

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ROSA PARKS ELEMENTARY SCHOOL

2018-19

37-68338-6114375
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Lopez-Mendez, Veronika
Contact Person: Lopez-Mendez, Veronika
Position: Principal
Telephone Number: 619-282-6803
Address: 4510 Landis St, Rosa Parks Elementary, San Diego, CA, 92105-2822,
E-mail Address: vlopez-mendez@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

DUE: May 15, 2018 (Year Round)

SCHOOL NAME: Rosa Parks Elementary

SITE CONTACT PERSON: Vernika Lopez-Mendez

PHONE: 619 992-2298

FAX:

E-MAIL ADDRESS: vlopez-mendez@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>6-8-18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>6-11-18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: _____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Vernika Lopez-Mendez
Type/Print Name of School Principal

Lizeth Lozano
Type/Print Name of SSC Chairperson

Sofia Freire
Type/Print Name of Area Superintendent

Vlopez-Mendez
Signature of School Principal

[Signature]
Signature of SSC Chairperson

[Signature]
Signature of Area Superintendent

Date

6-7-18
Date

6/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Rosa Parks Elementary School is a large, urban campus located in the Mid-City area of San Diego serving a population of over 1,100 students PreK-grade 5. The diverse student population is represented by many ethnicities and languages, with approximately 85% of the students classified as English Language Learners. Our vision is to prepare highly literate students motivated to be life-long learners, problem solvers, and productive citizens who will become leaders of our community and our nation.

In order to achieve our vision, the staff, parents, community, and educational partners of Rosa Parks Elementary are committed to a quality education for all students. Our focus is in accelerating student achievement in subgroups not meeting AYP. Targeted subgroups in both English Language Arts (ELA) and Mathematics include: Hispanic or Latino and English Language Learner (ELL) students. As a 100% Title I School our School Wide goals already address our Socio-economically Disadvantaged students and therefore it would be redundant to call that subgroup out as a separate group.

SCHOOL VISION AND REALITY

The school vision for Rosa Parks is to have the entire school community turn its focused attention on building a culture of teacher led improvement in student achievement, with the deliberate intention of keeping students at the “heart” of the work.

The ideal state at Rosa Parks will be to have our school culture support the academic press to create a sense of urgency that all the stakeholders own and continues to be focused on learning outcomes with instruction and assessment aligned to CCSS. Through this focused work teachers will monitor student progress on a regular basis so students to produce their best work every day, making “every minute count”. The ideal state for school culture would be for our entire school organization to use deliberate positive communications/actions, positive relationship building, in our daily work to reflect a school of caring, inclusive, and respect for diverse perspectives in teaching and learning practices.

Currently at Rosa Parks there are structures, knowledge, expertise, relationships, and communications that need to be further developed and improved to enable teachers to lead and build capacity around the relentless work of improving student achievement. There is a beginning of a coordinated effort by staff to improve the school culture and social environment to make it more welcoming and positive to ensure it’s worthy of children. There is an academic focus on math. However it’s not clearly articulated through the entire school community. The sense of urgency needs to be further developed. There is a need for teachers to consistent use stands when planning... With the use of our curricular resource, Benchmark Advanced and Adelante, we can guarantee common pacing, formative assessments and a common Tier 1 experience for children at Rosa Parks.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

In responding to the needs of the children and with careful analyzes of the data, Rosa Parks has embarked on a yearlong study on Trauma Informed Care and Restorative practices.

Year Long Professional Learning-

Professional Development for Rosa Parks has focused on:

Trauma Informed Care- Trauma and the brain, trauma Informed classrooms and self-care for the educator.

Restorative Practices

Understanding the Unique Needs of Learners

PLC- Focus of PLC's continue to be data driven. Teams are working to develop common pacing guides, formative assessments and cycle back to look at data once the assessment has been given.

ILT Focus- increase the capacity of team leads to lead and facilitate PLC's so they are teacher lead and data focused.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 grade level standard and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

- Focus on strengthening common Tier 1 instruction through Professional Development (see above)

- PLC teams will continue to improve implementation of Common Formative Assessments to improve student learning.

- Implementing a school wide RtI process that has equity at the Core. Teachers will identify at-risk students to participate in 12-15 week intervention cycles.
- Implement a systematic way to monitor interventions and make necessary adjustments. Interventions in 2018-19 will be provided to all struggling learners in K-5th grade.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The school went through a thorough community engagement process to ensure parents and staff had input in the budgeting process. The following are the dates and venues where budget was presented and community input was collected.

1. Staff meeting was held on January 23rd... Budget information was presented and staff was asked to prioritize what we would fund
2. On Feb 5th, an information session was offered to SSC and SGT members to give the a broad overview and gather input
3. Final budget was presented and approved on Feb 7th.
4. At Coffee with the Principal the entire budget was presented to all parents. Translation was provided in Spanish and Vietnamese.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Martha Bajet	Other
Veronika Lopez-Mendez	Principal
Laura Crews	classroom teacher
Lizeth Lozano	classroom teacher
Miriam Rodriquez	Parent
Itza Lopez	Parent
Oralia Gallegos	Parent
Ester Pintor	Parent
Ana Gonzalez	Parent
Colleen Crandall	classroom teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 35 % (approx. 56 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 61 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 51% (approx. 86 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Asia students

By June 2019, 61% (approx. 25 3rd- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 34% (approx. 86 3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 105 3rd=5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 12% (approx. 6 3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Students will utilize web-based programs such as Reading Plus and RazKids as intervention programs as well as tracking student progress and performance levels such as reading Lexile levels.

McLeod Reading Comprehension assessment and ARI/DRA assessments will be used to monitor progress and implement interventions

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and set SMART goals 4 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 35% (approx. 56 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 35% (approx. 61 4th graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 40% (approx. 67 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: Asian students
 By June 2019, 61% (approx. 25 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 34% (approx. 86 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 40% (approx. 105 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 16% (approx. 8 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam,

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
 Envision Math end of unit assessments
 Exit Slips

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze end of unit assessments after each unit... Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:
The "closing the gap" goal represents the number of focus group within each subgroup identified in the LCAP that comprises the main SMART goal for this content area.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
Designated ELD end of unit assessments from Benchmark Advanced/Adelante.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Monitoring of English Learner progress will be done 4 times a year. Principal will collect reading data to measure how EL's are progressing at the site. In addition, initial ELPAC assessment will be compared to summative results in Feb- target students will be identified and additional interventions will be provided to students not making progress.

Empty box for additional notes or comments.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 80% (approx. 114 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 139 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

*

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

McLoud at 4th and 5th grade

Writing samples

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Principal will hold Monitoring meeting twice a year with each teacher. Monitoring sheets will be turned in 4 times per year, SMART goals will be set by teacher and by grade level 4 times per year. Weekly RTI monitoring meetings held with Resource Teachers, Counselor and Principal to see the progress of interventions.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 80% (approx. 870 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 70% (approx. 763 families) will attend at least 1 academic workshop, coffee with the Principal, ELAC meeting etc. to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of English Learners.

What data did you use to form these goals?

Parent Surveys from 2015-16

Input from ELAC committee

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

With support from our parent center we will design academic workshops that meet the needs of the families and communities. Attendance will be tracked through sign-in sheets.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- Teachers in 1st, 2nd, 3rd, 4th and 5th grade will be implementing Benchmark Advanced CCSS curriculum.
- Teachers in Kinder, 1st and 2nd grade SEI/MEC will implement daily direct phonics instruction using SIPPS. Illiteracy teachers will continue to implement Estrellita.
- Every English Learner will receive 30 minutes Designated ELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, DRA/ARI and common formative assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics, Written Expression Tool and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use QTEL teaching strategies to support student understanding and increase content knowledge.
- All initial English Learners will be assessed using ELPAC. In the Spring, students will be assessed with the ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Network Tech will provide technology support to teachers and students
- Teachers will participate in regular PLC meeting.
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Tier 2 classroom based interventions will be offered to Kinder- 5th grade students that are at risk of not meeting end of year reading level
- Targeted daily small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students with IEP's.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports (network tech) to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Intervention teachers (In-School RT) will provide supplemental small group instruction to identified Intermediate English learners at risk of becoming LTEL's.
- Counselor and support mentors will provide monthly check in with at risk students
- Social Workers will provide monthly check in with families of at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Focus areas based on key findings:

- Provide PD to improve Tier 1 instruction
- Ensure guided reading is happening daily in all classrooms
- Provide daily Designated ELD lessons meeting students at their level
- Provide interventions to all struggling readers in Kinder-5th grade

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.2950	\$7,359.07	\$9,470.75	0230-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 05, LCFF 2	Additional library time will provide more access for students. Provides supplemental opportunities for students to access the library, check out books and support their in-school and at-home reading.
Supplies		\$7,739.43	\$7,739.43	0230-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional materials to support classrooms such as pencils, journals, charts, batteries, etc.

How will you monitor these strategies/activities?

- PLCs will monitor progress via SMART goals created for classrooms and grade level teams. Goals will be monitored throughout the year.
- Monitoring meeting
- Monitoring reading levels of students will occur 5 times a year
- Interventions will be monitored through the intervention cycle using pre and post assessment data
- We will track progress of school culture shifts through the use of PBIS

Rosa Parks Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Focus areas based on key findings:

- Class size reduction teacher will support 4th and 5th grade students with lower class size.
- Achieve 3000 and Raz Kids supplemental supports will offer access to Tier 2 interventions for all students.
- Offer collaboration time for teachers to work in PLC and strengthen Tier 1 practice
- In-school resource teacher will offer classroom based interventions to at risk students in K-3rd grade

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.8000	\$71,150.40	\$103,984.96	0230-30100-00-1109-1000-0001-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Functions as a tier 2 intervention support for struggling readers in kinder through 5th grade. Provides supplemental reading, small group lessons during the instructional day serving approximately 320 students across the year.
Inschool Resource Tchr	1.0000	\$88,938.00	\$125,592.44	0230-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Functions as a tier 2 intervention support for struggling readers in kinder through 5th grade. Provides supplemental reading, small group lessons during the instructional day serving approximately 320 students across the year.
ESL Asst	0.4000	\$10,168.40	\$20,108.22	0230-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides supplemental small group interventions to newcomers at second through 5th grade on a yearly basis. Supports approximately 12-15 students.

How will you monitor these strategies/activities?

- Daily classroom observations with feedback provided to teachers
- Professional development cycles- monitoring and feedback

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 Focus areas based on key findings:

- Professional development will continue to be provided in Tiers
 - Tier 1- PD on a common topic throughout the year -ELD/ELA Framework
 - Tier 2- Grade level specific
 - Tier 3- Targeted PD based on teacher need

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$37,000.00	\$44,544.30	0230-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for PLC's to plan responsive lessons. Time includes work such as developing common pacing, formative assessments, data analysis, and identifying opportunities for reteaching.

How will you monitor these strategies/activities?

- Monitoring reading levels of students will occur 5 times a year
- Interventions will be monitored through the intervention cycle using pre and post assessment data
- Interim Math and Literacy assessment scores will be analyzed
- Monitoring of CELDT data at the beginning of the year
- LTEL data monitoring using the Gap Finder

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4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Focus areas based on key findings:
 - Monitoring of EL progress
 - Reclassification rate
 - Percentage of students that made 1 years growth

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.5000	\$39,715.50	\$57,021.90	0230-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Offers supplemental supports for students in the areas of social and emotional needs with the end goal to support academic achievement. Serves on RtI team. Monitors academic progress and identifies students in need of support via problem solving teams. Works with kids on attendance. Pulls small groups and works with kids on a one-on-one basis.

How will you monitor these strategies/activities?
 - Monitoring of EL progress
 - Reclassification rate
 - Percentage of students that made 1 years growth

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 Focus areas based on key findings:
 - We will offer translation services in both Spanish and Vietnamese for all school meeting
 - Childcare will be offered for all meetings including SSC and SGT
 - Parent trainings and workshops including attendance at local conferences
 - Refreshments will be offered at parent meeting

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl PARAS Hrly		\$1,000.00	\$1,284.10	0230-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare so parents can attend meetings and workshops in support of their children's academic success.
Other Support Prsnl OTBS Hrly		\$1,500.00	\$1,926.15	0230-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Translation in support of parent participation in workshops and parent-teacher conferences.
In-service supplies		\$2,516.95	\$2,516.95	0230-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments for parent involvement activities.
Non Clsrn Tchr Hrly		\$200.00	\$240.78	0230-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	05	Time for teachers to provide academic workshops to support the home-school connection.

How will you monitor these strategies/activities?
 - ELAC roster and reflection forms
 - Sign-in sheets for parent involvement activities
 - Feedback from parents

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Rosa Parks will begin an RtI process for delivering interventions during the school day. Intervention (2 In-School Resource Teachers) teachers will be hired to provide classroom based interventions to any student that is struggling. In addition, teachers will participate in monitoring meeting to regularly monitor the progress of the students. Interventions will be offered in 12-15 week cycles to all grade levels. Interventions will be offered in Spanish and English depending on the instructional program.</p> <p>Identified Need:: Increasing student Lexile and DRA levels Increase reclassification rate of EL's</p> <p>Target Group:: Students in grades K-5</p> <p>Monitoring:: Monitoring of student Lexile and DRA levels will be done 5 times a year. In addition, each teacher will meet with an administrator twice a year to discuss student progress.</p> <p>Personnel Responsible:: Administration, classroom teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies and improved communication between the school and home.</p> <p>Identified Need:: Instruction in core curriculum (where the emphasis for expenditures will be made) is improved through the thoughtful procurement and application of classroom supports such as supplemental supplies and communication of student achievement/behavior with families.</p> <p>Target Group:: All students.</p> <p>Monitoring:: Administration approval of instructional supplies requests based on the academic rationale provided, i.e., how will the expenditure support desired grade-level learning goals.</p> <p>Personnel Responsible:: Administration, classroom teachers</p>

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development opportunities and collaboration amongst teachers to calibrate Common Core instruction and incorporate QTEL strategies to maximize student achievement according to desired outcomes. Teachers will be release for 14 half days for collaboration with grade level team. ILT leads will continue to receive support o lead effective PLCs. In addition, funding will be allocated for teacher to do cross visitations, attend conferences, participate in targeted professional development.

Identified Need::

Teachers benefit from additional time outside of contract to analyze student achievement results and collaboratively plan instruction that is driven by the data.

Target Group::

All students.

Monitoring::

Monitoring of progress is conducted through the PLCs and regularly scheduled grade level collaboratives. Additional monitoring is conducted through the evaluation and observation processes by the Administration.

Personnel Responsible::

Administration, Lead and Classroom Teachers, ILT.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Teacher-Bilingual Education -	1.0000	\$85,119.00	\$120,953.31	0230-09800-00-1107-1000-4760-01000-6337	LCFF Intervention Support	LCFF 1, LCFF 2	Provides reduced class size in 4th and 5th grade.
Network Sys Techn -	0.2000	\$8,319.00	\$16,555.65	0230-09800-00-2405-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05	Provide support for students to access technology. Provides direct classroom support such as login assistance and technology use/access instruction.
Short Term Leave Visiting Tchr		\$500.00	\$601.95	0230-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03	Cover the cost of substitutes for teacher funded by LCFF
Prof&Curriclm Dev Vist Tchr		\$21,000.00	\$25,281.90	0230-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Release time for PLC's to plan responsive lessons. Time includes work such as developing common pacing, formative assessments, data analysis, and identifying opportunities for reteaching.

Rosa Parks Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Software Purchase		\$16,000.00	\$16,000.00	0230-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Purchase supplemental support materials for technology in order to provide reteaching opportunities and differentiated instruction.
Supplies		\$7,808.00	\$7,808.00	0230-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 2	Instructional materials such as pencils, journals, batteries, etc.
Other Support Prsnl PARAS Hrly		\$5,000.00	\$6,420.50	0230-09800-00-2281-2490-0000-01000-0000	LCFF Intervention Support	03, 04, 05, LCFF 1	Classified staff too support with ELPAC to ensure developmentally appropriate instruction and language growth.
Travel Conference		\$4,815.00	\$4,815.00	0230-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Professional development opportunities for teachers.
Classroom Teacher Hrly		\$4,000.00	\$4,815.60	0230-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Tutoring for 4 and 5 grade students in math.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Parks
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	423	35.7	457	37.4	479	32.8	-2.9	-4.6	429	25.4	455	31.0	480	30.2	4.8	-0.8
Female	208	42.8	213	41.3	223	35.9	-6.9	-5.4	212	26.4	213	29.6	223	28.7	2.3	-0.9
Male	215	28.8	244	34.0	256	30.1	1.3	-3.9	217	24.4	242	32.2	257	31.5	7.1	-0.7
African American	17	29.4	21	33.3	20	5.0	-24.4	-28.3	18	33.3	21	23.8	21	14.3	-19.0	-9.5
Asian	16	25.0	19	52.6	15	46.7	21.7	-5.9	16	31.3	19	42.1	15	46.7	15.4	4.6
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	334	32.6	357	34.5	377	28.9	-3.7	-5.6	339	22.7	357	26.6	376	26.9	4.2	0.3
Indochinese	47	63.8	48	58.3	49	67.3	3.5	9.0	47	42.6	47	61.7	49	61.2	18.6	-0.5
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	3	-	3	-	5	-	-	-	3	-	3	-	6	-	-	-
Multiracial	6	-	8	-	13	46.2	-	-	6	-	7	-	13	30.8	-	-
English Learner	248	16.5	235	14.5	228	4.8	-11.7	-9.7	254	14.6	234	16.2	231	10.4	-4.2	-5.8
English-Speaking	175	62.9	222	61.7	251	58.2	-4.7	-3.5	175	41.1	221	46.6	249	48.6	7.5	2.0
Reclassified†	122	72.1	168	69.0	191	64.9	-7.2	-4.1	122	49.2	168	50.0	191	54.5	5.3	4.5
Initially Eng. Speaking	53	41.5	54	38.9	60	36.7	-4.8	-2.2	53	22.6	53	35.8	58	29.3	6.7	-6.5
Econ. Disadv.*	423	35.7	434	37.3	467	32.1	-3.6	-5.2	429	25.4	432	29.9	467	29.6	4.2	-0.3
Non-Econ. Disadv.	0	-	23	39.1	12	58.3	-	19.2	0	-	23	52.2	13	53.8	-	1.6
Gifted	93	67.7	102	67.6	101	64.4	-3.3	-3.2	94	59.6	101	61.4	101	60.4	0.8	-1.0
Not Gifted	330	26.7	355	28.7	378	24.3	-2.4	-4.4	335	15.8	354	22.3	379	22.2	6.4	-0.1
With Disabilities	64	6.3	57	1.8	0	-	-	-	63	3.2	59	3.4	53	1.9	-1.3	-1.5
WO Disabilities	359	40.9	400	42.5	425	36.9	-4.0	-5.6	366	29.2	396	35.1	427	33.7	4.5	-1.4
Homeless	23	26.1	29	24.1	36	13.9	-12.2	-10.2	23	26.1	30	16.7	35	11.4	-14.7	-5.3
Foster	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Military	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Parks
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	121	33.1	167	29.3	176	24.4	-8.7	-4.9	123	30.9	167	34.1	174	29.3	-1.6	-4.8
Female	67	37.3	72	29.2	79	25.3	-12.0	-3.9	69	33.3	72	30.6	77	32.5	-0.8	1.9
Male	54	27.8	95	29.5	97	23.7	-4.1	-5.8	54	27.8	95	36.8	97	26.8	-1.0	-10.0
African American	5	-	7	-	9	-	-	-	6	-	7	-	8	-	-	-
Asian	6	-	6	-	3	-	-	-	6	-	6	-	3	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	94	29.8	136	27.2	137	20.4	-9.4	-6.8	95	27.4	136	31.6	136	24.3	-3.1	-7.3
Indochinese	13	61.5	12	66.7	20	60.0	-1.5	-6.7	13	53.8	12	75.0	20	70.0	16.2	-5.0
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
Multiracial	0	-	5	-	6	-	-	-	0	-	5	-	6	-	-	-
English Learner	87	20.7	120	12.5	121	5.8	-14.9	-6.7	89	20.2	120	23.3	121	16.5	-3.7	-6.8
English-Speaking	34	64.7	47	72.3	55	65.5	0.8	-6.8	34	58.8	47	61.7	53	58.5	-0.3	-3.2
Reclassified†	18	88.9	27	96.3	31	93.5	4.6	-2.8	18	77.8	27	85.2	31	80.6	2.8	-4.6
Initially Eng. Speaking	16	37.5	20	40.0	24	29.2	-8.3	-10.8	16	37.5	20	30.0	22	27.3	-10.2	-2.7
Econ. Disadv.*	121	33.1	158	28.5	173	24.3	-8.8	-4.2	123	30.9	158	32.3	171	29.2	-1.7	-3.1
Non-Econ. Disadv.	0	-	9	-	3	-	-	-	0	-	9	-	3	-	-	-
Gifted	31	64.5	34	58.8	33	51.5	-13.0	-7.3	32	62.5	34	55.9	33	57.6	-4.9	1.7
Not Gifted	90	22.2	133	21.8	143	18.2	-4.0	-3.6	91	19.8	133	28.6	141	22.7	2.9	-5.9
With Disabilities	9	-	57	1.8	0	-	-	-	8	-	20	5.0	53	1.9	-	-3.1
WO Disabilities	112	35.7	147	33.3	159	27.0	-8.7	-6.3	115	33.0	147	38.1	158	32.3	-0.7	-5.8
Homeless	7	-	29	24.1	18	16.7	-	-7.4	7	-	11	9.1	17	11.8	-	2.7
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Parks
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	162	38.3	125	40.0	171	41.5	3.2	1.5	162	29.0	124	31.5	173	34.7	5.7	3.2
Female	75	49.3	67	43.3	75	45.3	-4.0	2.0	75	33.3	66	31.8	76	28.9	-4.4	-2.9
Male	87	28.7	58	36.2	96	38.5	9.8	2.3	87	25.3	58	31.0	97	39.2	13.9	8.2
African American	8	-	8	-	4	-	-	-	8	-	7	-	5	-	-	-
Asian	7	-	7	-	5	-	-	-	7	-	7	-	5	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	124	34.7	92	37.0	141	38.3	3.6	1.3	124	26.6	93	24.7	141	33.3	6.7	8.6
Indochinese	20	65.0	15	46.7	13	76.9	11.9	30.2	20	40.0	14	71.4	13	69.2	29.2	-2.2
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	3	-	1	-	-	-	0	-	3	-	2	-	-	-
Multiracial	3	-	0	-	7	-	-	-	3	-	0	-	7	-	-	-
English Learner	109	21.1	72	22.2	70	5.7	-15.4	-16.5	109	16.5	72	12.5	72	4.2	-12.3	-8.3
English-Speaking	53	73.6	53	64.2	101	66.3	-7.3	2.1	53	54.7	52	57.7	101	56.4	1.7	-1.3
Reclassified†	34	91.2	37	75.7	82	69.5	-21.7	-6.2	34	76.5	37	62.2	82	61.0	-15.5	-1.2
Initially Eng. Speaking	19	42.1	16	37.5	19	52.6	10.5	15.1	19	15.8	15	46.7	19	36.8	21.0	-9.9
Econ. Disadv.*	162	38.3	121	39.7	166	39.8	1.5	0.1	162	29.0	120	30.0	168	32.7	3.7	2.7
Non-Econ. Disadv.	0	-	4	-	5	-	-	-	0	-	4	-	5	-	-	-
Gifted	34	70.6	31	71.0	35	71.4	0.8	0.4	34	64.7	31	67.7	35	65.7	1.0	-2.0
Not Gifted	128	29.7	94	29.8	136	33.8	4.1	4.0	128	19.5	93	19.4	138	26.8	7.3	7.4
With Disabilities	33	9.1	57	1.8	0	-	-	-	33	6.1	59	3.4	25	4.0	-2.1	0.6
WO Disabilities	129	45.7	116	43.1	146	48.6	2.9	5.5	129	34.9	114	34.2	148	39.9	5.0	5.7
Homeless	11	36.4	4	-	36	13.9	-22.5	-	11	36.4	30	16.7	35	11.4	-25.0	-5.3
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Parks
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	140	35.0	165	43.6	132	32.6	-2.4	-11.0	144	16.7	164	27.4	133	25.6	8.9	-1.8
Female	66	40.9	74	51.4	69	37.7	-3.2	-13.7	68	11.8	75	26.7	70	24.3	12.5	-2.4
Male	74	29.7	91	37.4	63	27.0	-2.7	-10.4	76	21.1	89	28.1	63	27.0	5.9	-1.1
African American	4	-	6	-	7	-	-	-	4	-	7	-	8	-	-	-
Asian	3	-	6	-	7	-	-	-	3	-	6	-	7	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	116	32.8	129	40.3	99	27.3	-5.5	-13.0	120	15.0	128	22.7	99	21.2	6.2	-1.5
Indochinese	14	64.3	21	61.9	16	68.8	4.5	6.9	14	35.7	21	47.6	16	43.8	8.1	-3.8
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Multiracial	3	-	3	-	0	-	-	-	3	-	2	-	0	-	-	-
English Learner	52	0.0	43	7.0	37	0.0	0.0	-7.0	56	1.8	42	2.4	38	2.6	0.8	0.2
English-Speaking	88	55.7	122	56.6	95	45.3	-10.4	-11.3	88	26.1	122	36.1	95	34.7	8.6	-1.4
Reclassified†	70	58.6	104	59.6	78	48.7	-9.9	-10.9	70	28.6	104	36.5	78	37.2	8.6	0.7
Initially Eng. Speaking	18	44.4	18	38.9	17	29.4	-15.0	-9.5	18	16.7	18	33.3	17	23.5	6.8	-9.8
Econ. Disadv.*	140	35.0	155	44.5	128	32.8	-2.2	-11.7	144	16.7	154	27.3	128	25.8	9.1	-1.5
Non-Econ. Disadv.	0	-	10	30.0	4	-	-	-	0	-	10	30.0	5	-	-	-
Gifted	28	67.9	37	73.0	33	69.7	1.8	-3.3	28	50.0	36	61.1	33	57.6	7.6	-3.5
Not Gifted	112	26.8	128	35.2	99	20.2	-6.6	-15.0	116	8.6	128	18.0	100	15.0	6.4	-3.0
With Disabilities	22	4.5	28	3.6	0	-	-	-	22	0.0	29	3.4	53	1.9	1.9	-1.5
WO Disabilities	118	40.7	137	51.8	120	35.8	-4.9	-16.0	122	19.7	135	32.6	121	28.1	8.4	-4.5
Homeless	5	-	14	42.9	9	-	-	-	5	-	15	26.7	9	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



TITLE I PARENT INVOLVEMENT 2018-19

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Rosa Parks has developed a written Title I parental involvement policy with input from Title I parents. The policy was introduced at SCC on 10-17-16 and was shared with parents at Coffee with the Principal on 10-14-16 to collect parent input.

It has distributed the policy to parents of Title I students via Wednesday Communication on Wednesday, November 2, 2016. The policy is also available on the schools website.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Rosa Parks**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting was held on October 14, 2016.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Parents at Rosa Parks have consistently requested morning meeting.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. *Rosa Parks has a school wide Title I population all parent involvement events are geared towards reviewing and improving the academic achievement of students. Rosa Parks has active parent involvement. This allows the school to continuously work to improve the parent involvement policy for the site.*
- The school provides parents of Title I students with timely information about Title I programs. *This is done through monthly newsletters and parent involvement calendars sent to the home.*
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *Parents capacity and knowledge are the main focus of Monthly Coffee with the Principal meeting, academic workshops*

offered at the site, parent/teacher conferences, ELAC, Open House, College Readiness Fair, SSC and SGT.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Rosa Parks has many venues and opportunities for parent involvement and engagement. These include, ELAC, Coffee with the Principal, and Volunteer Outreach Committee.*

Accessibility

Rosa Parks provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *Spanish and Vietnamese translation are offered for all home/school communications as well as for all meetings.*

APPENDIX C

HOME/SCHOOL COMPACT

ROSA PARKS ELEMENTARY A COLLEGE AVENUE *Compact* SCHOOL

HOME/SCHOOL COMPACT

Rosa Parks and families of students enrolled at Rosa Parks agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-19.

SCHOOL RESPONSIBILITIES

- The school's responsibility is to provide high-quality curriculum and instruction.
- Working with parents to jointly support their children's learning
- Maintain ongoing communication about student progress through Teacher/Parent conferences that are held twice yearly to provide parents information on student progress. Progress monitoring is done by sending home reading/lexile level information to parents.
- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides multiple opportunities for parents to learn about standards, assessments and student progressed. This is done through academic workshops, principal coffee, ELAC and community resource fairs.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The Parent Center will provide opportunities for parents to work in the school on Parent Patrol, ELAC, Health and Wellness Council, Health Care Coordination, SGT and SSC committees, which support the work of the teachers and students. Parents can request to observe the classroom instruction and to volunteer in the classroom setting. Parents are involved in field trips, cultural events and after school activities.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information related to all school functions are available in Spanish, English and Vietnamese.

- The school provides support for parental involvement activities requested by Title I parents. The parent center at Rosa Parks is the main resource for parents to access various levels of support for their children. Services range from academic support, medical, mental health services among others. Accessibility

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- Try my best and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0230 Rosa Parks Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 203,252.00		\$ 368,462.00		\$ 5,968.00
Certificated Salaries / Monthly	1	\$ 85,119.00	2.3	\$ 199,803.90	0	\$ -
2025 Teacher-Bilingual Education	1	\$ 85,119.00	0	\$ -	0	\$ -
2040 Inschool Resource Tchr	0	\$ -	1.8	\$ 160,088.40	0	\$ -
2605 School Counselor	0	\$ -	0.5	\$ 39,715.50	0	\$ -
Classified Salaries / Monthly	0.2	\$ 8,319.00	0.695	\$ 17,527.47	0	\$ -
6471 ESL Asst	0	\$ -	0.4	\$ 10,168.40	0	\$ -
6472 Library Asst	0	\$ -	0.295	\$ 7,359.07	0	\$ -
6703 Network Sys Techn	0.2	\$ 8,319.00	0	\$ -	0	\$ -
Certificated Salaries		\$ 25,500.00		\$ 37,000.00		\$ 200.00
1157 Classroom Teacher Hrly		\$ 4,000.00		\$ -		\$ -
1162 Short Term Leave Visiting Tchr		\$ 500.00		\$ -		\$ -
1192 Prof&Curriclm Dev Vist Tchr		\$ 21,000.00		\$ 37,000.00		\$ -
1957 Non Clsrm Tchr Hrly		\$ -		\$ -		\$ 200.00
Classified Salaries		\$ 5,000.00		\$ -		\$ 2,500.00
2281 Other Support Prsnl PARAS Hrly		\$ 5,000.00		\$ -		\$ 1,000.00
2282 Other Support Prsnl OTBS Hrly		\$ -		\$ -		\$ 1,500.00
Employee Benefits		\$ 50,690.91		\$ 106,391.20		\$ 751.03
Books and Supplies		\$ 23,808.00		\$ 7,739.43		\$ 2,516.95
4301 Supplies		\$ 7,808.00		\$ 7,739.43		\$ -
4304 Inservice supplies		\$ -		\$ -		\$ 2,516.95
4310 Software Purchase		\$ 16,000.00		\$ -		\$ -
Services and Other Operating		\$ 4,815.00		\$ -		\$ -
5207 Travel Conference		\$ 4,815.00		\$ -		\$ -

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Rosa Parks Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We are able to provide interventions within the school day for Kinder, 1 st , 2 nd and 3 rd grade. We are implementing Benchmark Advanced/Adelante in 3 rd -5 th grade. We have also started SIPPS in Kinder-2 nd grade English program. This has helped the alignment of the English program.
CLOSING THE ACHIEVEMENT GAP	We are able to provide interventions within the school day for Kinder, 1 st , 2 nd and 3 rd grade. Next year, we will expand the interventions to all grade levels. ST Math is supporting all students.
PROFESSIONAL DEVELOPMENT	We have provided PD on Formative assessments and PLC implementation as well as Benchmark Advanced curriculum. Professional Learning communities and active and teams meet 14 times in the school year for 3 hours.
GRADUATION/PROMOTION	We are able to provide interventions within the school day for Kinder, 1 st , 2 nd and 3 rd grade. Next year, we will expand the interventions to all grade levels. ST Math is supporting all students.
PARENT ENGAGEMENT	Parent Involvement at Rosa Parks is active and strong. We continue to provide academic workshops, coffee with the Principal, ELAC and SSC/SGT opportunities for parental involvement.