The Single Plan for Student Achievement

Rosa Parks Environmental Science Magnet School
School Name

01-61143-6090187
CDS Code

Date of this revision: 4/18/2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Berkeley Unified School District
School District

Superintendent:	Donald Evans, Ed.D.
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The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Rosa Parks Environmental Science Magnet School	School Year: 2017-18

Summary of School Goals:
The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

PRIORITIES FOR ADDITIONAL FUNDS:
Additional funding for after school math and reading club

CONTINGENCY PLAN:

Site Committee Representatives:

Parents/Community	Staff
(Chair): Kacy Robinson	(Principal): Paco Furlan
(Co-Chair, if applicable):	(Teacher): Katie Curry
Weldon Bradstreet	(Teacher): Tracy Iglehart
Irisa Charney-Sirott	(Teacher): Matilde Merello
Kerri McShea	(Classified): Tito Aquino
Rikki Moreno	(After School) Angie Won
Dan Smuts	
Heidi Wagner	
Montella Wilson	

BSEP Planning & Oversight Committee Representative: Weldon Bradstreet

ELAC/DELAC (District English Learner Advisory Committee) Representative: Julie Rich
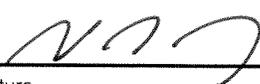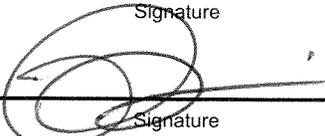
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.

2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.

3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.

4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:

   * School Advisory Committee for State Compensatory Education Programs
   * English Learner Advisory Committee
   * Other:

   The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.

6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.

7. This school plan was reviewed by the English Learner Advisory Council on 3/20/17.

8. This school plan was adopted by the School Governance Council on 4/10/17.

Paco Furlan	*Paco Furlan*	4/10/17
Principal	Signature	Date
Kacy Robinson	*signature*	April 10, 2017
School Governance Council Chair	Signature	Date
Patricia Saddler	*Pat Saddler*	6/14
Director, Special Programs and Projects	Signature	Date
Natasha Beery	*signature*	6/14/17
Director, Berkeley Schools Excellence Program	Signature	Date
Pasquale Scuderi	*signature*	JUN 1 3 2017
Assistant Superintendent, Educational Services	Signature	Date

III. School Vision and Mission

Mission
The mission of Rosa Parks Elementary School is to welcome children of all abilities and cultural backgrounds and teach them to excel in both academic subjects and interpersonal skills. They learn to reason, see their place in the world, and express their ideas by studying mathematics, environmental science, and the language arts. All students develop the creative and critical thinking skills needed to navigate our challenging world and a level of empathy that makes them assets to their community and stewards of their environment.

Vision
Rosa Parks Elementary School is a safe and nurturing place where academic excellence is the standard for all. The students and the families here come from different walks of life; we have special gifts and special needs; we speak many languages and have varied traditions. We come together with a spirit of curiosity and respect to develop a lifelong love of learning. By studying the natural world we develop a respect for the diversity of our school, our community, and our planet. A sense of wonder bolsters our classroom experiences and we leave Rosa Parks with a deep sense of fair play and with the skills we need to achieve in middle school and beyond as lifelong learners.

IV. School Profile

For additional school facts and information, please view the attachment titled: Rosa Parks School Information Sheet 2015-16.docx

Rosa Parks School opened in 1997 after three year planning period in which parents, teachers, staff, and neighbors gave input. Through the efforts of the planning committee and support of the business and private community, the Rosa Parks School Capital Campaign raised funds and created partnerships which allowed the school to build a full-sized gymnasium, a fully equipped Science Lab, and a computer lab. When the school opened, there was a belief that it takes a village to raise a child and the physical layout of the school echoes this belief. The school is designed as a village in clusters of small buildings surrounding the interior courtyards. which lends itself to a feeling of being at home in a safe and nurturing environment.

In addition to following the state adopted curriculum, Rosa Parks is dedicated to educating "The Whole Child." As an Environmental Science Magnet, we are proud to have the only fully equipped Science Lab in all of the Berkeley public elementary schools. The lab is staffed with a full-time Science instructor which enables the students to have access to a variety of hands-on learning experiences. We are committed to providing our students with an opportunity to experience science beyond the classrooms, both on campus and at the nearby Aquatic Park and Berkeley Marina. In addition to our focus on science, we also believe that the arts are an integral part of educating "The Whole Child." An example of how the arts are integrated into the core curriculum is evidenced by a tile mosaic mural on the Rosa Parks campus. This garden mural shows the life cycle of a bean plant and a butterfly as well as the layers of soil, rock and ground water below the garden. Forty second and third grade students and three teachers participated in this project. Additionally, Rosa Parks students have access to Cooking and Gardening which provides them with opportunities to acquire the skills to make healthy nutrition choices. The district-wide Music Program provides music literacy (singing, rhythm, recorder) once a week to all third grade students and twice a week to all fourth grade students. Fifth grade students choose between band, orchestra and chorus. Finally, our PE program is supported by PlayWorks which helps students learn to play organized games during recess time, engages them in physical activity, and develops their ability to play fairly with others.

Rosa Parks has a strong relationship with the Rosa Parks Collaborative, which is a program of LifeLong Medical Care. The Family Resource Center at Rosa Parks emerged through this partnership. The Collaborative Coordinator and Site Principal work together to provide support to children and their families throughout the school day as well as before and after school. Family/Community Outreach, Mental Health Services, and Kids' Village Before and Afterschool Program are the main services offered through the Family Resource Center. The Family Resource Center has played an integral role in assisting with parent outreach and bringing a diverse group of families together at Rosa Parks. Starting with the 2009-2010 school year, the Family Resource Center has sponsored a once a month family night called "The Tour of the World." These events help us to celebrate the diversity of our community by focusing on a region of the world each month. To celebrate, staff members and families host tables with activities for our children to learn more about the focus region. There is also a dinner focusing on foods from the region as well as art and performances by our children and other community members. This partnership between the school site and Rosa Parks Collaborative allows Rosa Parks to be a place in the community where students and families have one stop access to a plethora of educational, health, and social service resources designed to help our students succeed in school.

Current enrollment at Rosa Parks is 486 students. In some ways, the demographics of the school mirror that of the District with the exceptions of fewer African American students and more Latino, Disadvantaged, and English Language Learners. The students are 13% African American, 25% Latino, 39% White, 20% Multi-Ethnic/Other, 4 % Asian, 6% Students with Disabilities, 15% English Language Learners, and 22% Disadvantaged. The percentage of African Americans has decreased at Rosa Parks since 2003 while the percentage of students who are White and Multi Ethnic/Other has increased during this same time period.

Our current class configuration is as follows: three K's (three English only), four 1st's (all English only), four 2nd's English only, 4 3rd', all English only, three 4ths (English only), and three 5th's (two regular English, one Two-Way Immersion Spanish). We are slowly transitioning our TWI program out of the school one grade level at a time, starting with the 2013-14 school year with no TWI in KG. Students are placed heterogeneously in our regular English classrooms and by parental choice in our Two-Way Immersion Spanish classrooms with the goal of 50% native Spanish speakers and 50% native English speakers in the TWI classrooms only. The academic expectations are the same in all classrooms based on the California Content Standards at each grade level.

V. Comprehensive Needs Assessment Components

A. Data Analysis
For detailed school performance data analysis see two attachments: 1) Document: Rosa Parks Information Sheet and 2) Power Point: Rosa Parks SGC Data presentation. The analysis was presented to the School Governance Council in the fall of 2015 and includes state and local multiple measures.

B. Surveys
The School distirct created an online survey using Survey Monkey and also sent home a paper version of the survey. Both the online and paper versions of the survey were available in English and Spanish. The SGC made a particular effort this year to increase the parental response rate, and to increase the diversity of the respondents. The SGC also collaborated with the PTA in both creating, disseminating, and tabulating the results. Over 155 surveys were submitted to the school. The SGC also gave Rosa Parks staff a survey that focused on rating current programs as well as prioritizing spending for next year. This survey was filled out by most, but not all, Rosa Parks teachers. The results of both the parent survey and the staff survey informed the SGC's decisions about funding priorities.

C. Classroom Observations
The school principal observes teachers through weekly informal classroom walkthroughs and formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, pre and post observation conferences, and a summative evaluation. Both informal and formal observations provide information about
instruction, curriculum, and student learning. This information is used to plan staff development and guide staff/ collaboration meetings.

D. Student Work and School Documents
Teachers collaboratively meet during the year to analyze student work samples and plan instruction.

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, TCRWP, are given 3 times a year and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies.

E. Analysis of Current Instructional Program
(See Appendix H for additional analysis)

Identify 1-2 strategies or activities per LCAP goal that were particularly effective in improving student achievement. ? (ie: Lit Coaches; ELD teachers; Toolbox; effective Professional Development)
We have a full time literacy coach that teaches small group classes to students that need intervention. Further, the coach provides technical assistance and coaching for staff.
We have a full time ELD coach and after school intervention teacher. This coach runs our after school reading club and our during the day ELD intervention classes.

o Evidence of the direct or indirect impact of the strategies or activities on student achievement
Student achievement of our lowest achieving students continues to improve.

We continue to reclassify students in our ELD program at a rate higher than state and district average.
Our percentage of students at benchmark in reading is one of the highest in the district.

Identify 1-2 strategies or activities that were ineffective or minimally effective in improving student achievement.
We have implemented a school-wide language lab program.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
Lack of resources and enough staff to serve all students in small enough groups has been a challenge.

Based on the analysis of this practice, would you recommend:
o Continuing it with the following modifications: look at regrouping strategies and adding additional support to the after school programs.

VI. Description of Barriers and Related School Goals

It also goes without saying that our plan for student achievement is constrained by the limited financial resources available to the school and the District. To fully implement our vision for Rosa Parks would require financial resources far beyond what is currently available. Nevertheless, the SGC has endeavored to use the limited data available (including very valuable data received from the parent and staff surveys), and limited resources available to implement the vision for Rosa Parks in as comprehensive a way as is feasible.

Barriers to school goals include:

1. Students receive a standards-based program in English Language Arts and Math, although the articulation across and between grade levels has been inconsistent;
2. The most recent SBE-adopted (K-8) core and intervention materials in mathematics and reading/English/language arts (ELA) and
English Language Development (ELD) for every school and classroom in the district have not been consistently used and implemented;
3. Time provided for teacher collaboration is not sufficient;
4. Data-driven collaboration and curriculum planning to address needs of students is inconsistent across grade levels;
5. There is a ongoing need for consistent and data-driven differentiation and intervention in the classroom (Tier 1);
6. Demand for intervention (Tier 2 and Tier 3) in math and reading may exceed available resources;
7. Parent involvement varies within the school, and home/school communication is inconsistent;
8. Some perception exists in the community that there are not enough resources to challenge our students performing at or
above grade level;

Local Control and Accountability Plan (LCAP)
The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement
The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of

representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

v Great, Culturally Competent Teachers   v Grade Level Literacy & Math Proficiency   v English Fluency
v Career and College Goals   v Graduation Success   v Full Engagement with School
v Social-Emotional Skills & Mental Health   v Schools and Families to Partner

Section 2: Goals and Progress Indicators
The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures
Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately $10 million dollars, far in excess of the $2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: $2.4 million in 2014-15, $3.6 million in 2015-16, and $4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students
v Increase use of culturally and linguistically relevant instructional practices
v Actively recruit, support and retain African-American and Latino teachers
v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
v Increase targeted interventions with students and families
v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
v Expand the Bridge program for African-American students at all three middle schools
v Expand the AVID program to support middle and high school students on the path to college
v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students
v Provide trained English Language Development (ELD) teachers at every school site

v Provide and support RtI2 teacher coaches at all elementary schools
v Plan and monitor college and career path for high school students needing academic support
v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.
Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionally positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 1a - 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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	67	83	65	77	65	77	97.0	92.8
Grade 4	69	73	67	68	66	68	97.1	93.2
Grade 5	81	69	75	67	75	67	92.6	97.1
All Grades	217	225	207	212	206	212	95.4	94.2

* 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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2447.4	2439.6	34	29	23	29	28	17	15	26
Grade 4	2475.9	2486.3	37	34	15	24	18	18	28	25
Grade 5	2550.0	2525.2	39	36	36	21	12	18	13	25
All Grades	N/A	N/A	37	33	25	25	19	17	19	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	32	32	49	40	18	27
Grade 4	30	37	45	38	23	25
Grade 5	48	33	36	33	16	34
All Grades	37	34	43	37	19	29

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	31	23	52	47	17	30
Grade 4	32	32	41	44	26	24
Grade 5	48	43	33	37	19	19
All Grades	37	33	42	43	20	25

Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	28	29	57	58	15	13
Grade 4	26	19	48	68	24	13
Grade 5	35	22	53	58	12	19
All Grades	30	24	53	61	17	15

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	28	29	51	55	22	17
Grade 4	38	35	41	49	20	16
Grade 5	51	40	40	48	9	12
All Grades	39	34	44	50	17	15

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 1b - 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	67	83	65	78	65	78	97.0	94
Grade 4	69	73	67	68	67	68	97.1	93.2
Grade 5	81	69	76	68	76	68	93.8	97.1
All Grades	217	225	208	214	208	214	95.9	94.7

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2461.2	2468.6	31	33	35	37	23	21	11	9
Grade 4	2508.4	2502.6	37	29	25	34	24	21	13	16
Grade 5	2569.8	2544.7	50	44	22	15	18	24	9	18
All Grades	N/A	N/A	40	36	27	29	22	21	11	14

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	55	45	31	17	14
Grade 4	49	50	36	21	15	29
Grade 5	62	50	25	25	13	25
All Grades	50	52	35	26	15	22

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	35	40	51	49	14	12
Grade 4	42	37	40	40	18	24
Grade 5	46	38	39	38	14	24
All Grades	41	38	43	43	15	19

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	35	35	52	59	12	6
Grade 4	37	37	42	44	21	19
Grade 5	42	37	47	43	11	21
All Grades	38	36	47	49	14	15

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Rosa Parks Environmental Science Magnet School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	59	56	59
Percent with Prior Year Data	100.0%	96.4%	100.0%
Number in Cohort	59	54	59
Number Met	39	34	30
Percent Met	66.1%	63.0%	50.8%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	67	16	60	10	65	10
Number Met	20	--	16	--	17	--
Percent Met	29.9%	--	26.7%	--	26.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K									***						
1	8	30	38	62	50	63	15	20		8			8		
2				13	13	30	63	60	60	25	13			13	10
3		11		33	44	17	22	44	56	11		11	33		17
4	50	9	11	40	36	56	10	18	33		27			9	
5	42	55		32	9	50	21	18	17			25	5	18	8
Total	24	20	7	37	29	37	24	34	39	7	9	8	8	9	8

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:
BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:
All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:
LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:
- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

CCSS Training: Professional Development Sign-In
CCSS Professional Development Evaluations from Teachers
Annual Teacher Survey
Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
District Benchmark Assessments for ELA and Math
Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
California English Language Development Test (CELDT)
School Accountability Report Card.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Rosa Parks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district-adopted programs and practices within a dedicated literacy block. Teachers will implement the Columbia Teacher's College Reading Program, Caulkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons with the support of the Literacy Coach. The Coach will give ongoing training to personnel during staff meetings and will provide model lessons in classes. Those that have received training and coaching will work to support other staff during collaboration to further develop and implement Reader's Workshop. The Principal and teachers will develop common agreements and school-wide practices for implementing Reader's Workshop at all grade levels. All appropriate and necessary materials will be purchased including leveled texts, book sets, work work materials, teacher resources, handwriting materials, Quick Read books, listening centers/cd's, software, and all necessary materials including but not limited to pencils, pens, markers, paper, folders, and chart paper. Provide after school reading intervention and reading recovery Dedicated Literacy Block: Instructional Minutes: Kindergarten: minimum 60 minutes daily 1st-3rd grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading) 4th-5th grades: 90 minutes daily (including 45 minutes for writing)	August 2016-June 2017	1102 Certificated Monthly	1.0 FTE Literacy Coach (.25 BSEP, .20 LCAP, .55 District)	BSEP	30,750
		1102 Certificated Monthly	.30 Additional Rtl	BSEP	29,900
		4380 Other/Reserve	Personnel Variance	BSEP	3,925
		5800 Contracted Services (inc software subscriptions	BUILD tutoring	PTA	2,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
2. Continue to implement an English Language Development (ELD) program for English Language Learners: • Ensure every level 1 English Learner receives 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program • Implement a system to monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level per year, using the ELD blue card as an active instrument to support ELs • Participate in district professional development and provide site-level training in implementation strategies to ensure all student receive required ELD content • Use GLAD strategies • Implement the district-adopted program all classrooms • Hold parent/guardian workshops on understanding the CELDT and the ELD program at Rosa Parks • Develop and distribute clearly-written (in English and Spanish) materials explaining the ELD program to Rosa Parks parents • Devote staff/collaboration time to analyze CELDT scores, levels, and ELD instruction • Devote staff/collaboration time to strengthen instructional strategies for teaching ELs Hourly tutor support to help with PBS system and student support Supply Hourly Support a math Enrichment club teacher All supplementary materials such as consumable books, software and educational games, additional resources, and literature books required to support ELD instruction shall be purchased as needed.	August 2016-June 2017	1102 Certificated Monthly 1102 Certificated Monthly 1116 Certificated Hourly	.5 ELD Coach .5 RtI Coach Subs to train and plan	District Allocation District Allocation Other	 4,500
3. Rosa Parks teachers and staff will ensure that all students are provided high quality mathematics instruction: • Principal will ensure that all teachers in the	August 2016-June 2017	1116 Certificated Hourly 4300 Materials and Supplies	Math Intervention, Enrichment Science supplies - $2000 line item in PTA budget	District Allocation PTA	3,198 2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
school use the Common core math (CC)curriculum with fidelity;		4300 Materials and Supplies	Extension Math Materials	BSEP	3,000
• Use district math assessments to monitor student progress;		1116 Certificated Hourly	Intervention, Enrichment	BSEP	1,000
• Use CC and district math assessments to conduct data-driven teacher collaboration and professional development;		1116 Certificated Hourly	Technology PD	BSEP	2,200
• Use CC assessment results to inform Response to Intervention (RtI) and after school intervention programs;					
• Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5);					
• Devote Staff/Collaboration Time to analyze math assessment data and instructional practices;					
• Develop an In-House Cycle of Inquiry to look at best practices in math and implement them;					
• Assign one teacher to be the leader of the In-House Cycle of Inquiry; ideally this teacher would also be the Math Teacher Leader; this teacher will be responsible for organizing and coordinating in-house collaboration but will also serve as a liaison with LHS for the Family Math Nights					
• Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts;					
• Host at least one Parent Math Curriculum Information Night, where parents can learn about the EM curriculum and how they can support it at home					
Provide resources for before and after school math intervention. Provide resources for teacher math coach. Implement after school math club with KV staff and lead teacher. All necessary materials, journals and mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, geometric templates) will be purchased as needed. Instructional minutes: Kindergarten: 50 minutes daily, including interventions					

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1st-3rd grades: 60 minutes daily 4th-5th grades: 60 minutes daily					
4. Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle. • Use research based curriculum such as Read Naturally as part of Tier II interventions • Hold GRTI meetings every 6 weeks. • Implement Response to Intervention (RtI) three tiered response (classroom, small group, and learning center), with an emphasis on Tier I support • Provide push-in intervention support (tier I and II) for identified groups of students within the classroom by members of the RTI team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, RTI teachers and other identified support staff) • Provide pull-out intervention support (tier II and III) for identified students by members of the RTI team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, tutors, and other identified support staff) • Provide staff with professional development in differentiation and RtI practices with a focus on strengthening Tier I interventions (both academic and social-behavioral) using 4-6 week progress monitoring systems. • Hold SST meetings for students whose needs are not being met in the regular classroom (both struggling students as well as those who are academically advanced) and develop an action plan to meet their needs • Continue case management of student support services including: hearing, vision, dental, homelessness, and other health and social service related issues Continue after school program coordinator/RTI teacher that will progress monitor and work with students that need extra intervention Hire UC Berkeley BUILD tutors to work in our after school literacy program	August 2016-June 2017	5800 Contracted Services (inc software subscriptions	After School Support	BSEP	1,000
		5800 Contracted Services (inc software subscriptions	After school Support	PTA	19,500
		5800 Contracted Services (inc software subscriptions	Support for large 5th grade classes	BSEP	7,400
		5800 Contracted Services (inc software subscriptions	Support for KG first month 3 classes	PTA	2,025

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Provide Additional support to maintain the after school homework help and enrichment program at a similar level to 21st century grant					
5. Support transitions for students as they move from Pre-K to K and from 5th to 6th grade • Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes • Hold transition meetings for 5th grade Special Education students for middle school placement • Hold transition meetings for Pre-K Special Education students for Kindergarten placement Continue PTA sponsored Kindergarten welcoming gatherings such as Spring meetings and the annual Kindergarten Barbeque to smooth the transition from Pre-K to K. Continue Middle School visitations by 5th grade students as organized/scheduled by the district Provide resources to provide KG intervention daily after school.	August 2016-June 2017	2116 Classified Hourly 2116 Classified Hourly	KG After school classified hourly tutor intervention	District Allocation Other	3,100 3,100
6. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards • Discuss and review Special Education goals during IEP meetings,SST meetings, and staff collaboration time • Meet regularly with Special Education Program Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals • Ensure that IEP goals for Special Education students will be measurable, aligned with state standards, and include a gradual increase of anticipated achievement while reflecting high expectations for students	August 2016-June 2017				
7. Teachers will conduct data driven and results-based collaboration.	August 2016-June 2017				

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
	• Berkeley Office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement • Teachers and support staff will use the information gathered to plan and adjust targeted instruction Teachers will work with the Mills program on an inquiry cycle with their most challenged students. Teachers will have the chance to participate in Mills professional development after school.					
9.	Integrate visual and performing arts into the curriculum to ensure that every child has the opportunity to practice critical thinking, to acquire knowledge in a meaningful way, to discover and express their own experiences, to investigate creative ideas, to make new connections for themselves and others, and to learn the value of collaboration, interdependence, and compassion. • Time will be spent during collaboration meetings to develop lessons and units of study to be implemented throughout the school year • Support will be given in the planning, preparation, and implementation of the arts in the classroom • Students in grades K-2 will receive Dance once a week • Students in grades 3-5 will continue to participate in the BUSD music program • Regular communication with the Visual and Performing Arts District coordinator will occur Purchase materials/supplies to support the visual and performing arts programs. Purchase materials to support the core program at Rosa Parks including the above benchmark language lab. Hire an Arts integration teacher to work with students (10 sessions per year)	August 2016-June 2017	2102 Classified Monthly 5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions 4300 Materials and Supplies 4300 Materials and Supplies	.23 FTE Dance Teacher VAPA Art Teacher VAPA Art Teacher Materials and Supplies Materials and Supplies	BSEP Other PTA BSEP BSEP Carryover	18,000 7,000 3,000 10,300 8,000

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:
BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:
2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:
- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:
Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) continue to use a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline. Rosa Parks will continue to implement the District-adopted program Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support. • Teachers, classified staff, parents, and the principal will create and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians • Teachers, classified staff, parents, and the principal will and develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year • All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior • All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies • Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year. • Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom • Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices • Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level. • Noon duty supervisors and Kids' Village group leaders with other identified support staff will	August 2016-June 2017	5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions	Professional development	BSEP Other	2,000 3,800

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise School will continue the IPBS (individual positive behavior team) to work with students with difficult behavioral challenges. Rosa Parks will implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system. This will include: • Using student certificates of acknowledgement, and positive reinforcement coupons (Way To Be cards) • Holding regular assemblies to recognize students • Displaying/recognizing students in school newsletters and/or on school and class bulletin boards • Training teachers and staff on Active Supervision methods • Involving students in selecting a school-wide reward when a designated number of positive reinforcement coupons have been earned Materials and supplies such as books, posters, dvds, and student incentives, will be purchased to support this implementation The staff will implement the new district wide social emotional curriculum (TOOL BOX) Attend 4 trainings Host 2 parent trainings Teach weekly lessons					
2. Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege, and how these impact students and families. Support all teachers in developing programs to personalize the learning environment for all students. Partner with district equity coach and school equity coach to deliver high quality professional development. Partner with Pamela Harisson Small to deliver staff	August 2016-June 2017	5800 Contracted Services (inc software subscriptions	PlayWorks	PTA	30,000
		5800 Contracted Services (inc software subscriptions	The Mosaic Project	PTA	21,000
		5800 Contracted Services (inc software subscriptions	Additional Parent Support - Lifelong	BSEP	2,000
		5800 Contracted Services (inc software subscriptions	Equity Trainer	BSEP	2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
development to staff around issues of race and equity. • Rosa Parks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, are GATE identified students, need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students. • Collaboration and Staff meeting time will be spent discussing focus students (gifted and talented students (GATE), English Language Learner students, newcomers, or students who have a significant history of low achievement). • Teachers will create individualized learning plans for several focus students • Health, wellness, and fitness instruction will be integrated into the curriculum and will include cooking and gardening classes, character development, social competency, and conflict resolution strategies. • Students will have access to the Science lab in order to have hands on learning experiences that will allow them to develop higher order thinking skills and scientific reasoning. This will be showcased in a culminating event in the Spring, i.e. Science Fair. Purchase materials and supplies to support the health/wellness/fitness/Science programs and help to personalize the learning environment for all students.					

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:
BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:
3.1 Increase the percentage of strudents and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:
* Relevance: Do the objectives and goals match the problems or needs that are being addressed?
* Efficiency: Is the project delivered in a timely and cost-effective manner?
* Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
* Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
* Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:
California Healy Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey
CALPADS
District Indicators Report: Attendance Information; chronic absenteeism
Special Education Information System (SEIS) Reports

PowerSchool PBS Report
Family Engagement Coordinators' Intervention Logs
Family Affinity and Focus Group Meetings.
Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants. • Provide weekly parenting classes, based upon the needs of parents, and student tutoring sessions. • Monthly family nights will take place through the "Tour of the World" Program implemented by the Family Resource Center and Rosa Parks Staff. • Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts; • Host at least one Parent Math Curriculum Information Night, where parents can learn about the SOU curriculum and how they can support it at home Purchase materials such as movies and parent resource books to facilitate discussions/adult learning. Provide food and childcare at the meetings to ensure participation from all families	August 2016-June 2017	5800 Contracted Services (inc software subscriptions	LHS Family Math Night - PTA separate account	Other	1,500
2. Provide direct support to parents and the community to wrap around services around all students in order to ensure that their health and social-emotional needs are met. Events and services will include Halloween Candy Exchange, Holiday Food Drive, Dental and Vision Screenings, school based mental health services, parent computer classes, and the parent language exchange program. Employ parent advocates through the family resource center that represent the diversity in the student body	August 2016-June 2017	5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions	Family Resource Center - LCAP Family Resource Center - COB	District Allocation Other	12,000 5,000

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
	at Rosa Parks. The advocates will help families navigate the school system. Work with the Kid's VIllage program to provide 2.5 hours per KG class for the first 1 month of school of support in class.					
3.	Improve the written and oral communication between Rosa Parks staff and parents: Publish a regular newsletter to the parents that provides clear and necessary information from the Principal, SGC, PTA, Family Resource Center, and other teachers and staff; Consolidate all necessary phone messages into one Monday phone blast message from the Principal; Work with the PTA to improve and continue developing the Rosa Parks PTA website; Professionally translate the most important messages that need to be communicated to Rosa Parks parent.	August 2016-June 2017				
4.	Play to Be Program Support		5800 Contracted Services (inc software subscriptions	Lifelong	PTA	23,075

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
BSEP	113,475	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
BSEP	113,475.00
BSEP Carryover	8,000.00
District Allocation	18,298.00
Other	24,900.00
PTA	103,100.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	60,650.00
1116 Certificated Hourly	10,898.00
2102 Classified Monthly	18,000.00
2116 Classified Hourly	6,200.00
4300 Materials and Supplies	23,300.00
4380 Other/Reserve	3,925.00
5800 Contracted Services (inc software subscriptions	144,800.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	60,650.00
1116 Certificated Hourly	BSEP	3,200.00
2102 Classified Monthly	BSEP	18,000.00
4300 Materials and Supplies	BSEP	13,300.00
4380 Other/Reserve	BSEP	3,925.00
5800 Contracted Services (inc software	BSEP	14,400.00
4300 Materials and Supplies	BSEP Carryover	8,000.00
1116 Certificated Hourly	District Allocation	3,198.00
2116 Classified Hourly	District Allocation	3,100.00
5800 Contracted Services (inc software	District Allocation	12,000.00
1116 Certificated Hourly	Other	4,500.00
2116 Classified Hourly	Other	3,100.00
5800 Contracted Services (inc software	Other	17,300.00
4300 Materials and Supplies	PTA	2,000.00
5800 Contracted Services (inc software	PTA	101,100.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,398.00
Goal 2	60,800.00
Goal 3	41,575.00

BUDGET SUMMARY 2017-18

Rosa Parks (124)	Obj Code	BSEP Site Funds Resource 0752		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Lit Coach	1102	30,750	0.25		0.20				0.55	1.00
ELD Teacher	1102				0.50					0.50
RtI Coach	1102				0.50					0.50
ELD	1102				0.10					0.10
RTI	1102				0.10				0.50	0.60
Reading Support	1102	29,900	0.30							0.30
Extended Day Academic Intervention	1116	1,000		6,298						
Certificated Hourly - Subs								4,500		
Classified Tutors	2146							3,100		
Instructional Specialist - Dance	2182	18,000	0.23							0.23
Materials & Supplies	4300	13,300				2,000				
Professional Development	5200	2,200								
Contract (Lifelong)	5800	12,400		12,000		74,600		5,000		
Contract (Mosaic)	5800					21,000				
Contract (Art)	5800					3,000		7,000		
Contract (BUILD/Stiles Hall)	5800					2,500				
Contract (Other)	5800	2,000						5,300		
Unallocated Reserve	4380	3,925								
Total Expenditures		113,475		18,298	1.40	103,100		24,900		
Revenue Allocation		113,475								

Carryover Priorities

Materials & Supplies   8,000