

# 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:** November 27, 2017

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 .**

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## 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-5 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 while learning about the cultures of Spanish speaking countries. 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 540 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 25 teachers on staff and a full time principal. Included in the total are 25 certificated bilingual (BCLAD) teachers teaching in the Two-Way Immersion program within our school. There is one full time student support teacher, 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 (Reading PALS) 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.

In addition to our on site staff, faculty also includes a music instructor, two fine arts instructors, a PE/Health Specialist, PIP aide, a part time school based counselor, 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, two 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 4-5. There are four Kindergarten classrooms where students attend school for 250 minutes daily with their classroom teacher, then a parent aide com in and takes over the class to extend the program to a full day program.

The demographic makeup of Rosedale is as follows: 64% Latino/Hispanic, 28% Caucasian, 2% African-American, and 3% American Indian, with other nationalities making up the remainder. The English Learner population is 33% of the student population.

## **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 2017-2018 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. The District Leadership Council teacher rep and site administrator have started conversations with teachers regarding teachers having the opportunity to observe one another. A plan is being designed so teachers can observe one another as we feel like this is a great opportunity to learn from each other, improve their practice and grow professionally.

ELD coaches and/or consultants will work with classrooms 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 both summative and formative exams such as: the SBAC 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 with the Bilingual Credential 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.

Over the past two years, there has been a big push for technology PD. Teachers have had several opportunities to participate in GAPE trainings and are becoming more knowledgeable about the Google apps for classrooms.

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 Supports (PBIS), California Association of Bilingual Education (CABE), and Illuminate data management systems conference.

Chico Unified also offers many opportunities for teachers to receive professional development after school on various topics including Science (Next Generation Science Standards), English Language Arts, Math, technology, guided reading, and many more. Many of the teachers here at Rosedale participate in those opportunities regularly.

Chico Unified also offers ongoing ELD support via the district ELD coaches. Professional Development sessions are available to them after school twice a month as well. Some of our ELD teachers participate in those as well.

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, grade levels are given release time on a case by case basis for additional PLC time as needed. 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 4-5:	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)

The school site offers on site tutoring for students as needed after school on Mondays and Wednesdays using our iReady program. We also offer tutoring for 1st and 2nd grade students in Language Arts daily before and after school. Students are invited based on need for these programs.

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)

Before and after school tutoring are provided for first and second grade students whose scores reflect that they need additional support. We also offer iReady tutoring after school Mondays and Thursdays for one hour after school.

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, via professional development and professional learning communities..

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

2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.



Rosedale Site Goals:

- All certificated personnel will move to stage 4 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 CAASPP.

Related Goal

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

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers.
- 3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready..
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 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 increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's 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 opportunities 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 via various social media platforms.
- 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	83	84	87	83	84	87	83	84	97.8	100	100
Grade 4	85	82	77	83	79	77	83	79	77	97.6	96.3	100
Grade 5	67	81	77	65	78	75	62	78	75	97.0	96.3	97.4
Grade 6	64	66		63	65		63	65		98.4	98.5	
All Grades	305	312	238	298	305	236	295	305	236	97.7	97.8	99.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2409.8	2381.8	2417.4	16	6	25.00	26	19	21.43	26	33	19.05	31	42	34.52
Grade 4	2445.5	2456.7	2447.6	19	18	11.69	14	18	25.97	29	34	36.36	37	30	25.97
Grade 5	2474.8	2497.8	2485.4	15	15	16.00	23	31	24.00	18	29	32.00	43	24	28.00
Grade 6	2541.9	2495.3		21	5		37	28		27	32		16	35	
All Grades	N/A	N/A	N/A	18	11	17.80	24	24	23.73	26	32	28.81	32	33	29.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	11	28.57	49	40	33.33	32	49	38.10
Grade 4	22	20	11.69	40	51	57.14	39	29	31.17
Grade 5	18	15	20.00	34	50	45.33	48	35	34.67
Grade 6	24	9		51	49		25	42	
All Grades	20	14	20.34	44	47	44.92	36	38	34.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	7	22.62	54	45	40.48	34	48	36.90
Grade 4	20	16	11.69	48	58	59.74	31	25	28.57
Grade 5	19	27	29.33	44	42	48.00	37	31	22.67
Grade 6	32	15		49	43		19	42	
All Grades	20	16	21.19	49	47	49.15	31	36	29.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	11	23.81	62	70	64.29	20	20	11.90
Grade 4	14	10	5.19	66	77	75.32	19	13	19.48
Grade 5	16	13	14.67	60	78	70.67	24	9	14.67
Grade 6	22	8		68	69		10	23	
All Grades	18	11	14.83	64	74	69.92	18	16	15.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	4	27.38	60	60	39.29	25	37	33.33
Grade 4	12	20	15.58	59	54	63.64	29	25	20.78
Grade 5	19	27	14.67	56	59	56.00	24	14	29.33
Grade 6	19	23		70	62		11	15	
All Grades	16	18	19.49	61	59	52.54	23	23	27.97

**Conclusions based on this data:**

- When looking at data over two years (snapshot of each grade level compared to previous year):
  - Third grade students had a higher percentage of students (21%) meeting or exceeding standards in 2017 compared to 2016 in ELA overall.
  - Fourth grade students had a higher percentage of students (1%) meeting or exceeding standards in 2017 compared to 2016 in ELA overall.
  - Fifth grade students had a lower percentage of students (6%) meeting or exceeding standards in 2017 compared to 2016 in ELA overall.
- When tracking the same group of students over three years:
  - Third grade students had 42% of students meeting or exceeding standards in 2015.
  - Fourth grade students had 36% of students meeting or exceeding standards in 2016.
  - Fifth grade students had 40% of students meeting or exceeding standards in 2017.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	83	84	87	83	84	86	83	84	97.8	100	100
Grade 4	85	82	77	83	78	76	83	78	76	97.6	95.1	98.7
Grade 5	67	81	77	65	78	75	65	78	75	97.0	96.3	97.4
Grade 6	64	66		63	65		63	65		98.4	98.5	
All Grades	305	312	238	298	304	235	297	304	235	97.7	97.4	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2412.0	2400.2	2423.3	11	1	21.43	18	25	27.38	39	39	19.05	30	35	32.14
Grade 4	2469.5	2471.6	2473.2	16	15	10.53	27	27	34.21	33	44	38.16	25	14	17.11
Grade 5	2483.0	2501.7	2490.1	17	19	14.67	9	21	20.00	26	26	25.33	48	35	40.00
Grade 6	2534.4	2494.7		27	12		16	20		35	18		22	49	
All Grades	N/A	N/A	N/A	17	12	15.74	18	23	27.23	34	32	27.23	31	33	29.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	11	30.95	36	45	32.14	48	45	36.90
Grade 4	29	23	27.63	36	33	39.47	35	44	32.89
Grade 5	22	31	24.00	25	23	24.00	54	46	52.00
Grade 6	27	18		38	23		35	58	
All Grades	23	21	27.66	34	32	31.91	43	48	40.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	16	30.95	47	42	39.29	34	42	29.76
Grade 4	16	22	17.11	53	50	57.89	31	28	25.00
Grade 5	14	15	14.67	32	44	46.67	54	41	38.67
Grade 6	22	17		52	32		25	51	
All Grades	18	17	21.28	46	42	47.66	36	40	31.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	11	23.81	49	60	44.05	36	29	32.14
Grade 4	18	24	19.74	45	45	52.63	37	31	27.63
Grade 5	11	15	13.33	52	51	41.33	37	33	45.33
Grade 6	27	15		41	43		32	42	
All Grades	18	16	19.15	47	50	45.96	36	33	34.89

**Conclusions based on this data:**

- When looking at data over two years (snapshot of each grade level compared to previous year):
  - Third grade students had a higher percentage of students (22%) meeting or exceeding standards in 2017 compared to 2016 in Math overall.
  - Fourth grade students had a higher percentage of student (2%) meeting or exceeding standards in 2017 compared to 2016 in Math overall.
  - Fifth grade students had a lower percentage of students (6%) meeting or exceeding standards in 2017 compared to 2016 in Math overall.
- When tracking the same group of students over three years:
  - Third grade students had 29% of students meeting or exceeding standards in 2015.
  - Fourth grade students had 42% of students meeting or exceeding standards in 2016.
  - Fifth grade students had 34.67% of students meeting or exceeding standards in 2017.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			17			33	***		50	***	***				
1	6			24	26	5	38	33	48	21	30	29	12	11	19
2	3			6	23	13	29	39	33	52	19	29	10	19	25
3	12			18	11	23	45	41	33	21	44	33	3	4	10
4	11	10		48	31	50	30	45	38	4	14	8	7		4
5	3	29	15	62	47	55	30	12	25	5	12	5			
6		4		50	38		50	50			8				
<b>Total</b>	6	6	3	32	28	29	36	38	36	20	22	20	6	6	11

#### Conclusions based on this data:

1. Students are making progress 35 students re-designated during the 16-17 school year
2. We were able to re-designate 31 students during the 15-16 school year; and 20 students during the 14-15 school year.
3. Only Kindergarten students and newcomers were assessed in the fall of 2017 due to a new assessment coming out in the spring of 2018

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>		4	4	3	4	9	40	17	22	20	48	26	37	26	39
<b>1</b>	6			23	25	5	37	32	48	20	29	29	14	14	19
<b>2</b>	3			6	21	11	29	36	33	52	18	26	10	24	30
<b>3</b>	12			18	11	23	44	39	33	21	43	33	6	7	10
<b>4</b>	11	10		48	31	48	30	45	37	4	14	7	7		7
<b>5</b>	3	29	14	62	47	57	30	12	24	5	12	5			
<b>6</b>		4		50	38		50	50			8				
<b>Total</b>	5	5	3	28	24	26	36	35	33	19	24	21	11	11	17

#### Conclusions based on this data:

1.



## Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<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. <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 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li></ul>
<b>Site Goal (s):</b>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	<ul style="list-style-type: none"> <li>• Certificated support teachers and instructional aides will support student learning.</li> <li>• Three Title I funded certificated staff(0.5 FTE, 1.0 FTE and 0.25 FTE) will support instruction with English Language Development, literacy interventions and Math with grades Kinder - 6th grade</li> <li>• One EIA funded certificated staff(0.5 FTE) will support first grade reading groups</li> <li>• Resource Teacher (funded through special education) supports the school wide RtI model.</li> <li>• One EIA funded classified classroom aide (.18 FTE LEPand 0.54 FTE SCE for a total 0.72 FTE)will support primary grade teachers in small group instruction during literacy instruction.</li> </ul>	August 2012 - June 2014	Title I funded teachers, EIA funded teacher, and EIA funded aide	<p>Certificated Staff (0.5 FTE, 1.0 FTE, 0.5 FTE)</p> <p>Certificated Staff (0.5 FTE))</p> <p>Classified Staff (0.18 FTE)</p> <p>Classified staff (0.54 FTE)</p>	<p>Title I Part A: Allocation</p> <p>Economic Impact Aid/State Compensatory Education (EIA-SCE)</p> <p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p> <p>Economic Impact Aid/State Compensatory Education (EIA-SCE)</p>	<p>134,000</p> <p>31,000</p> <p>5,300</p> <p>15,800</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	<ul style="list-style-type: none"> <li>Teachers document classroom and grade level interventions consistent with the Response to Intervention (RtI) model and document data of student progress or lack of.</li> <li>Students continuing to struggle and who need additional support beyond classroom instruction (Tier 1) and grade level interventions (Tier 2) will be referred to the Student Intervention Team where teachers are provided with ongoing support and services to best serve the students in their classroom.</li> </ul>	August 2013 - June 2014	Title I funded teachers	Included in Title I certificated staff given above		

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	The Student Intervention Team will continue to support the needs of the students by providing teacher intervention recommendations and support in documenting strategies for future interventions or special services if needed.	August 2013 - June 2014	All certificated staff	Included in Title I certificated staff given above		
	Supplemental materials will be purchased to support small group reading. These will be leveled readers for use in small group reading instruction. Materials will be aligned to CCSS and will primarily be non-fiction text.	December 2013 - June 2014	Principal	Leveled Readers	Title I Part A: Allocation	8,900

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	<ul style="list-style-type: none"> <li>Teachers will be given opportunities and encouraged to attend staff development in the following areas: CCSS ELA</li> <li>Guided Reading strategies</li> <li>ELD Language Star strategies by Kevin Clark</li> <li>Conferences focusing on Two Way Immersion Schools</li> <li>Visitation of successful Two-way Immersion Schools</li> </ul>	August 2013 - June 2014	Principal	Language Star Training  CCSS ELA Training as available Guided Reading Training as available	Economic Impact Aid/Limited English Proficient (EIA-LEP)  Title II Part A: Improving Teacher Quality	5,000  2,000
				Two-way Immersion Conference	Economic Impact Aid/Limited English Proficient (EIA-LEP)  Title II Part A: Improving Teacher Quality	5,000  5,100

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	All grade levels will provide one hour of daily English Language Development (ELD) instruction to English Learners using ELD standards and strategies using Language Star strategies. EL students will receive instruction targeted to their English proficiency level.	August 2013 - June 2014	Principal	Included in Title I certificated staff above		

## Planned Improvements in Student Performance

### LCAP 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 CCSS Stages of Implementation Plan.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.

### Site Goal (s):



CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<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 and modify PD opportunities.</li> </ul> <p>Timeline: Fall and Spring surveys will be given</p>	August 2013 - June 2014	All		Common Core  Title II Part A: Improving Teacher Quality LCFF - Supplemental	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development in: <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> </ul> Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	<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 Lync meetings supporting data discussion</li> <li>3rd-6th grade students will take the SBAC assessment in Spring of 2016.</li> </ul>	<ul style="list-style-type: none"> <li>Planned Staff Meetings- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24</li> </ul> *Additional TBD <ul style="list-style-type: none"> <li>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</li> <li>After School Sessions</li> </ul>	All	General Fund	Title II Part A: Improving Teacher Quality	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math.</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Report Card Feedback Sessions- 9/10,11/19, 3/24, 6/9</li> <li>DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</li> </ul>	All	LCFF - Supplemental		
Release time for peer rounds observations and debrief.						

## Planned Improvements in Student Performance

### LCAP 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.

### Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 tutoring data will be analyzed</li> <li>High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>Reading Pals program will continue and data analyzed throughout the year</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>Site will use SBIT process to monitor placement of students in interventions.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 Trimester Assessment Data (i.e. BPST, BAS, STAR)</li> <li>Language Star Assessment Data</li> <li>2nd-6th Grade CSCS Assessment Data</li> <li>3-6 SBAC Data</li> <li>CELDT Data</li> <li>Tutoring Assessment Data</li> </ul>	All		<ul style="list-style-type: none"> <li>General Fund</li> <li>Title I</li> <li>LCFF - Supplemental Common Core</li> </ul>	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide the following services to improve instruction: <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> <li>• TK Instructional Aides</li> </ul>						
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> <li>• Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Meetings- 9/23, 10/22, 11/2, 11/30</li> </ul>	All			
Provide after school homework support at Elementary and Secondary as per site's needs.	<ul style="list-style-type: none"> <li>• Site will provide tutoring groups before and after school in ELA and Math to students identified as needing more support.</li> </ul>	- Tutoring Data and High Concern Lists	All		Title II Part A: Improving Teacher Quality After School and Education Safety (ASES)	

## Planned Improvements in Student Performance

### LCAP 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

### SPSA Site Goal (s):



CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <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>	<ul style="list-style-type: none"> <li>• PD Sign-in Sheets</li> <li>• Parent Feedback Regarding Timely Responses</li> <li>• Spring Parent Survey Responses</li> </ul>	All		General Fund LCFF - Supplemental	
Provide parent training in English and other languages addressing parent access to: <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 Content State Standards learning at home, Rosetta Stone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a minimum of four parent/family events</li> </ul>	<ul style="list-style-type: none"> <li>• Event Sign-in Sheets</li> </ul>	All		General Fund LCFF - Supplemental Parent-Teacher Association (PTA)	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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>						
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>	- Offer a minimum of four parent/family events	- Percent of Parents who Attend BTSN, ELAC, and Parent/Teacher Conferences	All		General Fund LCFF - Supplemental Parent-Teacher Association (PTA)	

## Planned Improvements in Student Performance

<b>LCAP Goal 5: Improve School Climate:</b>
<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>
<b>Site Goal (s):</b>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: <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> </ul>	<ul style="list-style-type: none"> <li>Session Sign-in Sheets</li> </ul>	All		Common Core	
<ul style="list-style-type: none"> <li>Provide parent, education/training classes to improve student attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a minimum of four family events</li> <li>Early identification of students with attendance issues</li> <li>Communicating these frequently absent/tardy names to teachers</li> <li>Parent/Principal meetings to see if student absences and tardies will improve</li> <li>Using attendance rewards at school assemblies</li> <li>Use/expand ADA Make-Up Days</li> </ul>	<ul style="list-style-type: none"> <li>Event Sign-in Sheets</li> <li>Aeries Reports</li> </ul>	All		LCFF - Supplemental General Fund	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Continue support for Alternative Education Programs: <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>• Institute the Reset Classroom as an alternative to suspensions</li> <li>• Maintain Opportunity Class and in-school suspension options</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Referral to Opportunity Class</li> <li>• Number of Referrals to Reset</li> <li>• Number of ISS, OSS</li> </ul>	All		LCFF - Supplemental General Fund	
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> <li>• EMHI/PIP</li> <li>• Guidance Aides</li> <li>• Nurses</li> <li>• Health Aides</li> <li>• Medically Necessary/Off Campus Instruction.</li> </ul>	- Employ social-emotional counseling support services	- Attendance Rate at Site			LCFF - Supplemental	
Increase campus supervision as per site needs.	- Employ School Aides (noon supervisor, yard duty) as needed	- Number of Office Referrals	All		General Fund LCFF - Supplemental School Safety and Violence Prevention Act	
Support student engagement in Art, Music, and PE activities at the elementary schools.	- Students receive Fine Arts and PE in 1st-6th grades	- Attendance Rate at Site	All		General Fund	

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

# Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



# Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Site Supplemental	68,611	68,611.00
Title I - Site	145,221	145,221.00
Title I - Site	12,001 c/o	
Title II - Site	9,315	9,315.00
Title II - Site	2669 c/o	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Economic Impact Aid/Limited English Proficient (EIA-LEP)	19,158.00
Economic Impact Aid/State Compensatory Education (EIA-	55,800.00
Title I Part A: Allocation	163,700.00
Title II Part A: Improving Teacher Quality	7,100.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
	245,758.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Economic Impact Aid/Limited English	19,158.00
	Economic Impact Aid/State Compensatory	55,800.00
	Title I Part A: Allocation	163,700.00
	Title II Part A: Improving Teacher Quality	7,100.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	245,758.00

## 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
Jo Ann Bettencourt	X				
Kathleen Aguilar		X			
Kendra Killingsworth			X		
Leticia Kinslow		X			
Ofelia Landeros		X			
Jose Bravo				X	
Elizabeth Stevens				X	
Shanna Booth				X	
Cathy Jones				X	
Anna Magana				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</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

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

\_\_\_\_\_  
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 November 27, 2017.

Attested:

Jo Ann Bettencourt

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

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

\_\_\_\_\_  
Date

Jose Bravo

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

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

\_\_\_\_\_  
Date

**LCAP Goal 1: Quality Teachers, Materials, and Facilities**

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

**Site Goals:**

- Rosedale will adhere to Williams Act requirements.
- Rosedale will reduce the ratio of students to device ratio from 3:1 to 1:1.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
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> <li>• Support Induction Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area  S(ee BTSA goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>• Textbooks and supplemental materials</li> <li>• Educational software: Renaissance</li> </ul> iReady  Illuminate	<ul style="list-style-type: none"> <li>• Ensure site has proper instructional materials , as per the Williams Act requirements</li> </ul>	Williams Act Report	All	Instructional Materials   Renaissance Place  iReady  Illuminate	LCAP- District Supplemental  Lottery Funds  LCAP-District Supplemental (Total District Cost)  LCAP-District Supplemental (Total District Cost)  LCAP-District Supplemental (Total District Cost)	\$400,000  \$350,000  \$84,000  \$60,500  \$64,000
Regularly inspect and maintain facilities.	<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>	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000
Purchase devices for students and teachers per district technology needs	<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 1 additional Chromebook cart and 1 additional iPad mini cart (Kinder)</li> </ul>	Ratio of students to devices in grades 2-6	All	IT Dept Site Tech support	LCAP- District Supplemental-Base	\$250,000  \$17,388 12, 001 c/o Title 1- Site Title 1 Site



Rosedale Elementary LCAP/SPSA Goals

Year: 2017-18

	<ul style="list-style-type: none"> <li>Rosedale will purchase View Sonics</li> </ul>	K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab				
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> </ul>	Rosedale Library staffed with Library Media Assistant 20 hours per week	All	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p> <p>Add'l Library Media Assistant hours .45 LMA</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p>Title 1 Site</p>	<p>\$1,056,738</p> <p>\$3181</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> <li>IReady</li> <li>LexiaCore 5</li> </ul>	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		



**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, via professional development and professional learning communities..
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

**Site Goals:**

- All certificated personnel will move to stage 4 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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> <li>• Staff will continue to work on ensuring that all students will receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC)</li> <li>• District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development</li> </ul>	<p>Local assessments administered</p> <p>Administration and use of data</p>		<p>DLC Teachers on Special Assignment (TOSA)</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p>Title II District</p> <p>Title I</p> <p>Title III</p>	<p>\$291,830</p> <p>\$148,000</p> <p>\$199,284</p> <p>\$37,698</p>
<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), IReady</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> </ul>	<p>District-wide Grade Level Meetings- 10/3, 11/28, 1/30, 4/10</p> <p>Planned Common Staff Meetings</p> <p>*Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>PLC Release Time</p> <p>After School PD Opportunities</p>	<p>Educator Effectiveness Funds</p> <p>Title II</p> <p>Title I</p> <p>Title II District</p> <p>Title II Site</p> <p>Title I Site</p>	<p>\$9315</p> <p>\$10,000</p> <p>\$2669 c/o</p> <p>7,000</p>

Rosedale Elementary LCAP/SPSA Goals

Year: 2017-18

	<ul style="list-style-type: none"> <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 DLC TOSA, and/or staff</li> </ul>			Site PD Opportunities	Title II District	
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<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>	Testing Window Dates: iReady 3 times/year -TK-5 Local Assessments 4 times/year -Gr 2-5 Local CCSS Assessments 2 times/year  - Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9  - DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> <li>• Interested teachers will participate in long-term professional development opportunities</li> </ul>		All	District PD Opportunities Site PD PLCs Peer Instruction Rounds	Title II Title III -District Educator Effectiveness Funds	\$200,000 \$39,000 \$179,000

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

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers.
- 3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready..
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 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.

**Site Goal:**

- Rosedale will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school’s 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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>					
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> <li>• Supplemental Curriculum to support diverse learners</li> </ul>	iReady assessments  K-5 Common assessment  Grades 2-5 CSCS aligned assessments  CELDT Data EL Reclassification Rate  Language Star PD Bi-weekly  Language Star Assessment Data	All	Support Teachers  Extra Duty Pay  RTI via SpEd staff  Reading Pals  Language Star Coaches  Supplemental Curriculum	Title 1- Site  Title 1- Site  LCAP District Supplemental (Total District Cost)  LCAP District Supplemental  Title 1 -District Title III District (Total District Cost)  Title 1	\$69,652  \$4,000  \$579,355  \$106,208  118,451 26,214  \$8,000

**Rosedale Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>• Elementary Instructional Specialists (2.4 FTE)</li> <li>• Guidance Aides</li> <li>• Bilingual Aides</li> <li>• Bilingual Bicultural Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Rosedale will employ a .2 TOSA</li> <li>• Rosedale will employ a 25 hr/week Guidance Aide</li> <li>• .5 FTE Elementary School Counselor</li> <li>• Employ 3 Instructional Aides</li> <li>• Bilingual Aide- plan for bilingual aid</li> <li>• Bilingual Bicultural Liaison (in lieu of TCM)</li> </ul>			<p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Counselor</p> <p>Instructional Aides (x3)</p> <p>Bilingual Aides (Total District Cost)</p> <p>Bilingual/ Bicultural Liaison</p>	<p>LCAP- District Supplemental (Total District Cost)</p> <p>LCAP District Funded (Total District Cost)</p> <p>LCAP Supplemental District</p> <p>Site LCAP</p> <p>Site LCAP</p>	<p>\$343,908</p> <p>\$538,161</p> <p>\$452,158</p> <p>\$14,924</p> <p>\$52,385</p>
<p>Implement various models of 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>	<p>All</p>	<p>No Funding Needed</p> <p>Full Day K Aides</p>	<p>District Title I (Cost for all Sites)</p>	<p>\$128,533</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 needing more support.</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	<p>All</p>	<p>Certificated Staff Costs 2hrs. Per week per site</p>	<p>Title 1 Alternative Support sDistrict Funds - iReady</p> <p>Title 1 Site</p>	<p>\$100,000</p> <p>\$20,000</p>

EVALUATION OF GOAL




**Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input**

- 4.1: For students at all schools, provide opportunities 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 via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

**Site Goal: - Rosedale will setup, maintain and communicate regularly with at least one social media platform account.  
- Rosedale will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> <li>• using Parent Portal in Illuminate for 4<sup>th</sup>-6th grade teachers</li> <li>• expectations for timely response (3 day maximum) to parent inquiries</li> <li>• Survey Parents</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>	PD Sign-in Sheets  Parent feedback regarding timely responses  Spring Parent Survey Responses	All	After School PD Opportunities  Education for the Future Survey (Total District Cost)	Title II-District  LCAP District Supplemental	\$10,000
Provide parent training in English and other languages addressing parent access to: <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 TCM</li> </ul>	Event Sign-in Sheets	All	No Funding Needed No Funding Needed		
Provide Bilingual Bicultural Liaison 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>• Rosedale will employ a .975 Bilingual Bicultural Liaison</li> </ul>	Sign in Sheets at site ELAC meetings	All	Bilingual Bicultural Liaison	LCAP District Supplemental Site	\$428,496
<ul style="list-style-type: none"> <li>• Verify 70% of parents attend and participate in parent/teacher conferences.</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	No additional Cost	

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**Goal 5: Improve School Climate**

- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

**Site Goal: Rosedale will reduce the number of chronically truant students annually.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> <li>● Trauma-informed strategies</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</li> <li>● Rosedale will employ an additional School Aide to support positive recess supervision.</li> </ul>	Session Sign-in Sheets	All			\$40,000
		Number of Office Referrals, Referrals to Opportunity Class,, ISS, and OSS		PBIS Training PBIS Release time; planning School Aide	Grant Funded  LCFF Supplemental Site	\$5,430  \$2,218
Provide parent, education/training classes to improve student attendance.	<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> <li>● Provide opportunities for Attendance make up days through Saturday school.</li> </ul>	Event Sign-in Sheets  Aeries Reports	All			
Continue support for Alternative Education Programs: <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>	Number of Referrals to Opportunity Class  Number of Referrals to Reset  ISS, OSS Rates	All	Opportunity Class	LCAP District Supplemental	160,000
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses</li> </ul>	Site Attendance Rate	All	Nurses/ Health Assistants	LCAP District Supplemental	658,168

Rosedale Elementary LCAP/SPSA Goals

Year: 2017-18

<ul style="list-style-type: none"> <li>Health Assistants</li> <li>Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Employ Health Assistants</li> <li>Guidance Specialists at each elementary site</li> <li>Provide MNI Services as needed</li> </ul>			<p>Guidance Specialists</p> <p>MNI (Total District Cost)</p>	<p>LCAP District Supplemental (Total District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p>	<p>See Goal 3</p> <p>326,370</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> <li>Other Safe Schools Supplies</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/Supplies</p>	<p>LCAP Supplemental District</p> <p>Safe Schools</p> <p>Safe Schools</p>	<p>616,831</p> <p>\$2,000</p> <p>\$1,000</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>LCAP 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>					
<p>Safety Plan Expenditures</p>						


Categorical Expenditures in this plan approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$145,221 Title 1 Carryover-\$12,001 <b>Total = \$ 157,222</b>	Technology Additional LMA Teacher Release (PLC's SBIT, Assessments) Title I Teachers Illuminate/Extra Support After School Tutoring Professional Development Instructional Leadership Team Supplemental Curriculum	\$17,388 \$12,001 c/o \$3181 \$10,000 \$69,652 \$4,000 \$20,000 \$7,000 \$6,000 \$8,000 <b>Total = \$157,222</b>
Title II-\$9,315 Title II Carryover-\$2,669 <b>Total = \$11,984</b>	PLC Conferences	\$4,584 \$8,319 <b>Total = \$11,984</b>
Safe Schools- \$3,000 Safe Schools Carryover- 0 <b>Total = \$3,000</b>	School Aides Walkie-Talkies/supplies	\$2,000 \$1,000 <b>Total = \$3,000</b>

LCAP Budget - Developed with Community/SSC Input		
Funding Source	Funding Allocation	Cost
17-18 Total- \$68,611 LCAP Carryover- \$0	Bilingual Bicultural Liaison Bilingual Instructional Aides School Aide (Yard Supervisors)	\$52,385 \$14,924 \$2,218

Rosedale Elementary LCAP/SPSA Goals

Year: 2017-18

Total= \$69,527		Total= \$69,527

## 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  
*Loen Arbor*  
\_\_\_\_\_  
Signature

X English Learner Advisory Committee

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

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

\_\_\_\_\_  
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 .

Attested:

Jo Ann Bettencourt

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

*Jo Ann Bettencourt* 11-27-17  
\_\_\_\_\_  
Signature of School Principal Date

Jose Bravo

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

*Jose Bravo* 11/27/17  
\_\_\_\_\_  
Signature of SSC Chairperson Date