

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rosa Parks	01-61143-6090187	May 17, 2022	June 1, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan will show the combination of school, PTA and district resources to support our students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. Reading Tests, STAR 360, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our school-wide data tacker to post most-recent reading/writing data. Local math assessments are given at the end of each unit.

State assessments identify student proficiency and provide data for analysis of effective instructional practice in the areas of English Language Arts, Math, and Science (5th grade). ELPAC is administered to all EL students each fall to provide information on their academic progress. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Writing Workshop, enrichment through art, music, gardening, and after school programs. In addition every teacher formally plans and assesses their own teaching plans and delivery.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Weekly gathered data, running records and STAR 360 assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The COS team uses this assessment information along with datawise information to identify students for Tier 2 intervention services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Rosa Parks are certificated and teaching within their credentialed area.

In addition, roughly half of the staff are BCLAD certified. Professional development in the areas of reading, writing, and math are delivered by various outside providers and staff at Rosa Parks and through Teachers on Special Assignment through the district office. This year, BUSD had an in depth focus on professional development in math instruction, through a math collaborative with Stanford University. Embedded in this approach to teaching math are engagement strategies with a focus on equity.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Attend regular training to support SOU, TCRWP and Fast Track.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy instructional assistance is provided by our site-based Literacy Coach. Support for our large English Language Learner population provided by our ELD Coach. The Literacy and ELD Coaches provide ongoing support and assistance for teachers through collaborative planning, co-teaching, and small group instruction. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques.

District math coaches along with our math teacher leader, model lessons, help teachers build SOU curriculum, and set up yearly math teaching plans.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)

30 English Language Development

60 Math

2. Grades 1-2-3, based on 305 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Language Development

60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum. A goal for 2019-20 is to purchase and implement standards-aligned, state approved intervention materials for our afterschool interventions

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

There are during school and after school support services that enable underperforming students to meet standards. The services include: Reading Recovery, support through the COS program, tutorials in ELA, ELD, and school-based support from the Resource Teacher and Full Inclusion Teacher. Further, after school math and reading club are part of the program.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods. Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support.

Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2019-20 is to have the make up of the SSC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the SSC and given to parents/guardians and staff, . Survey information is used to develop priorities for the school and identify areas to improve

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

Fiscal support (EPC)

Rosa Parks is one of the largest Elementary schools in the district. We truly have a diverse student population, including a high percentage of English Language Learners, and students receiving free and/or reduced lunch. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Speech and Language, and RTI support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) that we can more fully serve our growing and diverse student population. In addition, we know that meeting the needs of diverse learners entails ongoing professional development for our teachers in order to continually enhance differentiation and impart equity-based classroom practices. This requires an ongoing commitment to allocating resources to site-based professional development and release time for collaboration.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council, our PTA executive board and our site Leadership Team have reviewed the plan and made suggestions for changes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have a number of students that are below grade level in reading in math. We have a robust RTI program both during and after school. As we move into the year 2022-23, in light of economic changes and financial cuts to schools, we will need to remain committed to ensuring that we commit resources to support students below grade level as well as continue to allocate resources to ensuring that social and emotional support is available both through program and meeting the needs of student groups. In addition, resources need to continually go toward professional development for teachers that enhances their ability to respond to the needs of students below grade level during the school day in Tier 1 instruction. This includes professional development in culturally and linguistically responsive teaching and learning methods, engagement strategies and social and emotional learning that focuses on student agency and belonging.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	89	73
Grade 1	67	64	59
Grade 2	84	68	62
Grade3	75	82	67
Grade 4	70	78	79
Grade 5	84	70	79
Total Enrollment	449	451	419

Conclusions based on this data:

1. Our student population is relatively stable, changes due to COVID in enrollment
2. Our school is gentrifying as is the Berkeley community
3. We continue to be a fairly diverse public school

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	45	32	30	10.0%	7.1%	7.2%
Fluent English Proficient (FEP)	28	38	27	6.2%	8.4%	6.4%
Reclassified Fluent English Proficient (RFEP)	0	10	0	0.0%	22.2%	0.0%

Conclusions based on this data:

1. Our EL population continues to decrease
2. Our FEP % of students is increasing
3. Our RFEP percentage is increasing

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	65	74	54	64	74	0	64	72	0	98.5	100	0.0
Grade 4	81	68	65	77	65	0	77	65	0	95.1	95.6	0.0
Grade 5	75	78	73	72	71	0	72	71	0	96	91	0.0
All Grades	221	220	192	213	210	0	213	208	0	96.4	95.5	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2483.	2488.		53.13	50.00		29.69	27.78		4.69	13.89		12.50	8.33	
Grade 4	2491.	2525.		37.66	58.46		20.78	16.92		16.88	12.31		24.68	12.31	
Grade 5	2535.	2529.		37.50	38.03		27.78	25.35		13.89	12.68		20.83	23.94	
All Grades	N/A	N/A	N/A	42.25	48.56		25.82	23.56		12.21	12.98		19.72	14.90	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.44	52.78		40.63	40.28		10.94	6.94	
Grade 4	37.66	52.31		44.16	33.85		18.18	13.85	
Grade 5	43.66	42.25		45.07	33.80		11.27	23.94	
All Grades	42.92	49.04		43.40	36.06		13.68	14.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.63	31.94		46.88	56.94		12.50	11.11	
Grade 4	27.27	40.00		45.45	41.54		27.27	18.46	
Grade 5	43.66	38.03		38.03	35.21		18.31	26.76	
All Grades	36.79	36.54		43.40	44.71		19.81	18.75	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.94	52.78		56.25	43.06		7.81	4.17	
Grade 4	28.57	38.46		57.14	50.77		14.29	10.77	
Grade 5	22.54	29.58		63.38	57.75		14.08	12.68	
All Grades	28.77	40.38		58.96	50.48		12.26	9.13	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53.13	45.83		37.50	41.67		9.38	12.50	
Grade 4	37.66	43.08		42.86	43.08		19.48	13.85	
Grade 5	43.66	39.44		38.03	35.21		18.31	25.35	
All Grades	44.34	42.79		39.62	39.90		16.04	17.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Grade 3 (current grade 4) has decreased in achievement levels, especially in math
2. Grade 4 (current grade 5) has decreased in achievement levels as a cohort, especially in math
3. Grade 5 (current grade 6) is a cohort that increased in achievement, data shows they are consistently at a high achieving rate in both reading and math as a cohort.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	65	74	54	64	74	0	64	74	0	98.5	100	0.0
Grade 4	81	68	65	77	65	0	77	65	0	95.1	95.6	0.0
Grade 5	75	78	73	74	71	0	74	71	0	98.7	91	0.0
All Grades	221	220	192	215	210	0	215	210	0	97.3	95.5	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2499.	2489.		51.56	44.59		32.81	37.84		10.94	8.11		4.69	9.46	
Grade 4	2498.	2533.		35.06	46.15		18.18	26.15		27.27	24.62		19.48	3.08	
Grade 5	2540.	2533.		43.24	38.03		13.51	15.49		21.62	19.72		21.62	26.76	
All Grades	N/A	N/A	N/A	42.79	42.86		20.93	26.67		20.47	17.14		15.81	13.33	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.19	70.27		26.56	16.22		6.25	13.51	
Grade 4	42.86	56.92		28.57	29.23		28.57	13.85	
Grade 5	47.30	38.03		24.32	28.17		28.38	33.80	
All Grades	51.63	55.24		26.51	24.29		21.86	20.48	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.19	51.35		28.13	41.89		4.69	6.76	
Grade 4	36.36	50.77		33.77	40.00		29.87	9.23	
Grade 5	40.54	28.17		29.73	50.70		29.73	21.13	
All Grades	46.98	43.33		30.70	44.29		22.33	12.38	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60.94	41.89		34.38	45.95		4.69	12.16	
Grade 4	38.96	44.62		32.47	47.69		28.57	7.69	
Grade 5	36.49	32.39		41.89	42.25		21.62	25.35	
All Grades	44.65	39.52		36.28	45.24		19.07	15.24	

2019-20 Data:

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Conclusions based on this data:

1. The 3rd grade (current 4th grade) has decreased in achievement levels as a cohort.
2. The 4th grade (current 5th grade) has decreased in achievement levels as a cohort.
3. The 5th grade (current 6th grade) has remained high achieving as a cohort, yet has shown some decrease in achievement in Communicating and Reasoning in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	8	5
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	8	5
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	*
5	1522.5	*	*	1522.0	*	*	1522.7	*	*	13	7	*
All Grades										47	33	22

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	13	*	*
All Grades	53.19	27.27	27.27	34.04	51.52	36.36	*	21.21	27.27	*	0.00	9.09	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	84.62	*	*		*	*		*	*	*	*	*	13	*	*
All Grades	82.98	51.52	40.91	*	36.36	31.82		12.12	22.73	*	0.00	4.55	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	36.17	0.00	9.09	36.17	48.48	50.00	*	48.48	27.27	*	3.03	13.64	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	72.34	48.48	45.45	23.40	48.48	40.91	*	3.03	13.64	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	84.62	*	*		*	*	*	*	*	13	*	*
All Grades	82.98	54.55	45.45	*	45.45	50.00	*	0.00	4.55	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	38.30	6.06	22.73	46.81	87.88	59.09	*	6.06	18.18	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	42.55	6.06	27.27	46.81	87.88	63.64	*	6.06	9.09	47	33	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A high percentage of 5th grade students performed at level 4, there has been an increase overall in the number of students performing at a level 4.
2. There is a lot of variability in the data from grade level to grade level, and fluctuation from year to year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
419	22.0	7.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	7.2
Foster Youth		
Homeless	6	1.4
Socioeconomically Disadvantaged	92	22.0
Students with Disabilities	43	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	10.3
American Indian or Alaska Native	1	0.2
Asian	35	8.4
Filipino	4	1.0
Hispanic	86	20.5
Two or More Races	41	9.8
Native Hawaiian or Pacific Islander		
White	209	49.9

Conclusions based on this data:

1. We continue to have a lower number of foster youth.

2. Our overall EL population continues to decrease.
3. Our overall percentage of students qualifying for free/reduced is decreasing. (from 24% to 22%)





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. ELA exceeds is at benchmark for the overall population.
2. Math is indicated to be above benchmark for the overall population.
3. Suspension rate is almost non-existent

School and Student Performance Data

Academic Performance English Language Arts

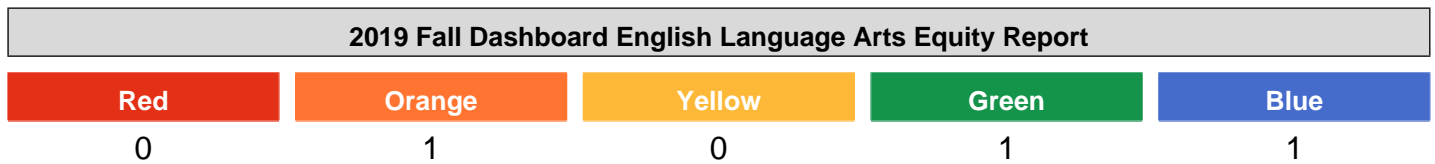
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>42.6 points above standard</p> <p>Increased ++9.2 points</p> <p>210</p>	<p>English Learners</p> <p>No Performance Color</p> <p>23.4 points below standard</p> <p>Increased Significantly +28.2 points</p> <p>25</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>37.6 points below standard</p> <p>Declined -9.5 points</p> <p>51</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>46.3 points below standard</p> <p>Declined -11.2 points</p> <p>23</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 57 points below standard Declined -5.6 points 26	 No Performance Color 0 Students	 No Performance Color 29.9 points above standard Increased Significantly +18.8 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.8 points above standard Increased Significantly +18.4 points 41	 No Performance Color 37.3 points above standard Declined -10.9 points 28	 No Performance Color 0 Students	 Blue 87.6 points above standard Increased ++3.7 points 96

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.2 points below standard Declined -6.3 points 11	23.9 points above standard Increased Significantly +18 points 14	53.3 points above standard Increased ++3.2 points 177

Conclusions based on this data:

1. There continues to be an achievement gap for African American students, students with IEPs and English Learners.
2. Current English Learners and past year's English Learners continue to show significantly different and lower achievement rates compared to the rest of the school population (84.2 points below standard)
3. White and Mixed race continue to score significantly above average and achieve at high levels.

School and Student Performance Data

Academic Performance Mathematics

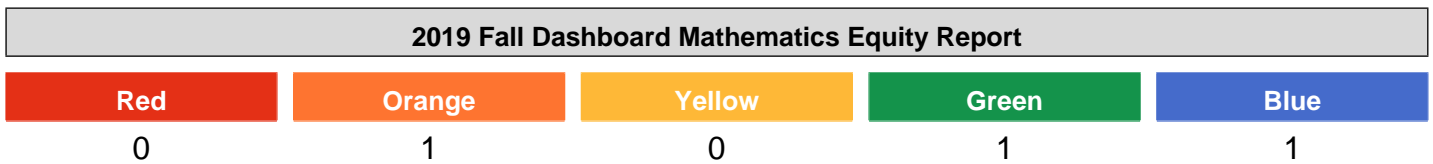
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 36 points above standard Increased ++6.6 points 210	<p>English Learners</p> No Performance Color 2.2 points below standard Increased Significantly ++25.2 points 25	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Orange 39.1 points below standard Declined -3.9 points 51	<p>Students with Disabilities</p> No Performance Color 59 points below standard Declined -11.1 points 23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50.9 points below standard Maintained ++1.3 points 26		 No Performance Color 42.6 points above standard Maintained ++2.8 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 9.6 points above standard Increased Significantly ++21.2 points 41	 No Performance Color 43.9 points above standard Increased ++5 points 28		 Green 67.1 points above standard Declined -4.6 points 96

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.9 points below standard Maintained -2.8 points 11	42.6 points above standard Increased ++8.1 points 14	43.2 points above standard Increased ++3.2 points 177

Conclusions based on this data:

1. English Language learners reclassified was above standard
2. Our percent of African American and English Learner students succeeding math math decreased
3. Hispanic and two or more races improved significantly in math.

School and Student Performance Data

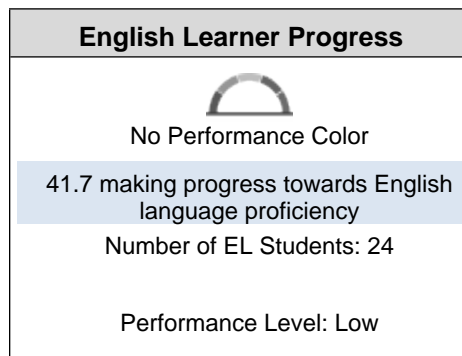
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8	37.5	8.3	33.3

Conclusions based on this data:

1. A high number of EL students are not making progress in mathematics.
2. A significant number of EL students progressed At Least One ELPI Level (33.3)

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

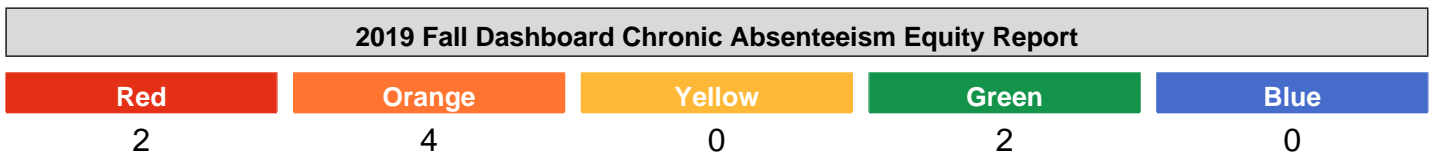
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7.3 Increased +0.9 452	<p>English Learners</p>  Orange 11.1 Increased +7.8 45	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 61.5 Increased +34.3 13	<p>Socioeconomically Disadvantaged</p>  Red 22.6 Increased +9.6 106	<p>Students with Disabilities</p>  Orange 15.6 Increased +4.4 45

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 29.2 Increased +7.9 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 8.3 Increased +5 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.4 Declined -3.3 93	 Orange 8.5 Increased +4.1 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.8 Declined -0.5 213

Conclusions based on this data:

1. Our chronically absent students increased for African American, Hispanic, homeless and two or more races.
2. Overall our chronically absent students increased, except among White students it decreased by .05.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

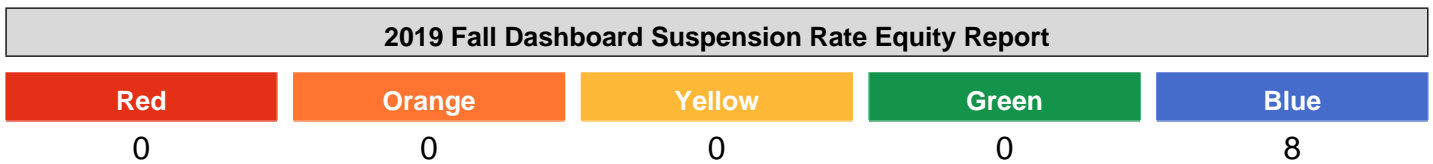
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained -0.2</p> <p>454</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>45</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>107</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -2.7</p> <p>46</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 49		 Blue 0 Maintained 0 36	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 93	 Blue 0 Maintained 0 59		 Blue 0 Declined -0.5 214

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

Conclusions based on this data:

1. Overall suspension rate declined and is almost 0.
2. Only .2% of students were suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 1

To increase student achievement in the areas of reading and math and provide access to critical thinking, creativity and problem solving skills.

Identified Need

As indicated by internal benchmark assessments in math, reading and writing, Tier 2 interventions at Rosa Parks indicate effectiveness for students who were needing added time and instructional support. (see slides 5-9 in attached slide deck) Yet, there still remains a gap in achievement data for students who are learning English (EL) Black and LatinX students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR ELA Assessment data and Running Records done three times per year.	See data	Increase of 10% of students meeting benchmark

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 1 practices focus on ALL students, Tier 2 Interventions focus on students falling behind in grade level by 2 more more reading levels, and whose score in internal writing assessments fall at a 1 or a 2 on the writing rubric.

Strategy/Activity

#1
Rosa Parks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district-adopted programs and practices within a dedicated literacy block. Teachers will implement the Columbia Teacher's College Reading Program, Calkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons with the support of the Literacy Coach. The Coach will give ongoing training to personnel during staff meetings and will provide model lessons in classes in order to address needs in the Tier 1 instructional program. Attention to culturally relevant instructional strategies will also be integrated with these lessons by way of engagement strategies, and ensuring that literature is connected to students' background and experiences. Those that have received training and coaching will work to support other staff during collaboration to further develop and implement Reader's Workshop. The Principal and teachers will develop common agreements and school-wide practices for

implementing Reader's Workshop at all grade levels. All appropriate and necessary materials will be purchased including leveled texts, book sets, work work materials, teacher resources, handwriting materials, Quick Read books, listening centers/cd's, software, and all necessary materials including but not limited to pencils, pens, markers, paper, folders, and chart paper. Again, materials in the area of literature will be selected through the lens of equity and engagement with regard to students' race, language and family structure, culture, personal interests, and learning backgrounds and experiences.

Provide after school reading intervention and reading recovery

Dedicated Literacy Block:

Instructional Minutes:

Kindergarten: minimum 60 minutes daily

1st-3rd grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)

4th-5th grades: 90 minutes daily (including 45 minutes for writing)

Literacy Coach paid by BSEP=34,020 for .25 FTE, .75 =General Fund

Reading Intervention by certificated staff .2 \$26,450 PTA and and .2 \$21,302 BSEP

Culturally Relevant literature expenditure and materials =\$5,000 from BSEP Carry Over priority

Office materials and supplies for ease of use in instructional carry out=\$3,500 from BSEP

Art contract to ensure access to enrichment by all students=\$5,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,450	PTA
21,302	BSEP
5,000	BSEP Carryover
3,500	BSEP
34,020	BSEP
5,000	PTA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language learners

Strategy/Activity

#2

Continue to implement an English Language Development (ELD) program for English Language Learners:

- Ensure every level 1 English Learner receives 30 minutes of systematic ELD daily at the appropriate ELPAC level using the district adopted program
- Implement a system to monitor the progress of every EL student in English to ensure that each student is gaining at least one ELPAC level per year, using the ELD blue card as an active instrument to support ELs
- Participate in district professional development and provide site-level training in implementation strategies to ensure all students receive required ELD content
- Implement the district-adopted program all classrooms
- Hold parent/guardian workshops on understanding the ELPAC and the ELD program at Rosa Parks
- Develop and distribute clearly-written (in English and Spanish) materials explaining the ELD program to Rosa Parks parents
- Devote staff/collaboration time to analyze ELPAC scores, levels, and ELD instruction
- Devote staff/collaboration time to strengthen instructional strategies for teaching ELs in the classroom at the Tier 1 level of instruction, thus decreasing reliance on Tier 2 "pull out instruction" of ELs.

All supplementary materials such as consumable books, software and educational games, additional resources, and literature books required to support ELD instruction shall be purchased as needed.

.4 LCAP Funding of ELD Teacher funded through LCAP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input field for Amount(s)]

District Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students through Tier 1 instructional strategies. Those students showing missing key concepts in mathematics according to SBA and internal benchmark assessments by 30% will be served via Tier 2 Instructional strategies.

Strategy/Activity

#3

Rosa Parks teachers and staff will ensure that all students are provided high quality mathematics and Science instruction:

- Principal will ensure that all teachers in the school use the Common core math (CC)curriculum with fidelity;

- Use district math assessments to monitor student progress;
- Use CC and district math assessments to conduct data-driven teacher collaboration and professional development;
- Use CC assessment results to inform Response to Intervention (RtI) and after school intervention programs;
- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5);
- Devote Staff/Collaboration Time to analyze math assessment data and instructional practices;
- Develop an In-House Cycle of Inquiry to look at best practices in math and implement them;
- Assign one teacher to be the leader of the In-House Cycle of Inquiry; ideally this teacher would also be the Math Teacher Leader; this teacher will be responsible for organizing and coordinating in-house collaboration but will also serve as a liaison between district level math Professional development and attending Leadership team meetings to highlight shared understandings in math instruction to then be shared out with grade levels.

Provide resources for before and after school math intervention.

Provide resources for teacher math coach.

All necessary materials, journals and mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, geometric templates) will be purchased as needed.

Instructional minutes:

Kindergarten: 50 minutes daily, including interventions

1st-3rd grades: 60 minutes daily

4th-5th grades: 60 minutes daily

Math Intervention .5 LCAP

Added certificated support via RTI added expenditure of \$4743.00 from BSEP funding, for providing math intervention support as determined by the COS team.

Other supports for this goal are embedded in the expenditures connected to teacher release time for PLC found in other sections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4743.00

BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Weekly COS meetings with a focus on coaching teachers in differentiating for individual students and decision making about intervention needs.

Strategy/Activity

#4

Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle.

- Hold weekly COS meetings where in teachers are coached on the needs of their students.
- Hold SST meetings for students whose needs are not being met in the regular classroom (both struggling students as well as those who are academically advanced) and develop an action plan to meet their needs

*Give added support to those students identified as needing it by COS team via Instructional Technician that is guided by and trained by a certificated staff member.

Provide early intervention best practice strategies through the RTI model to meet the learning needs of students.

Cost Summary:

COS Coordinator to oversee the COS/RTI structures systems and practices:

BSEP .25 =28,294

Remaining .25 is centrally funded

Instructional Technician=\$10,500 PTA funded

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,294	BSEP
10,500	PTA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

80 Kindergarten students

Strategy/Activity

#5

Support transitions for students as they move from Pre-K to K and from 5th to 6th grade

- Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes
- Hold transition meetings for 5th grade Special Education students for middle school placement
- Hold transition meetings for Pre-K Special Education students for Kindergarten placement

Continue PTA sponsored Kindergarten welcoming gatherings such as Spring meetings and the annual Kindergarten Barbeque to smooth the transition from Pre-K to K.

Continue Middle School visitations by 5th grade students as organized/scheduled by the district

Provide resources to provide KG intervention daily after school.
Hire one 2 hour employee to work in each KG classroom to support students
Classified hourly tutor PTA \$19000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19000

PTA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

60 students with IEPs

Strategy/Activity

#6
Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards

- Discuss and review Special Education goals during IEP meetings, SST meetings, and staff collaboration time
- Meet regularly with Special Education Program Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals
- Ensure that IEP goals for Special Education students will be measurable, aligned with state standards, and include a gradual increase of anticipated achievement while reflecting high expectations for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

#7
Teachers will conduct data driven and results-based collaboration.

- Berkeley Office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement
 - Teachers and support staff will use the information gathered to plan and adjust targeted instruction
- Teachers will get release time to meet in grade levels to analyze and plan writing instruction on 8 times per year
- Teachers will analyze STAR 360, performance tasks, TCRWP and district assessments. Professional Development Release Time for Teachers to analyze data, create plans for instructional next steps=\$5,545 Site BSEP + \$5,000 BSEP Carry over priority

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5545	BSEP
5,000	BSEP Carryover

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

#8

Integrate visual and performing arts into the curriculum to ensure that every child has the opportunity to practice critical thinking, to acquire knowledge in a meaningful way, to discover and express their own experiences, to investigate creative ideas, to make new connections for themselves and others, and to learn the value of collaboration, interdependence, and compassion.

- Time will be spent during collaboration meetings to develop lessons and units of study to be implemented throughout the school year
- Support will be given in the planning, preparation, and implementation of the arts in the classroom
- Students in grades K-2 will receive Dance once a week
- Students in grades 3-5 will continue to participate in the BUSD music program
- Regular communication with the Visual and Performing Arts District coordinator will occur

Ensure that students are receiving enrichment during after school hours by ensuring that there is a stable after school staff that provides lessons in arts, crafts, team outdoor activities, critical thinking games, and language enrichment.

Purchase materials/supplies to support the visual and performing arts programs. Purchase materials to support the core program at Rosa Parks including the above benchmark language lab.

Hire an Arts integration teacher to work with students K-5 6 sessions per year Kindergarten through 5th Grade ARTS Integration teacher- \$8000 Arts integration grant through arts grants

Kindergarten through 5th Grade Arts Integration teacher=\$5,000 Arts integration PTA
K-2 Dance teacher \$18,231 BSEP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,231

Source(s)

BSEP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Required Reserve for Personnel Variance
BSEP - \$5,330

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,330

Source(s)

BSEP

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall these planned activities were implemented and were effective.

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

Overall there were no major differences between the intended and actual implementation.

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 goal will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 2

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

Identified Need

While gains have been made in in the areas of Reading, Writing and Math who were below grade level, there are still achievement gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) continue to use a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline both in the classroom and on the playground.

Rosa Parks will continue to implement the District-adopted program Welcoming Schools anti-bias curriculum and Toolbox, and Restorative Justice and Mosaic, to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support. In addition, specific attention will be given to school and classroom culture and climate with a keen focus on connection, belonging and addressing social and emotional needs of students especially given the enormous change that has take place and will continue to take place over the last two years, due to pandemic COVID-19 pandemic.

- Teachers, classified staff and all supporting staff will hold community circles with a focus on supporting students through the social and emotional adaptations and processing that may be necessary to be ready for learning.
- 4th and 5th Grade teachers will implement the Mosaic principals and practices with students as a means of supporting students to develop leadership capacity, conflict resolution strategies and social and emotional learning to manage change in school life

and home life. Focus will be specific to students demonstrating a need for support as indicated by attendance data.

- Teachers, support staff, and our PE Coach will ensure that students showing lower connection to school have opportunities for leadership via the Junior Coach program, and Leadership Ambassadors via the Mosaic curriculum. Teachers will work with our Play2Be Coach and our PE coach to identify students who will benefit from taking on leadership roles in order to engage and feel more connected to school.
- To onboard new teacher or teachers demonstrating need, to Culturally and linguistically responsive teaching strategies, the principal will work with teachers to identify coaching needs and access support by use of TIP money from district funds for PD and/or ensure that teachers are matched with TSA with specific expertise in culturally and linguistically responsive teaching and learning.
- Teachers and support staff will have access to Restorative Justice training through the district TSA and outside PD and will implement Restorative Justice in classrooms, shifting from punitive to restorative and repair-based practices for supporting behavior and social and emotional learning.
- Teachers, classified staff, parents, and the principal will create and display school-wide agreements for common areas. Agreements will be posted in all common areas, school communications, and communicated to parents/guardians
- Teachers, classified staff, parents, and the principal will and develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year
- All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior
- All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies
- Parents/Guardians will receive information on school agreements at the beginning of the year. Agreements will be referred to throughout the year.
- Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom
- Continue to use progressive discipline and logical consequences to help students correct when there is an agreements aren't met by a student, PBS and on-site Mosaic lessons to be taught at each grade level.
- Noon duty supervisors and group leaders with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise

School will continue the IBIS (individual positive behavior team) to work with students with difficult behavioral challenges.

Rosa Parks will implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system. This will include:

- Using student certificates of acknowledgement, and positive reinforcement coupons (Way To Be cards)
- Holding regular assemblies to recognize students
- Displaying/recognizing students in school newsletters and/or on school and class bulletin boards
- Training teachers and staff on Active Supervision methods

- Involving students in selecting a school-wide reward when a designated number of positive reinforcement coupons have been earned
- Mosaic given the health circumstances permit \$21,000 PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,000	PTA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege, and how these impact students and families. Support all teachers in developing programs to personalize the learning environment for all students. Partner with district equity coach and school equity coach to deliver high quality professional development.

- Rosa Parks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students.
- Collaboration and Staff meeting time will be spent discussing focus students on English Language Learner students, students who have a significant history of low achievement).
- Teachers will create individualized learning plans for several focus students
- Health, wellness, and fitness instruction will be integrated into the curriculum and will include cooking and gardening classes, character development, social competency, and conflict resolution strategies.
- Students will have access to the Science lab in order to have hands on learning experiences that will allow them to develop higher order thinking skills and scientific reasoning. This will be showcased in a culminating event in the Spring, i.e. Science Fair.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Required Reserve for Personnel Variance
PTA - \$2,473

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,473

Source(s)

PTA

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall the program was delivered as planned.

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

Overall no major difference between implementation and planned activities.

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 major changes at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Our school data shows that welcome we need to improve the feeling of welcome and connectedness at Rosa Parks to include all families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engage caregivers in a variety of forums to facilitate discussions/adult learning based on topics of interest (through FRC)

On-site Mosaic work includes a twice yearly workshop for parents around Mosaic principles of inclusion and peacemaking (Mosaic contract)

Invite a variety of community members/leaders to present in engaging ways at our morning assemblies that represent our diverse racial, ethnic and linguistic population

Ensure that our morning assemblies are culturally, linguistically relevant and interesting and engaging to our students giving students opportunities to lead and show talents during this time.

Caregivers will be led by Pamela Harris-Small to develop a vision of inclusion and action plan that connects to racial and linguistic inclusiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7000

PTA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All identified as needing services as needing added services in mental health and outside resources.

Strategy/Activity

Provide direct support in counseling through our FRC program and connect families with needed resources. We provide these support services through the programming set out by the Family Resource Center and in a contract with Lifelong Medical.

Counseling services: \$16,000 BSEP, \$4000 PTA, District Allocation 18,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16000

BSEP

4000

PTA

18000

District Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve the written and oral communication between Rosa Parks staff and parents:

Publish a regular newsletter to the parents that provides clear and necessary information from the Principal, SCC, PTA, Family Resource Center, and other teachers and staff;

Consolidate all necessary phone messages into one Monday phone blast message from the Principal;

Work with the PTA to improve and continue developing the Rosa Parks PTA website;

Professionally translate the most important messages that need to be communicated to Rosa Parks parents.

Ensure that a variety of communication strategies are used to inform parents of events, committee opportunities, meetings (phone blast, flyers, phone outreach, morning announcements, e-tree).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Help students connect with school in a variety of ways and develop Social and Emotional Learning for all students.
 Play to Be Program Support- Supply 1 45 minute per week Play to Be Class for each KG, 4th and 5th grade class
 \$23,000 PTA/SSC Grant
 \$2,500 Friendship groups to develop social and emotional learning for students impacted by COVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23000	PTA
2500	PTA

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall the strategies have been effective in increasing parent involvement.

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

There is the added funding from BSEP and PTA for FTE for PE/Playground Culture Coach.

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 adjust Play to Be program to work on need by way of ensuring that the Play2Be Coach receives training and support to implement structured and engaging play structures during recesses. Due to social distancing and protocols around gatherings, we will need to make changes to the ways that we engage parents in place of larger events such as Family Nights. It is yet to be determined how we will modify these activities pending health codes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 4

Increase attendance of students identified as falling into the category of being chronically absent by 20%.

Identified Need

According to attendance data, 28% Black and/or African American students attending Rosa Parks were identified as being chronically absent during the year of 2018-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA and Attendance Reporting	28% in absenteeism	Decrease by 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Black and/or African American Students

Strategy/Activity

This is a new goal-it was not written into last year's SPSA

Provide professional development in culturally and linguistically responsive teaching strategies, equity training.

Provide students with multiple ways to feel connected and belonging to school community.

Principal and staff work collaboratively with ADAC and other parent groups, meeting regularly to identify needs and experiences of Black and/or African American families and identify actions.

Intentionally develop strong relationships between families and teacher, more routine communication via texting or calling, teachers making themselves accessible.

Teachers are informed of students who are chronically absent or how have a history of being chronically absent in past years so they can follow up with student in a supportive way.

OFEE rep reaches out to families about ways to have student come to school even when there are air quality concerns. Also, connected the family with health agencies.

COS (Coordination of Services) team meeting to discuss possible supports with one another in a collaborative setting with a focus on using inquiry and equity as a lens and looking for root causes case by case, student by student.

Connect families to needed daily transportation pick up to and from school. Wrap around services from county, in-school intensive counseling if this is the identified need.

Connect students to SAGE Mentors from UC Berkeley

Structural Actions

Teacher training on district attendance protocols.

Embedding chronic absenteeism data Leadership meeting, COS meetings in order to cultivate team ownership and problem solving amongst staff.

Principal Cover Letter that goes with SARB letter to communicate a supportive stance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

N/A

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

N/A

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.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$285,888.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
BSEP	\$136,965.00
BSEP Carryover	\$10,000.00
District Allocation	\$18,000.00
PTA	\$120,923.00

Subtotal of state or local funds included for this school: \$285,888.00

Total of federal, state, and/or local funds for this school: \$285,888.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Vanessa Flynn School Principal

1 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

Name of Members	Role
Vanessa Flynn	Principal
Marguerite Tally-Hughes	Classroom Teacher
Matilde Merello	Other School Staff
Marguerite Tally-Hughes	Classroom Teacher
Jessie Baird	Other School Staff
Jay Hirschtou	Parent or Community Member
	Parent or Community Member
Candice Martinez	Parent or Community Member
Kacy Robinson	Parent or Community Member
Sara Ejigu	Parent or Community Member
Chitana Bisarya	Parent or Community Member
Nabetah Ahmed	Other School Staff
Alicia Barajas	Other School Staff
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on 5/17/2022.

Attested:



Principal, Vanessa Flynn on 5/17/2022



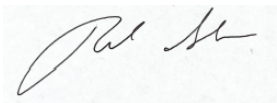
SSC Chairperson, Candace Martinez on 5/23/22

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5-24-22
Date

Ruben Aurelio
Associate Superintendent, Educational Services


Signature

5/25/22
Date

