Rosa Parks Environmental Science Magnet School

920 Allston Way ♦ Berkeley, CA 94710 ♦ (510) 644-8812 ♦ Grades K-5
Paco Furlan, Principal

2009-10 School Accountability Report Card
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Principal's Message

We are proud to present our annual report for the 2009-10 school year. It is our goal to present a clear picture of our students' academic achievements as well as facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. We've tried to present a wide range of facts and to compare our school with other schools in the district and state.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the California Standards Tests (CST) and the California Achievement Test (CAT/6). In addition, we report how well different groups of students have performed on these tests and how schoolwide scores have improved or declined over the past three years.

You'll also see how our school looks through the lenses of federal and state measures of progress. These measures are the federal Adequate Yearly Progress (AYP) and the state of California's Academic Performance Index (API). They often provide differing views of progress.

At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Paco Furlan
Principal

District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District's Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Our Community

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources. Our schools feature:

- a respected Early Literacy Program,
- a comprehensive arts and music education,
- enriched programs in science, English as a Second Language, and other disciplines,
- a Universal Learning Support System (ULSS) at each K-5 and 6-8 school designed to offer immediate support services to students and families in need,
- a nationally recognized healthy lunch program coupled with nutrition education for our students through hands-on science, gardening and cooking programs, and
- an extensive athletic program. Berkeley High School boasts more team sports than any public school west of the Mississippi.

There is something for everyone here!

Opportunities for Parent Involvement

Parents are encouraged to volunteer in the classrooms and at the many evening events that we have here at our school. Our evening events are sponsored through our family center and our PTA. We have an active PTA that meets monthly to discuss ways to support the school. We also have an active school governance council and ELAC (English Language Advisory Council) that supports our school.

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Primary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2007-08				
K	20.3	3	1	0
1	20.0	2	0	0
2	17.3	3	0	0
3	19.0	3	0	0
4	23.5	0	2	0
5	18.3	3	0	0
2008-09				
K	19.0	4	0	0
1	20.0	3	0	0
2	18.8	4	0	0
3	17.0	3	0	0
4	22.0	0	2	0
5	24.5	0	2	0
2009-10				
K	19.5	4	0	0
1	19.5	4	0	0
2	19.8	4	0	0
3	16.8	4	0	0
4	29	0	2	0
5	25.5	0	2	0

Our Schools

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. It's eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

The Berkeley Community believes in well-maintained and safe schools and generously supports the maintenance and safety of our facilities. In 2010, a dedicated maintenance parcel tax, approved by 80% of the voters, and a new construction bond measure, approved by 77% of the voters, ensures that our district can adequately respond to growing enrollment and continue to offer safe and modernized places of learning for our students.

Over 98 percent of Berkeley teachers are qualified with full state-certified teaching credentials, and many have earned post-graduate degrees in their areas of expertise. There are ten national board certified teachers in our district, including the first special education teacher to receive a national board certification.

Enrollment by Student Group	
2009-10 Enrollment: 422	
Black or African American	13
American Indian or Alaska Native	0
Asian	5.21
Filipino	
Hispanic or Latino	33
Native Hawaiian/Pacific Islander	0.47
White	34
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	33
Students with Disabilities	6

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspension Rates					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	12.9	16.0	16.6	18.3	23.8	22.1
Expulsions	0.0	0.0	0.0	0.1	0.5	0.2

Professional Development

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2010, 80% of all Berkeley K-5 teachers and site administrators participated in a four-day intensive literacy training to support Readers' Workshop in K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	$9,856	$3,987	$5,869	$62,595
District	--	--	$5,852	0.00
State	--	--	5,681.00	65,399.00
Percent Difference (School/District)			0	0
Percent Difference (School/State)			6	-3

Teacher and Administrative Salaries (FY 08-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	0.00	41,209.00
Mid-Range Teacher Salary	0.00	65,228.00
Highest Teacher Salary	0.00	83,339.00
Superintendent Salary	0.00	179,589.00
Average Principal Salary (Elementary)	0.00	103,189.00
Average Principal Salary (Middle)	0.00	108,789.00
Average Principal Salary (High)	0.00	119,247.00
% of Budget (Teacher Salaries)		
% of Budget (Administrative Salaries)		

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	95.9	4.1
All Schools in District	99.1	0.9
High-Poverty Schools	98.7	1.3
Low-Poverty Schools	99.3	0.7

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	
Average # of Students per Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	0.8
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials				
Teachers	School			District
	07-08	08-09	09-10	09-10
With Full Credential	26	24	24	548
Without Full Credential	2	2	1	5
Outside Subject Area of Competence	1	1		

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

School Site Safety Plan

Rosa Parks Elementary School includes classrooms, a library, and playground areas. The facility strongly supports teaching and learning through its ample classroom and playground space.

The safety of students and staff is a primary concern at Rosa Parks Elementary School. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before and- after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan will be reviewed and updated this Spring.

Facilities Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: December 13, 2010

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed / Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	No apparent problems
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	No apparent problems
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	No apparent problems
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
Overall Rating	[ ]	[X]	[ ]	[ ]	

Curriculum and Instructional Materials

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.. 0% of Berkeley Unified School District's students lack their own assigned textbooks and/or instructional materials. All textbooks listed are the textbooks and instructional materials most recently approved by Berkeley Unified School District's and the State Boards of Education.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Adopted Textbooks
Reading/Language Arts
Reading: A Legacy of Literacy (Houghton Miffin) Adopted in 2002
Mathematics
Everyday Mathematics, CA Edition (The Wright Group) Adopted in 2008
History / Social Science
History Social Science for California (Scott Foresman) Adopted in 2006
Foreign Language
Science
Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
Health
Visual & Performing Arts

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	**5 of 6**	**6 of 6**
Grade 5	25.0	33.0	29.0
Grade 7			
Grade 9			

DataQuest and Access to Data

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	Percent of Students Scoring At Proficient or Advanced								
Subject	**School**			**District**			**State**		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts	43	54	54	52	59	59	46	50	52
Mathematics	54	63	63	47	52	52	43	46	48
Science	56	62	62	55	56	56	46	50	54
History-Social Science	0	0	0	42	50	50	36	41	44

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Percent of Students Scoring At Proficient or Advanced				
Student Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA				
All Student at the School				
Male	55	65	73	
Female	52	61	50	
Black or African American	25	34	*	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino				
Hispanic or Latino	25	47	50	
Native Hawaiian/Pacific Islander	*	*		
White	89	91	88	
Two or More Races	74	66	*	
Socioeconomically Disadvantaged	26	42	40	
English Learners	20	39	31	
Students with Disabilities	69	62	*	
Students Receiving Migrant Education Services				

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria		
	School	District
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	No
Number of Schools Currently in PI	N/A	10
Percent of Schools Currently in PI	N/A	62.5

2010 Growth API Comparison by Student Group

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	2010 Growth API		
	School	LEA	State
All Students at the School	797	785	767
Black or African American		643	686
American Indian or Alaska Native			728
Asian		826	890
Filipino			851
Hispanic or Latino	711	730	715
Native Hawaiian/Pacific Islander			753
White	958	911	838
Two or More Races		836	808
Socioeconomically Disadvantaged	676	700	712
English Learners	673	649	692
Students with Disabilities		585	580

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks			
	2007	2008	2009
Statewide	3	4	3
Similar Schools	2	3	1

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status		
	School	District
PI Status	In PI	In PI
First Year of PI	1998-1999	2004-2005
Year in PI	Year 5	Year 3

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	Actual Change		
	07-08	08-09	09-10
All Students at the School	38	-12	62
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	-42	58
Native Hawaiian/Pacific Islander			
White		21	68
Two or More Races			
Socioeconomically Disadvantaged	37	-29	35
English Learners	39	-43	52
Students with Disabilities			