

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT ROSA PARKS ELEMENTARY SCHOOL

**2020-21**

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:** (858) 800-5800

**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
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Rosa Parks Elem.**

SITE CONTACT PERSON: **Veronika Lopez-Mendez**

PHONE: **619 344 3800**

FAX:

E-MAIL ADDRESS: **vlopez-mendez@sandf.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)     CSI School

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: <b>Sept 28, 20</b> |
| <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 type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____              |
| <input checked="" type="checkbox"/> Other (list): <b>Coffee w/ Principal</b>               | Date of presentation: <b>Oct 2, 20</b>   |

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: **Sept 28, 20**

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.

**Veronika Lopez-Mendez**

Type/Print Name of School Principal

*Veronika Lopez-Mendez*

Signature of School Principal

Date **Oct 5, 20**

**Chat Sewell**

Type/Print Name of SSC Chairperson

*Chat Sewell*

Signature of SSC Chairperson

Date

**Judith Rivalcaba**

Type/Print Name of ELAC Chairperson

*Not available*

Signature of ELAC Chairperson

Date

**Christina Casillas**

Type/Print Name of Area Superintendent

*Christina Casillas*

Signature of Area Superintendent

**10/28/20**

Date

**Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title 1 school wide program.

At Rosa Parks, our mission is to prepare highly literate students who are motivated to be lifelong learners, problem solvers, and productive citizens who will become leaders of our community and nation. In order to achieve our vision, the staff, parents, community, and educational partners of Rosa Parks are committed to a quality education for all students.

Over the past few years, we have worked to strengthen Tier 1 instructional strategies and have implemented Tier 2 interventions for all struggling readers. Over the past few year, Rosa Parks has worked to establish effective MTSS structures to support Social Emotional, Behavior and Academic supports for students. During the 2020-21 school year, we launched professional development focus in the area of mathematics. Our work was cut short due to school closure.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

Rosa Parks has been involving parents, stakeholder and staff in understanding the current data, school SMART goals and progress towards established goals.

During the budget development process, we held the following meeting to gain insight and gather input from staff:

January 27, 2020- ILT held to gather input

January 30, 2020- Joint SGT and SSC meeting to present budget

January 31, 2020- Staff meeting to gather input

February 7, 2020- Coffee with the Principal, gather input from parent group

February 10, 2020- School Site Council to approve meeting

On-going- SSC progress monitoring of strategies

Sept 28, 2020- ELAC meeting Presentation of plan and goals

Sept 28, 2020- SPSA Approved

**RESOURCE INEQUITIES**

Rosa Parks has site adopted and funded a supplemental intervention common curriculum for ELA. We are currently using Benchmark Advanced and Adelante as our supplemental common curriculum. The implementation of the curriculum is strong and teachers are using common assessments, sharing data on student progress and maintaining common pacing. In spite of that, we continue to see low student performance and achievement. The major challenges we have at Rosa Parks are related to historical poverty, student trauma, immigration challenges, and limited literacy experience coming into school as well as limited English Language Development. On average our incoming Kinder class is between 80-85% English Language Learners from various language backgrounds. The California Dashboard data was used to inform these goals.

One of the strongest part of our school in our Bilingual program. Students in the Bilingual program are out performing students in the English only program by an average of 10-12% on SBAC assessment.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Veronika Lopez-Mendez	Principal
Chet Sewell	Teacher/ Chairperson
Ana Gonzalez	Parent
Susana Ramirez	Parent
Veronica Morales	parent
Yolanda Chilapa	Parent
Rachel York	Teacher
Lupita Valdez	Teacher
Patty Albanez	Other certificated
Janette Sanchez	Parent

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Up until the school closure, our over all attendance had marked significant improvements for the previous year.

2018-19 school year 20% Chronic absenteeism rate

2019-20 school year 8% Chronic absenteeism rate

2020-21 school year first month- 7.4%

The focus and strategies used are working and we are seeing a noticeable improvement.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Increases school wide focus on attendance
- Attendance Action Team expanded during on-line learning (22 members)
- Collaboration with ICAN- SDCOE task force
- Multidisciplinary approach to supporting families
- Principal holding target parent meeting regarding attendance.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

Identify where those changes can be found in the SPSA.

New targets will be set for on-line learning

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Schoolwide	Improve attendance	92.5	97%	Attendance	monthly

**\*Identified Need**

**GOALS for Rosa Parks are inclusive of two large subgroups- Low-Socio economic(97.2%) and Hispanic.**

Over the past three years, Rosa Parks has been focused on creating a strong system of MTSS. Part of this has involves focusing on Inclusive Behavior supports and Inclusive Social Emotional Supports in addition to Inclusive Academic Instruction.

Inclusive Behavior supports include

- School Wide Positive Behavior Support
- PBIS teacher team leaders per grade
- Attendance Action Team focused on school wide Attendance initiatives and monitoring students with Chronic Attendance
- Tier 2 & 3 buddies for students with Chronic Attendance patterns

Inclusive Social Emotional Supports include:

- Trauma Informed Care PD for all staff
- Restorative Practices PD for all staff
- Social Emotional Learning PD for all staff
- Curriculum implementation for all staff
- LGBTQ and Bullying awareness and preparedness
- Community School Approach which includes School based social workers, Parent Center which include Spanish and Vietnamese outreach coordinators

Chronic attendance continues to be a huge problem at our site. Specifically, TK and Kinder students have the lowest attendance rates in the school so we want to continue to focus of the early grades and improve attendance.

**\*Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices



<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	All grades	English Learner	reduce Chronic Absenteeism	14.6	8	Chronic Absenteeism	monthly
June 2021	All grades	Students with Disabilities	reduce Chronic Absenteeism	20.1	8	Chronic Absenteeism	monthly
June 2021	All grades	Black or African American	reduce Chronic Absenteeism	33.3	8	Chronic Absenteeism	monthly
June 2021	All grades	Homeless/Foster	reduce Chronic Absenteeism	31.4	25	Chronic Absenteeism	monthly
June 2021	All grades	Hispanic or Latino	reduce Chronic Absenteeism	17.6	10	Chronic Absenteeism	monthly
June 2021	All grades	Asian	reduce Chronic Absenteeism	5.6	3	Chronic Absenteeism	monthly
June 2021	All grades	Students with Disabilities	decrease suspension rate	1.6	0	Chronic Absenteeism	monthly
June 2021	All grades	Hispanic or Latino	decrease suspension rate	1.2	0	Chronic Absenteeism	monthly

### **Attendance Support Team**

#### **\*Students to be served by this Strategy/Activity**

All students will be served with this strategy.

#### **\*Strategy/Activity - Description**

Support Services:

- Attendance Action Team- meet weekly to discuss students with chronic absenteeism concerns, support families with strategies, resources and school supports.
- Attendance motivators such as assemblies, student and parent recognition
- Individual counseling, progress monitoring by counselor and intervention teachers to link attendance with student outcomes
- Provide access to parents home language when intervening with attendance or social emotional needs.

#### **\*Proposed Expenditures for this Strategy/Activity**

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F02303C	Network Sys Techn	0.20000	\$8,994.20	\$18,189.28	0230-09800-00-2405-2420-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supports families with devices, connectivity and troubleshooting

## Rosa Parks Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F02303D	School Counselor	0.60000	\$52,243.20	\$75,326.07	0230-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Attendance monitoring, leads Attendance Action Team
F02303E	Attendance Asst	0.06250	\$2,063.06	\$4,178.05	0230-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Attendance monitoring for students with 10% or more absence rate.
F02303F	Library Asst	0.29500	\$8,527.86	\$11,365.07	0230-30106-00-2231-2420-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		supporting families with device connectivity and attendance monitoring during on-line learning
N0230F7	Supplies		\$707.00	\$707.00	0230-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Supplies for on-line learning

**\*Additional Supports for this Strategy/Activity**

Partnership with United Way  
 Partnership with SDCOE- Improving Chronic Absence Network  
 School based Social Workers funded by Price Philanthropies

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, one of our major strategies was to provide in class, push in Tier 2 interventions for reading to all students in K-5th grade. Interventions were offered in cycles and over the course of the year, we supported over 1/3 of the students with additional small group reading lessons. These lessons were designed to not pull students from Core instruction. Our monitoring system includes weekly RTI meeting with the intervention teachers, counselor, Sped lead teacher and administrators. In addition, administrators met with teachers for one-on-one monitoring meetings to ensure no students fell through the cracks and we were all aware of student needs. Last school year, we implemented FAST Bridge universal screener for ELA and Math. This year we have added a diagnostic screener for ELA in English and Spanish. This allowed us to have concrete data on student progress towards established goals. Grade levels also worked on designing and implementing common assessments and common acing for Benchmark Advanced/Adelante.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closures did not allow us to finish all of our planned PD and Tier 2 interventions.

Most of the work of the team shifted to connectedness and student connectivity with computers and internet.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Rosa Parks Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This goal was not able to be measured due to suspension of state wide testing. The goal targets will be rolled over into this year.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grade 3	will meet or exceed standards	28	35	CAASPP ELA	Annual
June 2021	Grade 4	will meet or exceed standards	37	47	CAASPP ELA	Annual
June 2021	Grade 5	will meet or exceed standards	37	47	CAASPP ELA	Annual
June 2021	3rd-5th	will meet or exceed standards	no baseline data	65	FAST aReading	3 times a year

**\*Identified Need**

**GOALS for Rosa Parks are inclusive of two large subgroups- Low-Socio economic(96%) and Hispanic.**

Due to school closures, we did not have updates SBAC scores for 2020. Over the past few years, we have seen an increase in students reading ability but that has not transferred to results on SBAC assessments. Last year, we started to implement the FAST Bridge universal screener for reading and that has allowed teachers to have concrete diagnostic data to help support their students in guided reading and whole group lessons. Students have demonstrated growth on this assessment; many students who are starting the year are on track to meet grade level standards. The Spring 2020 administration of the FAST yielded the following scores:

- 3rd- 27% On track to meet grade level standards (36/133 students)
- 4th- 42% On track to meet grade level standards (43/103 students)
- 5th- 43% On track to meet grade level standards (65/151 students)

**\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th grade	English Learner	move 1 level on ELPAC assessment	29	50	CAASPP ELA	annual
June 2021	3-5th grade	Black or African American	Meet or exceed standard	20.8	35	CAASPP ELA	annual
June 2021	3-5th grade	Students with Disabilities	move 1 level on ELPAC assessment	7.1	15	CAASPP ELA	annual

**Professional Learning Communities and Professional Development**

**\*Students to be served by this Strategy/Activity**

These strategies are to strengthen Tier 1 instruction so all students will be served.

**Teachers Professional Learning**

- PLC
- Attend Professional Conferences
- Release time for professional development including a focus on Designated ELD

**\*Strategy/Activity - Description**

**Teacher Professional Learning**

Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for ELA and Writing. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 ELA curriculum using Benchmark Advanced and Adelante.

Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the ELLA coaching cycle by providing additional planning time and team collaboration release time.

Professional conferences- provide opportunities for teachers to attend professional conferences to enhance their Tier 1 instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0230-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 3 - Mathematics   Ref Id : N0230A0	Visiting Teachers will release classroom teachers to participate in professional development and PLCs

<b>ELA Supports for Tier 2 and 3 Interventions</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students to be served with this strategy included all students and additional Tier 2 and 3 supports for students at risk in Reading.									
<b>*Strategy/Activity - Description</b>									
<b>Supports for Students</b>									
<ul style="list-style-type: none"> <li>- Tier 2 Reading Interventions 35% of school population</li> <li>- Tier 3 Reading interventions for 1-2% of school population</li> <li>- Counseling supports- Attendance monitoring and academic performance monitoring</li> <li>- Supplemental instructional materials for classroom and interventions</li> <li>- As needed, purchase supplemental materials such as Storyworks, student magazines, guided reading materials to support instruction</li> <li>- Tier 1 Instructional materials- Benchmark Advanced</li> <li>- Computer based programs</li> <li>- Additional Library time for weekly access</li> <li>- Site tech to support with device connectivity and on-line learning</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02303G	Inschool Resource Tchr	0.80000	\$76,069.60	\$112,026.54	0230-30100-00-1109-1000-0001-01000-0000	Title I Basic Program			Intervention teacher works with small groups to provide Tier 2 reading interventions
F02303H	Inschool Resource Tchr	1.00000	\$95,087.00	\$135,390.18	0230-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt			Intervention teacher works with small groups to provide Tier 2 reading interventions
F02303I	Inschool Resource Tchr	1.00000	\$95,087.00	\$135,390.18	0230-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Intervention teacher works with small groups to provide Tier 2 reading interventions
N02302B	Supplies		\$77,978.00	\$77,978.00	0230-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		instructional materials to support online learning and EL's
N02303P	Travel Conference		\$5,000.00	\$5,000.00	0230-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		conference attendance
N0230A8	Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,458.00	0230-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC time for teams Data analysis Common formative assessment
N0230FH	Software Purchase		\$27,000.00	\$27,000.00	0230-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for Iready, Raz Kids support on-line learning and independent reading

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional Learning Communities have spent time developing and analyzed common assessments. Teachers have attempted to establish strong Tier 1 instruction, common pacing and common assessments but have lacked Professional Development to help them improve their Tier 1 teaching. Teams have been asking for a focus of professional learning in the area of Math. We had coaching cycles for 3rd grade and focused professional development in the area of Math but were unable to continue during school closure.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Coaching style began but cycle was not completed due to school closure

Tutoring support for Math started but was not completed due to school closure

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, all minimum day Professional Development will be focused on Tier 1 Math instruction. We will begin with building an understanding of how Math is a continuum of concepts that build upon each other. We will study the Math Framework, look at strong practices around routines, learn how to use number talks and move into lesson design and assessment. In addition, the 3rd grade team will participate in a Coaching Cycle focused on Number Talks.

<b>*Goal 3 - Mathematics</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3rd	met or exceed standards	28%	36%	CAASPP Math	annual
June 2021	4th	met or exceed standards	33%	43%	CAASPP Math	annual
June 2021	5th	met or exceed standards	27%	36%	CAASPP Math	annual
June 2021	K-5th	meet or exceed standard	45	65%	End of Unit Assessments	end of each unit
<b>*Identified Need</b>						
<p><b><u>GOALS for Rosa Parks are inclusive of two large subgroups- Low-Socio economic(96%) and Hispanic.</u></b></p> <p>Math SBAC data has shown a drop of 6% from 4th to 5th grade. The performance levels of grades 3rd-5th grade continue to be in the 20's with over 70% of students not meeting grade level standards in Math. This is a huge need for our school. Last year, we provided Math homework help at 4th and 5th grade and many students used the additional support because they did not understand the concepts being presented in class. Tier 1 instruction is inconsistent across grade levels and there are no Tier 2 supports in place for students who struggle.</p>						
<b>*Online Learning Implications</b>						
<ul style="list-style-type: none"> <li>-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.</li> <li>-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.</li> <li>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</li> <li>-Structures and digital tools to support student collaboration</li> <li>-Flexibility for teachers to provide both whole group, small group and individual instruction</li> <li>-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery</li> <li>-Professional development for educators</li> <li>-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners</li> <li>-Standards-Based Grading</li> </ul>						



<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2020	Kinder-5th grade	English Learner	demonstrate mastery	no data for new year	70%	End of Unit Assessments	monthly
June 2020	Kinder-5th grade	Students with Disabilities	demonstrate mastery	no data for new year	25%	End of Unit Assessments	monthly
June 2020	Kinder-5th grade	Black or African American	demonstrate mastery	no data for new year	70%	End of Unit Assessments	monthly

**Professional Development and Small Group Interventions**

**\*Students to be served by this Strategy/Activity**

All students

**\*Strategy/Activity - Description**

These activities are to strengthen Tier 1 practices for all students

**Professional Learning**

- Coaching Cycles in 3rd grade
- Math Professional Development for all teacher
- Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for Math. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 Math curriculum using envision and district units
- Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the Math coaching cycle by providing additional planning time and team collaboration release time.

**Supports for Students**

- Math Homework help club afterschool for 4th and 5th grade

**\*Proposed Expenditures for this Strategy/Activity**

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N0230A0	Prof&Curriclm Dev Vist Tchr		\$24,000.00	\$29,349.60	0230-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Release time for teacher to collaborate during PLC, planning time and ILT
N0230FG	Classroom Teacher Hrly		\$10,000.00	\$12,229.00	0230-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		teacher hourly to provide math homework help

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the past 3 years, Rosa Parks has implemented Benchmark Advanced and Adelante curriculum to support Integrated and Designated ELD. Teachers have received extensive training in the implementation of these components for supporting English Learners. In addition, our staff has been trained on the ELD Standards, ELA/ELD Framework and have a strong understanding of how to support English Language Learners. Rosa Parks serves the largest amount of EL's in our district, as such, our staff must be experts in understanding proficiency levels, planning for Designated ELD and designing supports for various language levels.

Our Biliteracy program serves 55% of our student population (447 students). Our One-Way Developmental program is a model of effective pedagogy and practice that supports the academic success of EL's and ensure that they are Bilingual and Biliterate students. Last year, students in the Biliteracy Program outperformed students in the English program by 7% on SBAC.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the coaching cycle work we began to support Designated ELD was not finished due to school closure  
ELPAC summative tests were not fully completed for all students

**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

One major difference we had this year was a significant decrease for students that scored 4 on ELPAC. This was in part due to thresholds shifting and not being able to finish summative ELPAC due to school closures.

This has implications for our progress monitoring of EL's. We plan to integrate language objectives in our Guided Reading and intervention lessons. In addition, we will continue with our newcomer supports, parent workshops to understand reclassification and training of our ELAC to be strong advocates for their children.

This year, we will also continue to strengthen our Biliteracy program since we have consistent evidence that students who participate not only reclassify at higher rates but also outperform students in our English only program. We will increase the amount of parent information sessions, personally speak to each enrolling parent and monitor home language surveys for potential TK/K students.

**\*Integrated English Language Development**

Integrated ELD is a guarantee for all students at Rosa Parks. Our teachers have Benchmark Advanced and Adelante, which has built in Integrated ELD, supports for each lesson. Our teachers are all training in QTEL, which is a proven research based approach for Integrated ELD lesson design. Lessons are designed with Integrated ELD supports for content and language access. Language is looked at as an asset for students, we build on that asset through Bridging lessons (Beeman and Urow, 2013) and use of cognates, and vocabulary supports.

**\*Designated English Language Development**

Designated ELD is a protected time in the day for all English Learners. Students are grouped by proficiency levels ( Emerging, Expanding, and Bridging) and lessons are provided to students designed into and from Core instruction. Our GVC, Benchmark Advanced/Adelante provides for student Designated ELD that is built into the program. It is supported by assessments, lessons, instruction materials that provides access through the use of amplification of text and language structures.

Teachers have received PD in the area of Designated ELD and this year we plan to add that focus to our Math professional development.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Increase the percentage of students scoring Level 4 on ELPAC	15%	20%	Summative ELPAC	annual
June 2021	All students	English Learner	decrease the percentage of students scoring level 1	22%	15%	Summative ELPAC	annual

**\*Identified Need**

**GOALS for Rosa Parks are inclusive of two large subgroups- Low-Socio economic(96%) and Hispanic.**

Rosa Parks serves 619 English Learners. This represents 72% of our entire school population.

The 2019 Summative ELPAC scores were as followed:

- Level 1- 98 students (22%)
- Level 2- 130 students (29%)
- Level 3- 156 students (34%)
- Level 4- 70 students (15%)

These scores represent a drop in students scoring Level 4. As such, Rosa Parks teachers have to continue to strengthen Tier 1 ELD supports/practices for all students.

**\*Online Learning Implications**

Online professional development modules with iELD (integrated English Language)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	Grade 3rd-5th	English Learner	Increase the percentage of students scoring Level 4 on ELPAC	15%	20%	Summative ELPAC	annual
June 2020	All grades	English Learner	Increase the percentage of students scoring level 3	34%	45%	Summative ELPAC	Annual

**Tier 2 Interventions**

**\*Students to be served by this Strategy/Activity**

English Learners at risk of becoming LTELs.

**\*Strategy/Activity - Description**

- Strategic use of Tier 2 interventions to target language objectives along with reading objectives to be done by In school RT.
- Professional Development for Biliteracy teachers focused on Oracy and Spanish Language Development as a means to acquire English.
- Integrated ELD PD to look at integration of QTEL strategies for scaffolding text for students.
- Weekly progress monitoring of students receiving Tier 2 reading intervention.
- PD planning for Guided Reading lessons that integrate Print, Meaning and Language objective.
- PD for teachers on the use of Writing to plan for next steps with Language development and objectives.
- Tier 2 supports for 1st and 2nd year newcomers in 3rd-5th grade (ESL assistant)
- Tech support so students can access technology, computer based assessments and computer based ELA support programs.
- Supports for timely identification of EL's through administration of Initial ELPAC

Progress monitoring of EL progress through timely administration of Summative ELPAC

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02303J	ESL Asst	0.40000	\$12,108.00	\$23,565.13	0230-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners		Provided new comer support for new arrivals in 3rd-5th grade facilitates ELPAC administration
N023016	Other Support Prsnl PARAS Hrly		\$4,000.00	\$5,311.60	0230-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing
N02309C	Classroom Teacher Hrly		\$10,000.00	\$12,229.00	0230-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Collaboration, PD and planning for Designated ELD
	Inschool Resource Tchr				0230-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : F02303H	Support language Development
	Inschool Resource Tchr				0230-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303I	Support language Development
	Inschool Resource Tchr				0230-30100-00-1109-1000-0001-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303G	Support language Development

**\*Additional Supports for this Strategy/Activity**

Parents Center staff (funded by Price Philanthropies)  
 School in the Park (funded by Price Philanthropies)

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Rosa Parks is committed to providing an inclusive educational experience for all student. Due to school closure we do not have current SBAC data to measure achievements.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some components of our strategies were not able to be completed due to school closure.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

#### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Kinder-5th	Make progress towards IEP goals	no baseline established	50%	Progress Reports on IEP Goals	3 times a year

<b>*Identified Need</b>									
In 2019, on SBAC we tested 72 students in grades 3rd-5th grade with IEP services, some with SAI support and other with stand-alone SLP services. Of these students, only 1.4% met or exceeded standards in ELA and 4.3% in Math. This presents a significant disparity between SWD and the rest of our students. Our school is very inclusive in practice and our Ed Specialist team is dedicated to quality instruction and support students throughout the day.									
<b>*Online Learning Implications</b>									
Implementation of IEP Services in Online Learning Setting Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators. All staff will be working as a team to support all students to accelerate their learning.									
<b>*Annual Measurable Outcomes</b>									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	4th and 5th	English Learner	50% of Dually Identified students will use the Alternate process for reclassification	no baseline established	50%	Other (Describe in Objective)	annual		
<b>Co-Teaching Supports</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students with disabilities will benefit from this strategy.									
<b>*Strategy/Activity - Description</b>									
<ul style="list-style-type: none"> <li>- In partnership with Ed Specialist, will be provided collaboration time with grade level teams to support the Tier 1 instruction in classroom.</li> <li>- Provide additional Co-teaching training to selected teachers that partner with Ed Specialists.</li> <li>- Provide curriculum resources to support Separate Setting environment</li> <li>- Analyze outcomes of Benchmark assessments with Ed Specialists to set SMART goals for improvement.</li> <li>- Provide PLC time 4 times a year, through release time, for Ed Specialists to collaborate and cross train with Psychologist and SLP</li> <li>- Ensure training for all Ed Specialist on the effective use of the Alternate reclassification criteria.</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02302D	Supplies		\$1,662.00	\$1,662.00	0230-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Instructional materials to supplement curriculum
<b>*Additional Supports for this Strategy/Activity</b>									
2020-21 Partial funding of School Psychologist to maintain consistency across all 5 days									

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	ALL grades	Black	Maintain a 0% suspension rate	0	0	Suspensions (Classroom and School)	Yearly
June 2021	All Grades	Black	decrease chronic absentee	33.3%	10%	Grades	Yearly

### \*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Rosa Parks site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Rosa Parks will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Rosa Parks will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Rosa Parks will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Rosa Parks will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Rosa Parks is to maintain or increase the percentage of diverse educators from current year to the following year.

### \*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.



## Rosa Parks Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For the 2020-21 school year, we have 30 students in our Black subgroup. Many of them are from African countries and refugees in the US, which also makes them English Language Learners. There is no SBAC data for this subgroup but chronic absentees is very high within this sub group, 33.3% in 2019. Suspension rate is 0% for this subgroup.

### \*Online Learning Implications

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### School Connectedness

#### \*Students to be served by this Strategy/Activity

All Black students (30)

#### \*Strategy/Activity - Description

Continue with restorative approach to educating and supporting students  
 Offer Social Emotional support during on-line learning and beyond (counselor and Social Workers)  
 Attendance Action Team focus on decreasing absences among sub group

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0230-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : F02303H	provide additional academic support in Tier 2 interventions groups
	Inschool Resource Tchr				0230-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303I	provide additional academic support in Tier 2 interventions groups
	Inschool Resource Tchr				0230-30100-00-1109-1000-0001-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303G	provide additional academic support in Tier 2 interventions groups
	School Counselor				0230-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303D	Social Emotional support, attendance monitoring, intervention and support
	Attendance Asst				0230-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303E	attendance monitoring, intervention and support
	ESL Asst				0230-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : F02303J	new comer support for African students that are EL and Black
	Network Sys Techn				0230-09800-00-2405-2420-0000-01000-3104	LCFF Intervention Support	Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303C	Tech support for online learning

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent Involvement at Rosa Parks is very strong. The Rosa Parks Parent Center (RPPC) supports parents/guardians to be engaged participants and contributors of the elementary school while their child is a student at the school. Its program mission is aligned with Rosa Parks Elementary to support student's educational goals and academic success. This project is a collaborative effort between Price Philanthropies, San Diego Unified School District, and San Diego State University Research Foundation. The Parent Center began when Rosa Parks Elementary opened in 1997. Since then, the Parent Center has supported numerous school families with community resources, capacity/leadership building, and volunteer opportunities. Families began their parent involvement at the Rosa Parks Parent Center and have become a part of the progression to improve the community of City Heights. Currently, the Parent Center plays a key role in assisting families with navigating the school system, building rapport among parent/school staff through interpretation/translation services, and providing a variety of workshops.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Beginning with the school closures, March 2020, we moved all Parent Center and Social Work (PC/SW) services to a remote environment. The PC/SW team worked to support student connectivity, monitor assessments, teach families how to connect to school wide communication system, Class Dojo. Support shifted towards mental health, family wellness beginning in June 2020 and continues into the 2020-21 school year.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to provide, translation and childcare at all our parent meeting and training opportunities. In collaboration with our School Social

## Rosa Parks Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

workers, we will add parent trainings to parent the difficult child, mental health supports and awareness as well as other health topics. We have added several additionally training in the area of tech support and on-line learning, including email, Zoom, Goggle classroom and Seesaw Learning Platforms

### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	All parents- Increase the percentage of parents who strongly agree that the school seeks input of parents before making important decisions	37%	50%	CAL - SCHLS (CSPS)

### \*Identified Need

Attendance at parent trainings, which Rosa Parks provided, was low. Rosa Parks believes providing parent training will increase awareness and support for students and help students excel at school. There is a need to increase parent involvement in trainings.

Prior to the school closure, Parent Center assisted 131 parents/families with an average of 1.6 contacts per parent/family. The frequency of contacts increased significantly during COVID-19 Impact with 259 parents/families and an average of 4.1 contacts per parent/family.

### \*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

<b>*Annual Measurable Outcomes</b>										
<b>By Date</b>		<b>Participants</b>		<b>Objective</b>		<b>Baseline Percentage</b>		<b>Target Percentage</b>		<b>Measure of Success</b>
June 2021		Other (Describe in Objective)		attend 1 on-line meeting or training		345 parents attended		400		Meeting Attendance
<b>Parent Workshops</b>										
<b>*Families to be served by this Strategy/Activity</b>										
All families										
<b>*Strategy/Activity - Description</b>										
<p>The Rosa Parks Parent Center will organize and/or facilitate workshops and events, which provide opportunities for parents/guardians to gain new knowledge and skills in a variety of areas. This will include mental health, increasing awareness of mental illness, which began last program year, will stay as a high priority. Participants expressed the value of addressing mental health issues within the school community to decrease the stigma of mental illness, particularly for ethnically diverse communities. All other workshops will support with student academics, community resources, special events, parenting skills, and professional development. Student, academic workshops have high attendance rates and will continue to be a major planning component in the overall RPPC programming. Parents/guardians will be provided several opportunities to learn new information and skills aimed at improving life skills and positive support for their students learning. Translation and childcare will be provided at all parent meetings.</p>										
<b>*Proposed Expenditures for this Strategy/Activity</b>										
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>	
N023075	Other Support Prsnl PARAS Hrly		\$2,000.00	\$2,655.80	0230-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			provide childcare for parent meeting and make phone call to facilitate school access	
N0230CC	Conference Local		\$500.00	\$500.00	0230-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement			funding for parent leaders to attend local conferences	
N0230CH	Supplies		\$2,266.00	\$2,266.00	0230-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			supplies to facilitate parent involvement	
N0230FI	Inservice supplies		\$350.00	\$350.00	0230-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			supplies to facilitate parent involvement in trainings	
	Attendance Asst				0230-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303E	support families with school attendance	
<b>*Additional Supports for this Strategy/Activity</b>										
Parent Center staff and Social Workers										

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, one of our major strategies was to provide in class, push in Tier 2 interventions for reading to all students in K-5th grade. Interventions were offered in cycles and over the course of the year, we supported over 1/3 of the students with additional small group reading lessons. These lessons were designed to not pull students from Core instruction. Our monitoring system includes weekly RTI meeting with the intervention teachers, counselor, Sped lead teacher and administrators. In addition, administrators met with teachers for one-on-one monitoring meetings to ensure no students fell through the cracks and we were all aware of student needs. This school year will be the 3rd year we are implementing FAST Reading assessment and we have also added a diagnostic assessment for ELA and Spanish at 3rd, 4th and 5th grade. This allowed us to have concrete data on student progress towards established goals. Grade levels also worked on designing and implementing common assessments and common pacing for Benchmark

Advanced/Adelante.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the strategies were not able to be completed due to school closure.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to continue with all past strategies and have added an additional In-School resource teacher to provide interventions to all students who are behind in reading for longer periods.

This year, all minimum day Professional Development will be focused on Tier 1 Math instruction. We will begin with building an understanding of how Math is a continuum of concepts that build upon each other. We will study the Math Framework, look at strong practices around routines, learn how to use number talks and move into lesson design and assessment. In addition, the 3rd grade team will participate in a Coaching Cycle focused on Number Talks.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Meet or exceed standards	28	38	Grade 3 ELA Reading	annual
June 2021	3rd	on track in FAST	no new data	50	Other (Describe in Objective)	annual

**\*Identified Need**

**GOALS for Rosa Parks are inclusive of two large subgroups- Low-Socio economic(96%) and Hispanic.**

**ELA**

Rosa Parks continues to show very slow growth on SBAC scores. Over the past few years, we have seen an increase in students reading ability but that has not transferred to results on SBAC assessments. Last year, we started to implement the FAST Bridge universal screener for reading and that has allowed teachers to have concrete diagnostic data to help support their students in guided reading and completely group lessons. Although, students have demonstrated growth on this assessment, there are still many students who are starting the year not on track to meet grade level standards. The Fall 2019 administration of the FAST yielded the following scores:

- 3rd- 27% On track to meet grade level standards (36/133 students)
- 4th- 42% On track to meet grade level standards (43/103 students)
- 5th- 43% On track to meet grade level standards (65/151 students)

**Math**

Math SBAC data has shown a drop of 6% from 4th to 5th grade. The performance levels of grades 3rd-5th continue to be in the 20's with over 70% of students not meeting grade level standards in Math. This is a huge need for our school. Last year, we provided Math homework help at 4th and 5th grade and many students used the additional support because they didn't understand the concepts being presented in class. Tier 1 instruction is inconsistent across grade levels and there are no Tier 2 supports in place for students who struggle.

**\*Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

## Rosa Parks Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3rd	English Learner	Percentage of students on track to meet standard as measured by FAST	27%	60%	Grade 3 ELA Reading	3 times a year
June 2021	K-5	Black or African American	decrease chronic attendance	33.3	15%	Absenteeism	monthly monitoring
June 2021	k-5	Students with Disabilities	decrease suspensions	1.6%	0%	Suspensions	yearly

### **Professional Learning**

#### **\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy, specifically English Learners, African American/black youth, and students with disabilities.

#### **Teachers Professional Learning**

- PLC
- Attend Professional Conferences
- Release time for professional development
- On-line engagement strategies

#### **\*Strategy/Activity - Description**

##### **Teacher Professional Learning**

Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for ELA and Writing. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 ELA curriculum using Benchmark Advanced and Adelante

Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the ELLA coaching cycle by providing additional planning time and team collaboration release time.

Professional conferences- provide opportunities for teachers to attend professional conferences to enhance their Tier 1 instruction.

#### **\*Proposed Expenditures for this Strategy/Activity**

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Prof&Curriclm Dev Vist Tchr				0230-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 3 - Mathematics   Ref Id : N0230A0	Visiting Teachers to support professional learning

<b>Tier 2 Supports</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students									
<b>*Strategy/Activity - Description</b>									
These activities are to strengthen Tier 1 practices for all students									
<b>Professional Learning</b>									
<ul style="list-style-type: none"> <li>- Math Coaching Cycles in 3rd grade * based on availability of district support</li> <li>- Math Professional Development for all teacher * based on availability of district support</li> <li>- Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for Math. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 Math curriculum using envision and district units</li> <li>- Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the Math coaching cycle by providing additional planning time and team collaboration release time.</li> </ul>									
<b>Supports for Students</b>									
- Math Homework help club afterschool for 4th and 5th grade									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0230-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts   Ref Id : F02303H	Tier 2 interventions
	Inschool Resource Tchr				0230-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303I	Tier 2 interventions
	Inschool Resource Tchr				0230-30100-00-1109-1000-0001-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F02303G	Tier 2 interventions
	School Counselor				0230-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303D	Provide social emotional support for students, individual contacts and support for attendance
	ESL Asst				0230-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : F02303J	One on one and small group newcomer support
	Network Sys				0230-09800-00-2405-2420-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02303C	family and student support with technology for on-line access



## **School Leadership Actions**

### **Leadership Practice**

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

#### **Leadership Practices**

This year, our goal as Administrators, is to focus on the following leadership practices from McRel's 21 Leadership Responsibilities:

- Discipline- Administrators will work to protect teachers from issues and influences that would detract from their teaching time or focus.
- Monitor and Evaluate- Administrators will monitor the effectiveness of school practices and their impact on student learning.
- Visibility- Administrators will have quality contact and interactions with teachers and students but doing regular classroom observations and providing feedback.

#### **(MTSS)Multi Tier Systems of Support**

We will continue to triangulate services for students through our MTSS process, which includes weekly Monitoring Meetings with Social Workers, Counselors, Administrators and Intervention teachers. The goal of these meetings is to monitor the effectiveness of interventions, student progress and social emotional needs of students. We will continue to inspire and motivate teachers to create relationships with students/families that demonstrate :

Warmth – accept your students for who they are and care for them as a good parent cares for their child. Show them that they are important to you.

Empathy – understand how your students think and feel about what is going on around them.

Time – take the time to physically and mentally present when talking with your students. (Hattie, 2017)

#### **Coaching Cycles**

Monitor the implementation of Coaching Cycles in Early Literacy and Mathematics. Work alongside teachers and coaches to support the cycle.

Administrators will accomplish this by adhering to the above reference foci:

- Discipline- Administrators will work to protect teachers from issues and influences that would detract from their teaching time or focus.
- Monitor and Evaluate- Administrators will monitor the effectiveness of school practices and their impact on student learning.
- Visibility- Administrators will have quality contact and interactions with teachers and students but doing regular classroom observations and providing feedback.

**Online Learning**

Flexibility- The technology gap in our community is vast and as such, our team has had to quickly adapt and adjust to support families access internet, school wide communication tools (Class Dojo) and navigate the Learning Management Systems. Teams have supported families in various languages and have coordinated materials distribution so students have access to school materials and grade level text.

Affirmation- Administrators have spent celebrating and acknowledging the small shifts staff and parents have made to support on-line learning

Input- A significant focus has been placed on input due to phasing in of opening schools. A committee was formed to support with decisions related to school re-opening. Input has also been gathered from parents through online meetings and trainings.

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Rosa Parks Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 358,571.19

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 717,126.50

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 164,824.30
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 164,824.30

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$193,731.01
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 193,731.01

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$717,126.50

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Rosa Parks Elementary	09800 LCFF Intervention Support	ESL Asst	2101	Classroom PARAS	0.4000	\$ 12,108.00
		ESL Asst	3000			\$ 11,457.13
		Network Sys Techn	2405	Technical Professional OTBS	0.2000	\$ 8,994.20
		Network Sys Techn	3000			\$ 9,195.08
		Teacher-Bilingual Education	1107	Classroom Teacher		\$ -
		Teacher-Bilingual Education	3000			\$ -
			1157	Classroom Teacher Hrly		\$ 10,000.00
			1162	Short Term Leave Visiting Tchr		\$ -
			1192	Prof&Curriclm Dev Vist Tchr		\$ 20,000.00
			2281	Other Support Prsnl PARAS Hrly		\$ 4,000.00
			3000			\$ 7,998.60
			4301	Supplies		\$ 77,978.00
			4310	Software Purchase		\$ 27,000.00
			5207	Travel Conference		\$ 5,000.00
	<b>09800 LCFF Intervention Support Total</b>				<b>0.6000</b>	<b>\$ 193,731.01</b>
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	1.8000	\$ 171,156.60
		Inschool Resource Tchr	3000			\$ 76,260.12
		School Counselor	1210	Counselor	0.6000	\$ 52,243.20
		School Counselor	3000			\$ 23,082.87
			1192	Prof&Curriclm Dev Vist Tchr		\$ 24,000.00
			3000			\$ 5,349.60
			4301	Supplies		\$ 707.00
	<b>30100 Title I Basic Program Total</b>				<b>2.4000</b>	<b>\$ 352,799.39</b>
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 2,000.00
			2282	Other Support Prsnl OTBS Hrly		\$ -
			3000			\$ 655.80
			4301	Supplies		\$ 2,266.00
			4304	Inservice supplies		\$ 350.00
			5209	Conference Local		\$ 500.00
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 5,771.80</b>
	30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	2404	Guidance/Attendance Asst	0.0625	\$ 2,063.06
		Attendance Asst	3000			\$ 2,114.99
		Inschool Resource Tchr	1109	Pull/Out Push In	1.0000	\$ 95,087.00
		Inschool Resource Tchr	3000			\$ 40,303.18
		Library Asst	2231	Other Support Prsnl PARAS	0.2950	\$ 8,527.86
		Library Asst	3000			\$ 2,837.21
			1157	Classroom Teacher Hrly		\$ 10,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ -
			2456	Clerical Substitute Hrly		\$ -
			3000			\$ 2,229.00
			4301	Supplies		\$ 1,662.00
			4310	Software Purchase		\$ -
			4491	Equipment Non Capitalized		\$ -
			5207	Travel Conference		\$ -
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>1.3575</b>	<b>\$ 164,824.30</b>
<b>Grand Total</b>					<b>4.3575</b>	<b>\$ 717,126.50</b>

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



## ***Rosa Parks Elementary***

### **Title I Parent & Family Engagement Policy 2020-21**

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 parent & family engagement policy with input from Title I parents. Input was gained and discussed during SSC and ELAC meetings on Sept 28, 2020

It has distributed the policy to parents of Title I students.

***Policy was distributed in electronic format on Oct 1, 2020. Policy is also available on the school website.***

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Policy can be found in our SSC binder which is available to the public
- It is provided electronically in 2 languages, English and Spanish.
- Policy is reviewed and updated yearly by SSC

To involve parents in the Title I, Part A programs, the following practices have been established:

- Annual Title 1 parent meeting
- Monthly Coffee with the Principal meeting
- Six ELAC meeting per year
- Workshops are made available to parents
- Parent teacher conferences
- Intervention teacher meetings with at-risk students
- Monthly parent newsletter
- Health and Wellness Committee



- Vietnamese Parents Association
- Social media formats such as Facebook Parent Center page and Twitter

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- Meeting notice is sent out to families via the newsletter, School Messenger and Class Dojo.
- Meeting is held annually at Coffee with the Principal- October 2, 2020 was this years meeting

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Parents at Rosa Parks have consistently asked for morning meeting.
- Annual feedback is requested from parents at the June Coffee with the Principal

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Data and SPSA goals are shared at Coffee with the Principal, SSC, SGT and ELAC meetings on a regular basis.
- Ongoing budget input is gathered from parents to help develop how the Title 1 program will support struggling students.
- Interventions progress is presented regularly at parent meetings
- Parent Center provides academic training for parents as well as mental health, Trauma Informed care and Restorative Justice.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- Coffee with the Principal
- ELAC meeting
- Pre-K meetings
- Parent newsletter
- Class Dojo
- Parent Workshops and trainings
- Parent Center staff and outreach facilitators
- School-based Social Workers

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Back to School Night provides an overview of curriculum and standards
- Twice a year at Coffee with the Principal parents are given information on what to expect and ask at Parent teacher conferences
- Parent Teacher conferences are held twice a year
- Intervention teachers send progress reports for all students who receive interventions.
- Parent trainings and workshops

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Back to School Night provides an overview of curriculum and standards
- Parent Teacher conferences are held twice a year
- Intervention teachers send progress reports for all students who receive interventions.
- Parent trainings and workshops

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Strategic and regular progress of students reading and math progress- information on progress is shared at SSC, Coffee with the Principal and SGT.
- PLC teams to work on Tier 1 instruction, common formative assessments, setting SMART goals and data tracking.- Information on student progress is shared at parent teacher conferences.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back to School Night provides an overview of curriculum and standards
- Parent Teacher conferences are held twice a year
- Intervention teachers send progress reports for all students who receive interventions.
- Parent trainings and workshops

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Back to School Night provides how to support students at home.
- Parent Teacher conferences are held twice a year

- Intervention teachers send progress reports for all students who receive interventions.
- Parent trainings and workshops, email, ZOOM meeting, Google classroom
- Coffee with the Principal
- Volunteer training and monthly meetings
- Parent Involvement sub committees, Health and wellness, garden club, ballet folklorico, Vietnamese Parent Association
- Parent Center staff and Outreach facilitators
- School- Based Social Workers

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Back to School Night provides how to support students at home.
- Parent Teacher conferences are held twice a year
- Intervention teachers to provide Tier 2 interventions to struggling learners
- Parent trainings and workshops (sample workshops-Restorative Parenting, Trauma Informed Care, bullying, effective communication, high impact reading strategies)
- Coffee with the Principal
- Parents at the Park- SITP
- Parent Center space dedicated to parent involvement and volunteerism
- Volunteer training and monthly meetings
- Parent Involvement sub committees: Health and wellness, Garden Club, Ballet Folklorico, Vietnamese Parent Association and Health and Fitness
- Parent Center staff and Outreach facilitators
- School- Based Social Workers
- Full time counselor- funded by Title 1
- Full time nurse- Funded by Price Philanthropies

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

All school materials are distributed in electronic format in English, Spanish and Vietnamese

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Support, workshops and training are coordinated upon request.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]). This policy was adopted by Rosa Parks on Sept 28, 2020 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A

Veronika Lopez-Mendez, Principal

Approved on Sept 28, 2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**



# Rosa Parks Elementary



## **Title I School Parent Compact**

This School Parent Compact is in effect year 2020-2021.

*Rosa Parks* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

### **Required School Parent Compact provisions**

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Parent teacher conferences

School Based Social Workers support parents to navigate and understand Educational System.

Parent Center offers a wide range of parent training, volunteer opportunities and parent support

Parent trainings, ELAC, Volunteer trainings and Coffee with the Principal

Parent communication done via Class dojo, information sent home in multiple languages

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Presentations at Coffee with the Principal, ELAC and volunteer meeting (Understanding of Biliteracy program, ELPAC score, reclassification and EL status)

Parent trainings (High Impact Home Strategies, mental health, bullying etc)

Ongoing interventions for students that are behind in Reading(Parent communications sent home)

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Presentations at Coffee with the Principal, ELAC and volunteer meeting (Understanding of Biliteracy program, ELPAC score, reclassification and EL status)

Parent trainings (High Impact Home Strategies, mental health, bullying etc)

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Teachers ongoing Professional Development in: Trauma Informed care, restorative practices, LGBTQ awareness, Social Emotional Learning

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support

parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Rosa Parks has an active Parent Center and Social works whose focus is to support parents full participation in their child's education. Programming is focused on improving educational outcomes for children.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

All communication is sent out in English, Spanish and Vietnamese.

Translation is offered in 3 languages at all parent meeting

Additional languages are offered for Parent/Teacher Conferences.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Parent Center staff, administrators, front office staff, social workers, counselor and nurse all support parents.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

All communication is sent out in English, Spanish and Vietnamese.

Translation is offered in 3 languages at all parent meeting

Additional languages are offered for Parent/Teacher Conferences.

This Compact was adopted by the Rosa Parks Elementary on TBD and will be in effect for the period of 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 10, 2020.

*VERONIKA LOPEZ-MENDEZ*

Signature of authorized Official



## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

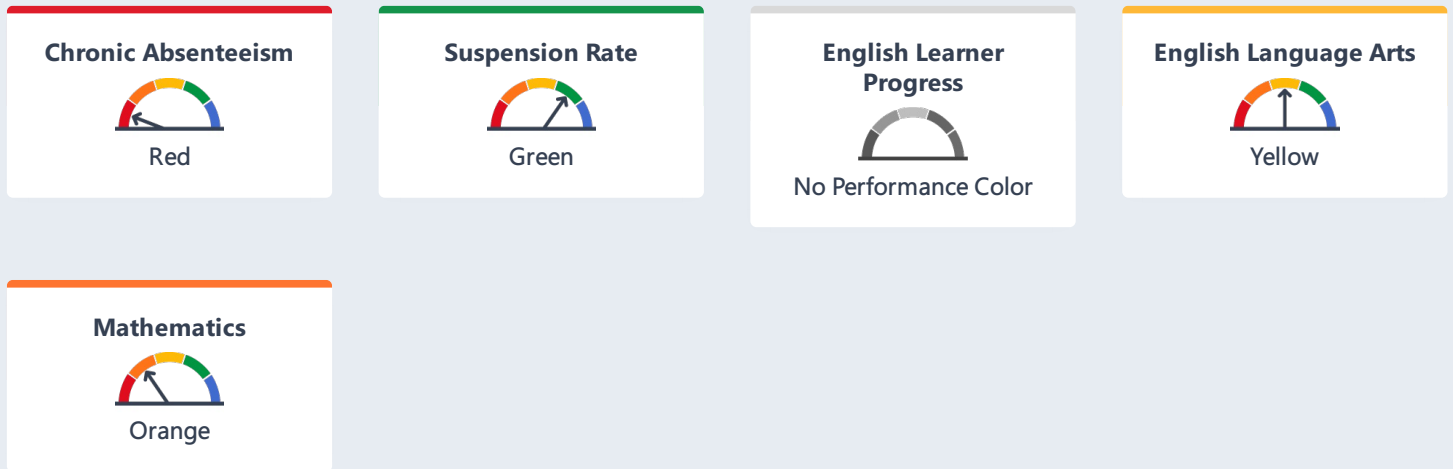
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Rosa Parks Elementary

Explore the performance of Rosa Parks Elementary under California's Accountability System.

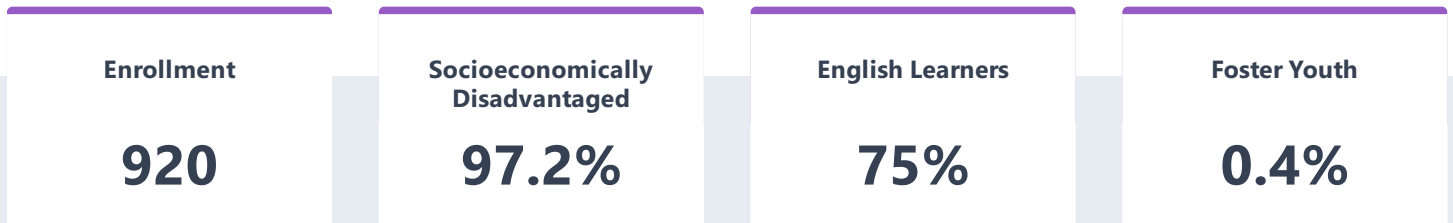


## School Details

<b>NAME</b> Rosa Parks Elementary	<b>ADDRESS</b> 4510 Landis Street San Diego, CA 92105-2822	<b>WEBSITE</b> <a href="http://parks.sandi.net">http://parks.sandi.net</a>	<b>GRADES SERVED</b> K-5
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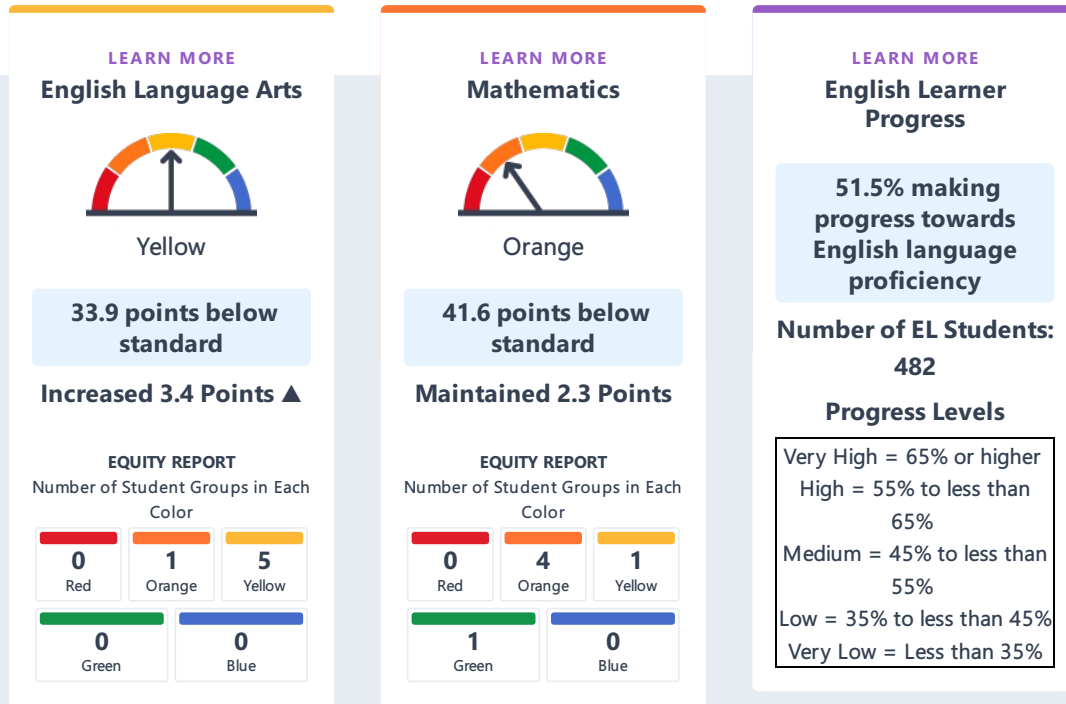
## Student Population

Explore information about this school's student population.



# Academic Performance

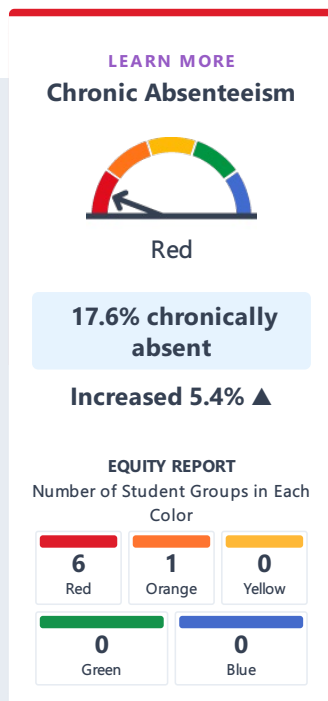
View Student Assessment Results and other aspects of school performance.



## ROSA PARKS ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Green

**1% suspended at least once**

**Maintained 0.2%**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>2</b> Orange	<b>1</b> Yellow
<b>1</b> Green	<b>3</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

33.9 points below standard

Increased 3.4 Points ▲

Number of Students: 446

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

Asian

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Filipino

Foster Youth

Two or More Races

White

### African American



No Performance Color

76.8 points below standard

Declined 17.4 Points ▼

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Students with Disabilities



Orange

111.7 points below standard

Increased 7.4 Points ▲

Number of Students: 66

### Asian



Yellow

8.2 points below standard

Increased 6.2 Points ▲

Number of Students: 71

### English Learners



Yellow

34.6 points below standard

Increased 3.3 Points ▲

Number of Students: 379

### Hispanic



Yellow

37.6 points below standard

Increased 3.6 Points ▲

Number of Students: 345

### Homeless



Yellow

25.9 points below standard

Increased 41.9 Points ▲

Number of Students: 75

### Socioeconomically Disadvantaged



Yellow

34.4 points below standard

Increased 4 Points ▲

Number of Students: 439

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 39.7 points below standard

37.3 points below standard

33.9 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
72 points below standard	44.1 points above standard	38.6 points below standard
Increased 10.5 Points ▲	Declined 3.4 Points ▼	Increased 9.1 Points ▲
Number of Students: 257	Number of Students: 122	Number of Students: 55

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

41.6 points below standard

Maintained 2.3 Points

Number of Students: 445

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Homeless



Green

Asian



Blue

No Students



No Performance Color

African American

Filipino



**African American**



No Performance Color

86.6 points below standard

Declined 22.2 Points ▼

Number of Students: 20

**Filipino**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Foster Youth**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Two or More Races**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**White**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**English Learners**



Orange

42.3 points below standard

Maintained 1.1 Points

Number of Students: 378

**Hispanic**



Orange

47.3 points below standard

Maintained -1.9 Points

Number of Students: 344

**Socioeconomically Disadvantaged**



Orange

42.2 points below standard

Maintained 2.6 Points

Number of Students: 438

**Students with Disabilities**



Orange

115.1 points below standard

Increased 6.3 Points ▲

Number of Students: 65

**Homeless**



Yellow

44.6 points below standard

Increased 23.4 Points ▲

Number of Students: 74

**Asian**



Green

6.2 points below standard

Increased 26.2 Points ▲

Number of Students: 71



Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	39 points below standard	43.8 points below standard	41.6 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
75.4 points below standard	27.2 points above standard	48.9 points below standard
Maintained 1.5 Points	Increased 6.9 Points ▲	Increased 7.9 Points ▲
Number of Students: 256	Number of Students: 122	Number of Students: 55

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**51.5% making progress towards English language proficiency**

**Number of EL Students: 482**

**Performance Level: Medium**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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ELs Who Decreased at Least One ELPI Level	18.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.2%
ELs who Maintained ELPI Level 4	1.6%
ELs Who Progressed at Least One ELPI Level	49.7%

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# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Red

17.6% chronically absent

Increased 5.4% ▲

Number of Students: 972

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

African American

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

Asian



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Two or More Races



No Performance Color

33.3% chronically absent

Increased 22.2% ▲

Number of Students: 18

### White



No Performance Color

50% chronically absent

Increased 25% ▲

Number of Students: 20

### African American



Red

33.3% chronically absent

Increased 17.1% ▲

Number of Students: 42

### Students with Disabilities



Red

20.1% chronically absent

Increased 7.2% ▲

Number of Students: 144

### English Learners



Red

14.6% chronically absent

Increased 4.2% ▲

Number of Students: 769

### Hispanic



Red

17.6% chronically absent

Increased 4.1% ▲

Number of Students: 763

### Homeless



Red

31.4% chronically absent

Increased 13.3% ▲

Number of Students: 191

### Socioeconomically Disadvantaged



Red

17.7% chronically absent

Increased 5.6% ▲

Number of Students: 955

### Asian



Orange

5.6% chronically absent

Increased 3.2% ▲

Number of Students: 126

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Green

1% suspended at least once

Maintained 0.2%

Number of Students: 1,201

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Hispanic  
Students with Disabilities



Yellow

English Learners



Green

Socioeconomically Disadvantaged



Blue

African American  
Asian  
Homeless



No Performance Color

Filipino  
Foster Youth  
Two or More Races  
White



### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races



No Performance Color

4.5% suspended at least once

Declined 0.5% ▼

Number of Students: 22

### White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

### Hispanic



Orange

1.2% suspended at least once

Increased 0.3% ▲

Number of Students: 955

### Students with Disabilities



Orange

1.6% suspended at least once

Increased 0.4% ▲

Number of Students: 182

### English Learners



Yellow

1% suspended at least once

Increased 0.3% ▲

Number of Students: 872

### Socioeconomically Disadvantaged



Green

1% suspended at least once

Maintained 0.2%

Number of Students: 1,175

### African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 50

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 147

### Homeless



Blue

0.9% suspended at least once

Declined 2.8% ▼

Number of Students: 214



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	423	35.7	457	37.4	479	32.8	497	35.2	475	34.1	-1.6	-1.1	429	25.4	455	31.0	480	30.2	497	29.4	473	29.2	3.8	-0.2
Female	208	42.8	213	41.3	223	35.9	222	40.1	230	37.8	-5.0	-2.3	212	26.4	213	29.6	223	28.7	223	28.7	229	28.4	2.0	-0.3
Male	215	28.8	244	34.0	256	30.1	275	31.3	245	30.6	1.8	-0.7	217	24.4	242	32.2	257	31.5	274	29.9	244	29.9	5.5	0.0
African American	17	29.4	21	33.3	20	5.0	17	23.5	24	20.8	-8.6	-2.7	18	33.3	21	23.8	21	14.3	17	23.5	23	17.4	-15.9	-6.1
Asian**	16	25.0	19	52.6	15	46.7	14	35.7	71	47.9	-	-	16	31.3	19	42.1	15	46.7	14	21.4	71	50.7	-	-
Filipino	0	-	0	64.3	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	334	32.6	357	34.5	377	28.9	404	32.4	370	32.2	-0.4	-0.2	339	22.7	357	26.6	376	26.9	404	28.5	369	25.2	2.5	-3.3
Indochinese**	47	63.8	48	58.3	49	67.3	46	58.7	-	-	-	-	47	42.6	47	61.7	49	61.2	46	43.5	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	3	-	3	94.3	5	-	5	-	6	-	-	-	3	-	3	-	6	-	5	-	6	-	-	-
Multiracial	6	-	8	66.7	13	46.2	10	50.0	3	-	-	-	6	-	7	-	13	30.8	10	10.0	3	-	-	-
English Learner	248	16.5	235	14.5	228	4.8	283	11.3	278	14.0	-2.5	2.7	254	14.6	234	16.2	231	10.4	282	10.3	277	11.6	-3.0	1.3
English-Speaking	175	62.9	222	61.7	251	58.2	214	66.8	197	62.4	-0.5	-4.4	175	41.1	221	46.6	249	48.6	215	54.4	196	54.1	13.0	-0.3
Reclassified†	122	72.1	168	69.0	191	64.9	147	77.6	125	78.4	6.3	0.8	122	49.2	168	50.0	191	54.5	147	66.0	125	67.2	18.0	1.2
Initially Eng. Speaking	53	41.5	54	38.9	60	36.7	67	43.3	72	34.7	-6.8	-8.6	53	22.6	53	35.8	58	29.3	68	29.4	71	31.0	8.4	1.6
Econ. Disadv.*	423	35.7	434	37.3	467	32.1	478	34.7	456	34.0	-1.7	-0.7	429	25.4	432	29.9	467	29.6	478	28.5	454	28.2	2.8	-0.3
Non-Econ. Disadv.	0	-	23	39.1	12	58.3	19	47.4	19	36.8	-	-10.6	0	-	23	52.2	13	53.8	19	52.6	19	52.6	-	0.0
Gifted	93	67.7	102	67.6	101	64.4	64	68.8	30	60.0	-7.7	-8.8	94	59.6	101	61.4	101	60.4	64	64.1	30	60.0	0.4	-4.1
Not Gifted	330	26.7	355	28.7	378	24.3	433	30.3	445	32.4	5.7	2.1	335	15.8	354	22.3	379	22.2	433	24.2	443	27.1	11.3	2.9
With Disabilities	64	6.3	57	1.8	0	-	72	1.4	71	7.0	0.7	5.6	63	3.2	59	3.4	53	1.9	69	4.3	70	2.9	-0.3	-1.4
WO Disabilities	359	40.9	400	42.5	425	36.9	425	40.9	404	38.9	-2.0	-2.0	366	29.2	396	35.1	427	33.7	428	33.4	403	33.7	4.5	0.3
Homeless	23	26.1	29	24.1	36	13.9	35	17.1	80	33.8	7.7	16.7	23	26.1	30	16.7	35	11.4	35	14.3	78	17.9	-8.2	3.6
Foster	2	-	0	50.0	1	-	0	-	2	-	-	-	2	-	0	-	1	-	0	-	2	-	-	-
Military	1	-	0	58.3	2	-	4	-	3	-	-	-	1	-	1	-	2	-	4	-	3	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	121	33.1	167	29.3	176	24.4	159	26.4	141	28.4	-4.7	2.0	123	30.9	167	34.1	174	29.3	157	21.0	139	28.8	-2.1	7.8
Female	67	37.3	72	29.2	79	25.3	71	29.6	77	28.6	-8.7	-1.0	69	33.3	72	30.6	77	32.5	70	18.6	76	25.0	-8.3	6.4
Male	54	27.8	95	29.5	97	23.7	88	23.9	64	28.1	0.3	4.2	54	27.8	95	36.8	97	26.8	87	23.0	63	33.3	5.5	10.3
African American	5	-	7	33.3	9	-	6	-	9	-	-	-	6	-	7	-	8	-	6	-	8	-	-	-
Asian**	6	-	6	52.6	3	-	6	-	27	51.9	-	-	6	-	6	-	3	-	6	-	27	59.3	-	-
Filipino	0	-	0	64.3	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	94	29.8	136	27.2	137	20.4	129	23.3	103	22.3	-7.5	-1.0	95	27.4	136	31.6	136	24.3	127	19.7	102	20.6	-6.8	0.9
Indochinese**	13	61.5	12	66.7	20	60.0	14	42.9	-	-	-	-	13	53.8	12	75.0	20	70.0	14	21.4	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	3	-	0	94.3	1	-	2	-	1	-	-	-	3	-	0	-	1	-	2	-	1	-	-	-
Multiracial	0	-	5	66.7	6	-	1	-	1	-	-	-	0	-	5	-	6	-	1	-	1	-	-	-
English Learner	87	20.7	120	12.5	121	5.8	112	11.6	79	8.9	-11.8	-2.7	89	20.2	120	23.3	121	16.5	110	5.5	78	10.3	-9.9	4.8
English-Speaking	34	64.7	47	72.3	55	65.5	47	61.7	62	53.2	-11.5	-8.5	34	58.8	47	61.7	53	58.5	47	57.4	61	52.5	-6.3	-4.9
Reclassified†	18	88.9	27	96.3	31	93.5	24	79.2	37	64.9	-24.0	-14.3	18	77.8	27	85.2	31	80.6	24	79.2	37	59.5	-18.3	-19.7
Initially Eng. Speaking	16	37.5	20	40.0	24	29.2	23	43.5	25	36.0	-1.5	-7.5	16	37.5	20	30.0	22	27.3	23	34.8	24	41.7	4.2	6.9
Econ. Disadv.*	121	33.1	158	28.5	173	24.3	154	26.6	133	29.3	-3.8	2.7	123	30.9	158	32.3	171	29.2	152	21.1	131	27.5	-3.4	6.4
Non-Econ. Disadv.	0	-	9	39.1	3	-	5	-	8	-	-	-	0	-	9	-	3	-	5	-	8	-	-	-
Gifted	31	64.5	34	58.8	33	51.5	3	-	30	60.0	-4.5	-	32	62.5	34	55.9	33	57.6	3	-	30	60.0	-2.5	-
Not Gifted	90	22.2	133	21.8	143	18.2	156	25.6	141	28.4	6.2	2.8	91	19.8	133	28.6	141	22.7	154	20.8	139	28.8	9.0	8.0
With Disabilities	9	-	57	1.8	0	-	72	1.4	19	5.3	-	3.9	8	-	20	5.0	53	1.9	20	5.0	70	2.9	-	-2.1
WO Disabilities	112	35.7	147	33.3	159	27.0	137	30.7	122	32.0	-3.7	1.3	115	33.0	147	38.1	158	32.3	137	23.4	121	33.1	0.1	9.7
Homeless	7	-	29	24.1	18	16.7	9	-	27	40.7	-	-	7	-	11	9.1	17	11.8	9	-	25	24.0	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	58.3	1	-	2	-	0	-	-	-	0	-	1	-	1	-	2	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.





**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	162	38.3	125	40.0	171	41.5	171	33.3	157	36.3	-2.0	3.0	162	29.0	124	31.5	173	34.7	173	33.5	157	31.8	2.8	-1.7
Female	75	49.3	67	43.3	75	45.3	79	39.2	72	38.9	-10.4	-0.3	75	33.3	66	31.8	76	28.9	80	36.3	72	34.7	1.4	-1.6
Male	87	28.7	58	36.2	96	38.5	92	28.3	85	34.1	5.4	5.8	87	25.3	58	31.0	97	39.2	93	31.2	85	29.4	4.1	-1.8
African American	8	-	8	33.3	4	-	7	-	8	-	-	-	8	-	7	-	5	-	7	-	8	-	-	-
Asian**	7	-	7	52.6	5	-	4	-	19	31.6	-	-	7	-	7	-	5	-	4	-	19	31.6	-	-
Filipino	0	-	0	64.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	124	34.7	92	37.0	141	38.3	136	29.4	126	36.5	1.8	7.1	124	26.6	93	24.7	141	33.3	138	30.4	126	31.0	4.4	0.6
Indochinese**	20	65.0	15	46.7	13	76.9	19	63.2	-	-	-	-	20	40.0	14	71.4	13	69.2	19	63.2	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	3	94.3	1	-	1	-	2	-	-	-	0	-	3	-	2	-	1	-	2	-	-	-
Multiracial	3	-	0	66.7	7	-	4	-	1	-	-	-	3	-	0	-	7	-	4	-	1	-	-	-
English Learner	109	21.1	72	22.2	70	5.7	112	15.2	105	21.0	-0.1	5.8	109	16.5	72	12.5	72	4.2	114	17.5	105	16.2	-0.3	-1.3
English-Speaking	53	73.6	53	64.2	101	66.3	59	67.8	52	67.3	-6.3	-0.5	53	54.7	52	57.7	101	56.4	59	64.4	52	63.5	8.8	-0.9
Reclassified†	34	91.2	37	75.7	82	69.5	34	88.2	28	92.9	1.7	4.7	34	76.5	37	62.2	82	61.0	34	85.3	28	85.7	9.2	0.4
Initially Eng. Speaking	19	42.1	16	37.5	19	52.6	25	40.0	24	37.5	-4.6	-2.5	19	15.8	15	46.7	19	36.8	25	36.0	24	37.5	21.7	1.5
Econ. Disadv.*	162	38.3	121	39.7	166	39.8	164	33.5	151	36.4	-1.9	2.9	162	29.0	120	30.0	168	32.7	166	32.5	151	31.8	2.8	-0.7
Non-Econ. Disadv.	0	-	4	39.1	5	-	7	-	6	-	-	-	0	-	4	-	5	-	7	-	6	-	-	-
Gifted	34	70.6	31	71.0	35	71.4	29	55.2	2	-	-	-	34	64.7	31	67.7	35	65.7	29	72.4	2	-	-	-
Not Gifted	128	29.7	94	29.8	136	33.8	142	28.9	155	36.1	6.4	7.2	128	19.5	93	19.4	138	26.8	144	25.7	155	31.6	12.1	5.9
With Disabilities	33	9.1	57	1.8	0	-	72	1.4	24	8.3	-0.8	6.9	33	6.1	10	0.0	25	4.0	20	5.0	24	4.2	-1.9	-0.8
WO Disabilities	129	45.7	116	43.1	146	48.6	151	37.7	133	41.4	-4.3	3.7	129	34.9	114	34.2	148	39.9	153	37.3	133	36.8	1.9	-0.5
Homeless	11	36.4	4	24.1	36	13.9	19	21.1	27	29.6	-6.8	8.5	11	36.4	4	-	35	11.4	19	21.1	27	18.5	-17.9	-2.6
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	58.3	0	-	1	-	2	-	-	-	1	-	0	-	0	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	140	35.0	165	43.6	132	32.6	167	45.5	177	36.7	1.7	-8.8	144	16.7	164	27.4	133	25.6	167	32.9	177	27.1	10.4	-5.8
Female	66	40.9	74	51.4	69	37.7	72	51.4	81	45.7	4.8	-5.7	68	11.8	75	26.7	70	24.3	73	30.1	81	25.9	14.1	-4.2
Male	74	29.7	91	37.4	63	27.0	95	41.1	96	29.2	-0.5	-11.9	76	21.1	89	28.1	63	27.0	94	35.1	96	28.1	7.0	-7.0
African American	4	-	6	33.3	7	-	4	-	7	-	-	-	4	-	7	-	8	-	4	-	7	-	-	-
Asian**	3	-	6	52.6	7	-	4	-	25	56.0	-	-	3	-	6	-	7	-	4	-	25	56.0	-	-
Filipino	0	-	0	64.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	116	32.8	129	40.3	99	27.3	139	43.9	141	35.5	2.7	-8.4	120	15.0	128	22.7	99	21.2	139	34.5	141	23.4	8.4	-11.1
Indochinese**	14	64.3	21	61.9	16	68.8	13	69.2	-	-	-	-	14	35.7	21	47.6	16	43.8	13	38.5	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	94.3	3	-	2	-	3	-	-	-	0	-	0	-	3	-	2	-	3	-	-	-
Multiracial	3	-	3	66.7	0	-	5	-	1	-	-	-	3	-	2	-	0	-	5	-	1	-	-	-
English Learner	52	0.0	43	7.0	37	0.0	59	3.4	94	10.6	10.6	7.2	56	1.8	42	2.4	38	2.6	58	5.2	94	7.4	5.6	2.2
English-Speaking	88	55.7	122	56.6	95	45.3	108	68.5	83	66.3	10.6	-2.2	88	26.1	122	36.1	95	34.7	109	47.7	83	49.4	23.3	1.7
Reclassified†	70	58.6	104	59.6	78	48.7	89	73.0	60	80.0	21.4	7.0	70	28.6	104	36.5	78	37.2	89	55.1	60	63.3	34.7	8.2
Initially Eng. Speaking	18	44.4	18	38.9	17	29.4	19	47.4	23	30.4	-14.0	-17.0	18	16.7	18	33.3	17	23.5	20	15.0	23	13.0	-3.7	-2.0
Econ. Disadv.*	140	35.0	155	44.5	128	32.8	160	43.8	172	35.5	0.5	-8.3	144	16.7	154	27.3	128	25.8	160	31.3	172	25.6	8.9	-5.7
Non-Econ. Disadv.	0	-	10	30.0	4	-	7	-	5	-	-	-	0	-	10	30.0	5	-	7	-	5	-	-	-
Gifted	28	67.9	37	73.0	33	69.7	32	81.3	28	60.7	-7.2	-20.6	28	50.0	36	61.1	33	57.6	32	59.4	28	60.7	10.7	1.3
Not Gifted	112	26.8	128	35.2	99	20.2	135	37.0	149	32.2	5.4	-4.8	116	8.6	128	18.0	100	15.0	135	26.7	149	20.8	12.2	-5.9
With Disabilities	22	4.5	28	3.6	0	-	30	3.3	28	7.1	2.6	3.8	22	0.0	29	3.4	53	1.9	29	3.4	28	3.6	3.6	0.2
WO Disabilities	118	40.7	137	51.8	120	35.8	137	54.7	149	42.3	1.6	-12.4	122	19.7	135	32.6	121	28.1	138	39.1	149	31.5	11.8	-7.6
Homeless	5	-	14	42.9	9	-	7	-	26	30.8	-	-	5	-	15	26.7	9	-	35	14.3	26	11.5	-	-2.8
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	58.3	0	-	0	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E****2020-21 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: ROSA PARKS ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Teacher Professional Learning**

Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for ELA and Writing. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 ELA curriculum using Benchmark Advanced and Adelante

Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the ELLA coaching cycle by providing additional planning time and team collaboration release time.

Professional conferences- provide opportunities for teachers to attend professional conferences to enhance their Tier 1 instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$24,404.00	09800-1192	Release time for PLC	Teachers are provided with PLC time to analyze data. Strategy continues to be effective for teacher teams.	N/A	Need to provide additional time for co-teaching planning with Ed Specialist

**Rosa Parks Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$10,048.00	09800-4301	Instructional materials for classrooms	Strategy continues to be effective. Supplemental materials provide additional access to CCSS.	N/A	As funds are available, increase amount.
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Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

These activities are to strengthen Tier 1 practices for all students

**Professional Learning**

- Coaching Cycles in 3rd grade
- Math Professional Development for all teacher
- Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for Math. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 Math curriculum using envision and district units
- Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the Math coaching cycle by providing additional planning time and team collaboration release time.

**Supports for Students**

- Math Homework help club afterschool for 4th and 5th grade

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC sub release and Math Coaching Cycle	3 <sup>rd</sup> grade team is participating in Coaching Cycle, funds allow teacher and coach to meet for planning.	N/A	Increase access for additional grade levels to participate.

**Note/Reminders (optional):**

In order to achieve this strategy, Rosa Parks will continue to need access to CCSS Math Coach.

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

- Strategic use of Tier 2 interventions to target language objectives along with reading objectives to be done by In school RT.
- Professional Development for Biliteracy teachers focused on Oracy and Spanish Language Development as a means to acquire English.
- Integrated ELD PD to look at integration of QTEL strategies for scaffolding text for students.
- Weekly progress monitoring of students receiving Tier 2 reading intervention.
- PD planning for Guided Reading lessons that integrate Print, Meaning and Language objective.
- PD for teachers on the use of Writing to plan for next steps with Language development and objectives.
- Tier 2 supports for 1st and 2nd year newcomers in 3rd-5th grade (ESL assistant)
- Tech support so students can access technology, computer based assessments and computer based ELA support programs.
- Supports for timely identification of EL's through administration of Initial ELPAC

Progress monitoring of EL progress through timely administration of Summative ELPAC

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Wagar, Lila	0.40000	\$21,742.69	09800-2101	Newcomer support 3rd-5th ELD support pull out	She ensures compliance with English Learner items and works with new comers in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade	If she was on campus 3 times a week on a modified schedule it would be more effective	Increase time
Teacher-Bilingual Education - Cira, Cristina	1.00000	\$125,216.84	09800-1107	reduce class size in 4th/5th grade	Lower class size and no combos in 4 <sup>th</sup> and 5 <sup>th</sup> grade supports teacher's	Lower class size and no combo classes in 4 <sup>th</sup> /5 <sup>th</sup> grade is better for	If funding allows we will continue.

**Rosa Parks Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					ability to meet students at point of need.	students but there in limited correlation to higher academic outcomes	
Network Sys Techn - O'Neal, Jeremiah	0.20000	\$17,799.73	09800-2405	tech support for classroom	Provides regular tech support to students and teachers	N/A	If funding allows we will continue.
Other Support Prsnl PARAS Hrly		\$5,231.60	09800-2281	administering ELPAC assessment	Administer ELPAC Compliance item	N/A	Continue to meet compliance deadlines

Note/Reminders (optional):



**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

- In partnership with Ed Specialist, will be provided collaboration time with grade level teams to support the Tier 1 instruction in classroom.
- Provide additional Co-teaching training to selected teachers that partner with Ed Specialists.
- Provide curriculum resources to support Separate Setting environment
- Analyze outcomes of Benchmark assessments with Ed Specialists to set SMART goals for improvement.
- Provide PLC time 4 times a year, through release time, for Ed Specialists to collaborate and cross train with Psychologist and SLP

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	instructional supplies	Strategy continues to be effective. Supplemental materials provide additional access to CCSS.	N/A	Increase as funding allows
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting Teachers will provide release time for teachers to attend PLCs	Teachers are provided with PLC time to analyze data. Strategy continues to be effective for teacher teams.	Teacher teams can benefit from an increase in this strategy	Increase as funding allows

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The Rosa Parks Parent Center will organize and/or facilitate workshops and events which provide opportunities for parents/guardians to gain new knowledge and skills in a variety of areas. This will include mental health, increasing awareness of mental illness, which began last program year, will stay as a high priority. Participants expressed the value of addressing mental health issues within the school community to decrease the stigma of mental illness, particularly for ethnically diverse communities. All other workshops will support with student academics, community resources, special events, parenting skills, and professional development. Student academic workshops are highly attended and will continue to be a major planning component in the overall RPPC programming. Parents/guardians will be provided several opportunities to learn new information and skills aimed at improving life skills and positive support for their students learning.

Translation and childcare will be provided at all parent meetings.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Wagar, Lila	--	--	09800-2101	Provide trainings on reclassification	No working	Not effective as she has not provided this level of training.	Will remove from assigned duties

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Teacher Professional Learning**

Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for ELA and Writing. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 ELA curriculum using Benchmark Advanced and Adelante

Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the ELLA coaching cycle by providing additional planning time and team collaboration release time.

Professional conferences- provide opportunities for teachers to attend professional conferences to enhance their Tier 1 instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	visiting teachers for PD	Teachers provided release time to attend PD.	Not all teachers were able to attend differentiated PD due to funding limits	Increase as funding allows

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

These activities are to strengthen Tier 1 practices for all students

**Professional Learning**

- Math Coaching Cycles in 3rd grade
- Math Professional Development for all teacher

## Rosa Parks Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- Professional Learning Communities- Teacher teams will meet monthly to discuss and review formative assessments for Math. Teams will plan common assessment, pacing and timelines for administering assessments. Teams will plan for Tier 1 Math curriculum using envision and district units
- Teacher Release time- As needed teachers will be released to attend Professional development sessions offered. Support the Math coaching cycle by providing additional planning time and team collaboration release time.

**Supports for Students**

- Math Homework help club afterschool for 4th and 5th grade

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers for PLC	Teachers are provided with PLC time to analyze data. Strategy continues to be effective for teacher teams.		Increase as funding allows
Supplies	--	--	09800-4301	instructional materials	Strategy continues to be effective. Supplemental materials provide additional access to CCSS.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

## Sample Evaluation Template for Title I Funded Programs

### Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

1. The district or a Title I school allocates Title I funds to support the computer technician. Is this position based on the comprehensive needs assessment? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
  
2. The district or a Title I school allocates Title I funds for books and materials. Are they based on the comprehensive needs assessments? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
<p>Area Goal 1:</p> <p>By June 2019, 35 % (approx. 56 3rd graders) will meet or exceed standards in ELA on the SBAC exam.</p> <p>By June 2019, 35% (approx. 61 4th graders) will meet or exceed standards in ELA on the SBAC exam.</p>	<p>Reading Interventions (In School Resource Teachers)</p> <p>Counselor</p> <p>Library Assistant</p>	<ul style="list-style-type: none"> <li>• Cycles of interventions to support most struggling readers</li> </ul>		<p>Increase the strategy, add another intervention teacher</p> <p>1- Kinder &amp; 1</p> <p>2- 2<sup>nd</sup> &amp; 3<sup>rd</sup></p> <p>3- 4<sup>th</sup> &amp; 5<sup>th</sup></p>

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
By June 2019, 51% (approx. 86 5th graders) will meet or exceed standards in ELA on the SBAC exam.	PLC time	<ul style="list-style-type: none"> <li>Progress monitoring of interventions</li> <li>Counselor supports students with Social Emotional needs. This supports access to Tier 1 instruction</li> </ul>		
<p>Area Goal 2:</p> <p>By June 2019, 35% (approx. 56 3rd graders) will meet or exceed standards in Math on the SBAC exam.</p> <p>By June 2019, 35% (approx. 61 4th graders) will meet or exceed standards in Math on the SBAC exam.</p> <p>By June 2019, 40% (approx. 67 5th graders) will meet or exceed standards in Math on the SBAC exam.</p>	<p>PLC time</p> <p>After school math tutoring</p> <p>Counselor</p>	<p>Teachers PLC time focused on formative assessments and common Tier 1 instruction</p> <p>Students are attending Math homework help on a regular basis. Average group size per session in 30.</p>	<p>Need PD focused on Mathematics</p> <p>Coaching cycle in Math</p> <p>More teachers available to support Math Homework Help</p>	<p>Increase the strategy</p> <p>Provide professional development in the area of Math</p> <p>Math coaching cycle</p>

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
<p><b>Area Goal 3:</b> 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</p>	<p>Reading Interventions (In School Resource Teachers) PLC time Professional Development ESL assistant Counselor Library Assistant</p>	<p>Professional Development focused on the needs of English Language Learners  ESL assistant providing more time for newcomers to develop beginning English skills  Library Assistant provide more access for students</p>		<p>Increase the strategy, add another intervention teacher 4- Kinder &amp;1 5- 2<sup>nd</sup> &amp; 3<sup>rd</sup> 6- 4<sup>th</sup> &amp; 5<sup>th</sup></p>
<p><b>Area Goal 4:</b> By June 2019, at least 80% (approx. 114 3 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.</p>	<p>Reading Interventions (In School Resource Teachers)</p>	<p>Students are making growth in reading as a result of the intervention</p>		<p>Increase the strategy, add another intervention teacher 1- Kinder &amp;1 2- 2<sup>nd</sup> &amp; 3<sup>rd</sup> 3- 4<sup>th</sup> &amp; 5<sup>th</sup></p>

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
<p>Area Goal 5: 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.</p>	<p>Parent Center staff (not Title 1 funded) Counselor (.5 FTE)</p>	<p>Working with parents to improve student attendance has been a support for parents- Counselor</p> <p>Counselor reaches out to families of students who are struggling and sets up PST meetings</p>	<p>Getting more parents to attend academic workshops they feel are valuable for he children.</p>	<p>There is a need to add home visits and an early (Oct) conference window for teachers to meet with parents of students that are struggling.</p> <p>Implement Family Friday as a way to encourage parent involvement</p>

**Conclusion:** A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I students.

**(Note:** Please do not include non-Title I funded activities in the evaluation).

Sample guiding questions to determine the use of Title I funds to address the academic needs of Title I students, particularly those at risk of not meeting state academic content standards: