



Rosa Parks Elementary School

3900 Agnes Street • Lynwood, CA 90262 • (310) 603-1401 • Grades K-6

Dawn Green, Principal

dgreen@mylUSD.org

<http://rosaparks.lynwood.k12.ca.us/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year

School Description

Principal's Message

As principal, I am pleased to present our Annual School Accountability Report for Rosa Parks Elementary School. Our goal in presenting you with this information is to keep you, the community and public, informed as to the achievement and educational advancements of Rosa Parks Elementary. Our mission is to provide all students with a prescriptive, challenging, differentiated, standards-based program collaborating with staff, parents, and community to ensure grade-level proficiency in a safe, clean and stimulating environment. Our desire is to keep the lines of communication open and welcome any suggestions, comments, and/or questions you may have.

OUR MISSION:

The mission of Rosa Parks Elementary is to inspire, empower, and prepare every student to achieve their optimal potential, be successful citizens, and lifelong learners with the necessary knowledge and skills for the 21st century.

Rosa Parks Elementary, the tenth elementary school of the Lynwood Unified School District, is located at 3900 Agnes Avenue in Lynwood, California. We provide an environment that is culturally inclusive, promoting dignity and respect for the entire community. The school operates on a traditional calendar servicing 605 students from Pre-K – 6th grade. As a school community we are dedicated to four core beliefs; Be Safe, Be Responsible, Be Respectful, and Be a Learner. Our faculty/staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. The core program is provided to all students through high-quality educational experiences and effective research-based instructional practices and materials. Throughout the year, students are regularly assessed in Mathematics and Reading to inform teacher instruction. The goal is to have all students meet and/or exceed the Common Core State Standards.

It is a pleasure to be a part of Rosa Parks Elementary School and we are proud of our students and their accomplishments.

Dawn K. Green, Principal

Focus for Improvement

- Rosa Parks will continue to focus on increasing the rigor of instruction to reflect the expectations of the Common Core. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. We will continue to improve reading strategies, small group instruction, and incorporate writing with a focus on academic language development. Instruction in mathematics will include the use of hands-on materials (manipulatives) to build comprehension of math concepts and skills. Student progress will be measured through benchmark assessments in English and Mathematics.



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

<http://www.lynwood.k12.ca.us>

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Educational Services

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Assistant Superintendent
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About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	88
Grade 1	79
Grade 2	82
Grade 3	82
Grade 4	95
Grade 5	96
Grade 6	89
Total Enrollment	611

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.2
White	1.3
Two or More Races	0
Socioeconomically Disadvantaged	91.7
English Learners	43.7
Students with Disabilities	6.4
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rosa Parks Elementary School	15-16	16-17	17-18
With Full Credential	26	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosa Parks Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Go Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosa Parks Elementary School was constructed from part of the old Lynwood High School buildings and grounds in 1999. Since then one (1) new classroom building, in good condition, has been constructed. All of our restrooms are now in good condition. Our campus is clean and well-maintained. In 2011-2012 we constructed a new playground and installed new equipment for our students. In 2012-2013 Rosa Parks will undergo a renovation of our computer labs.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical				[STATUS AS OF Nov 27 2012] Breaker to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	28	23	32	33	48	48
Math	23	23	20	22	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57	46	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.5	17.5	12.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	87	85	97.7	45.9
Male	43	42	97.7	57.1
Female	44	43	97.7	34.9
Hispanic or Latino	82	80	97.6	46.3
Socioeconomically Disadvantaged	83	81	97.6	44.4
English Learners	30	29	96.7	24.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	361	98.9	22.71
Male	192	190	98.96	19.47
Female	173	171	98.84	26.32
Black or African American	23	23	100	8.7
Asian	--	--	--	--
Hispanic or Latino	336	333	99.11	23.42
White	--	--	--	--
Socioeconomically Disadvantaged	338	334	98.82	22.46
English Learners	235	233	99.15	21.46
Students with Disabilities	27	26	96.3	3.85
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	361	98.9	22.99
Male	192	190	98.96	23.16
Female	173	171	98.84	22.81
Black or African American	23	23	100	21.74
Asian	--	--	--	--
Hispanic or Latino	336	333	99.11	22.82
White	--	--	--	--
Socioeconomically Disadvantaged	338	334	98.82	21.56
English Learners	235	233	99.15	22.32
Students with Disabilities	27	26	96.3	7.69
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are invited and welcomed at Rosa Parks Elementary School.

Parent Advisory Councils:

The School Site Council (SSC) is a governing body comprised of parents, teachers, community members and site administration. The main function of the SSC is to maintain the site plan - the blueprint for our instructional program. The School Advisory Committee (SAC) is a school-based parent group intended to represent the school, the community, and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement takes site concerns/feedback to the District Advisory Committee (DAC). The English Learner Advisory Committee (ELAC) provides feedback to the SSC in regards to the site's English Learner program as well as the District English Learner Advisory Committee (DELAC). ELAC ensures the English Learner program at our site meets the diverse needs of the students. ELAC provides feedback to the School Site Council (SSC).

Parent Meetings:

Back to School Night, Annual Title I, Parent Conferences, Open House, Coffee with the Principal (monthly)

Parent Volunteer:

Parents volunteer on the playgrounds, in the classrooms, field trips, and in the parking lot.

Rosa Parks PTO - Parent Teacher Organization - school events and fundraising.

Parent Involvement Coordinator (name/phone):

Kieshia Meeks, Instructional Lead
(310) 603-1401

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Rosa Parks Elementary School strives to be an inviting school where children and adults are safe. The safety of all staff and students is a primary concern at Rosa Parks Elementary School. We plan in advance procedures to follow if and when emergency situations occur, thereby reducing the risks of unnecessary injury and minimizing confusion and complications. The School Safety Plan is revised/updated yearly by the School Safety Committee/School Site Council. This School Safety Plan has been developed to assist the faculty and staff of Rosa Parks Elementary School in the implementation of the school's established procedures for crisis management and to provide an outline of each procedure. During the year, personal and school safety education, which will include health, drug awareness, conflict resolution, and emergency procedures will be taught and incorporated in the school curriculum. Emergency drills are routinely held for earthquake and fire preparedness.

The staff at Rosa Parks is updated with safety procedures on an ongoing basis, and parents are kept informed by memos and parent meetings. We have a controlled access onto the campus with one entrance and exit and a sign-in/out procedure with I.D. check in for visitors during school hours. Campus monitors and/or teachers supervise playgrounds before, during, and after school hours. Our faculty and staff are being trained in Positive Behavioral Interventions and Supports program to increase school safety and build a positive school climate.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.0	0.6	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.33
Resource Specialist	1.0
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	28	28	25				3	3	3			
1	28	28	24				2	2	3			
2	24	24	23				4	4	4			
3	24	24	24				4	4	4			
4	31	31	33				3	3	2			1
5	29	29	28				3	3	3			
6	28	28	33				3	3				3
Other	27	27					1	1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Rosa Parks Elementary School is implementing the district’s multi-year professional development plan that sets high expectations for staff and effective instruction and assessment data to improve student achievement. This plan provides training for all coaches, administrators, and teachers and includes a five day LUSD institute to develop standards based benchmarks for their respective grade levels. Teachers have also attended Summer Institutes to help support English Learners and other students in an effort to closing the achievement gap within these sub-groups. All content experts/coaches have participated in coaches training and conduct daily classroom coaching, modeling, and provide support to teachers based on data as well as provide follow-up professional development based on data to grade levels/departments or staff on a weekly basis. All professional development that is given to teachers will also be attended by school administration and the school Instructional Lead. This year PD includes: Thinking Maps, PBIS, Illuminate, IDEA (digital learning/technology), Go MATH!, and AVID. The Howard Group out of UCLA has also provided PD in the areas of: Culturally and Linguistically Responsive Teaching and Trauma Aware Classrooms. The faculty of Rosa Parks also participated in a Student Engagement PD at the beginning of the year.

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,917	202	4,716	75069.5
District	◆	◆	4564	\$77,992
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			3.3	2.5
Percent Difference: School Site/ State			-16.9	1.2

* Cells with ◆ do not require data.

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP

- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.