rosedale will move from 0% to 50% of parents registered on Simply Circle email messaging.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> <li>using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings</li> </ul>	<p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>After School PD Opportunities</p> <p>Education for the Future Survey (Total District Cost)</p>	<p>Title II-District</p> <p>LCFF Base</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Rosedale will offer a minimum of 2 parent/family informational opportunities</li> <li>Rosedale will offer parenting classes via the</li> </ul>	<p>Event Sign-in Sheets</p>	<p>All</p>	<p>No Funding Needed</p> <p>No Funding Needed</p>		

## Rosedale Elementary LCAP/SPSA Goals

Year: 2015-16

	TCM					
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>● increasing parent participation</li> <li>● District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>● District will provide a .5 TCM</li> <li>● Rosedale will employ a .975 Bilingual Bicultural Liaison</li> </ul>	Sign in Sheets at site ELAC meetings	All	TCM Costs Addl TCM	See Goal 3 LCFF Supplemental Site	\$26,581 \$48,212
Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>● Parent Information/BTSN</li> <li>● SSC</li> <li>● Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>● Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	Device and software to track parent participation	LCFF Site	\$217 \$1783 %



<p><b>Goal 5: Improve School Climate</b></p> <ul style="list-style-type: none"> <li>5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>						
<p><b>Site Goal: Rosedale will reduce the number of chronically truant students by 2% annually.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>Rosedale will participate in CUSD PBIS Grant</li> <li>Rosedale will employ an additional School Aide to support positive recess supervision.</li> </ul>	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	<p>All</p>	<p>PBIS Training</p> <p>School Aide</p>	<p>Grant Funded</p> <p>LCFF Supplemental Site</p>	<p>\$5,430</p> <p>\$2,000</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> <li>Provide a minimum of 4 family events</li> <li>Early identification of students with attendance issues</li> <li>Communicate chronically absent/tardy names to teachers</li> <li>Parent/Principal meetings to see if student absences and tardies improve</li> <li>Use attendance rewards at school assemblies</li> </ul>	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>			

## Rosedale Elementary LCAP/SPSA Goals

Year: 2015-16

<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain Opportunity Class</li> <li>● Institute the Reset Classroom as an alternative to suspensions</li> </ul>	<p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p> <p>ISS, OSS Rates</p>	<p>All</p>	<p>Opportunity Class</p> <p>Reset</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>160,000</p> <p>107,000</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Assistants</li> <li>● Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses</li> <li>● Employ Health Assistants</li> <li>● Provide MNI Services as needed</li> </ul>	<p>Site Attendance Rate</p>	<p>All</p>	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>107,044</p> <p>496,363</p> <p>336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> <li>● Employ School Aides (noon supervisor, yard duty) as needed</li> <li>● Rosedale will employ additional School Aides</li> <li>● Rosedale will employ additional School Aides on rainy days</li> <li>● Purchase additional radios for staff</li> </ul>	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p> <p>Walkie talkies</p>	<p>LCFF Supplemental District</p> <p>Safe Schools</p> <p>Safe Schools</p>	<p>616,831</p> <p>\$591</p> <p>\$1,711</p> <p>\$1,500</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> <li>● Students receive Fine Arts and PE in 1st-6th grades</li> </ul>	<p>Site Attendance Rate</p>	<p>All</p>	<p>Certificated teacher providing prep time release</p>	<p>LCFF Supplemental District</p>	
<p>Research availability of federal and state funds/grants for school resource officers.</p>			<p>All</p>			
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>					



Categorical Expenditures in this plan approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$165,475 Title 1 Carryover-\$59,913 Total = \$ 227,385	Tech Support Chromebooks (3) Projectors Additional LMA PLC Title I Teachers Illuminate/Extra Support After School Tutoring	\$6973 \$45,000 \$4000 \$10,659 % \$5,000 \$134,753 \$6,000 \$15,000 = \$227,385 <b>Total</b>
Title II-\$8,319 Title II Carryover-\$ Total = \$8,319	PLC Conferences	\$2,000 \$6,319  Total = \$8,319
Safe Schools- \$3,000 Safe Schools Carryover- \$802 Total = \$3,802	School Aides Walkie-Talkies	\$2,302 \$1,500 Total = \$3,802

LCAP Budget - Developed with Community/SSC Input

**Rosedale Elementary LCAP/SPSA Goals**

**Year: 2015-16**

Funding Source	Funding Allocation	Cost
<b>15-16 Total- \$80,008</b> <b>LCAP Carryover- \$3,802</b>	Projectors Bilingual Aides TCM Support Volunteer Tracking (iPad sign-in) School Aide	\$4055 \$25,524 \$48,212 \$2,000 \$2,000
<b>Total= \$81,791</b>		<b>Total= \$81,791</b>