

School Year: **2023-24**

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 Environmental Science Magnet	01-61143-6090187	May 3, 2023	June 7, 2023

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
Additional Targeted Support and Improvement

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).

The district provided an annual survey to all parents and staff.

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 principal observes classrooms for the following to be in place:

- fidelity to the curriculum
- level student engagement
- teacher response to students' academic and social behaviors
- functional and supportive classroom environment.

The principal provides written feedback to teachers, and follows up with in person feedback as well.

The formal observation process takes place yearly for new to district teachers, every other year for veteran teachers, and every five years for veteran teachers who have show proficiency or better on three consecutive evaluation cycles.

The formal observation process consists of teachers identifying and setting professional goals, 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 (3rd-5th), DIBELS is also give 3 times a year to measure early literacy behaviors and acquisition (K-2). 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, teachers use their own formative and summative assessment in their classrooms to assess student understanding as needed.

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 ASOU, 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 and math interventionist, model lessons, help teachers build ASOU 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: support through the COS program, after school tutoring in ELA, Math, and school-based support from the Resource Teacher and Full Inclusion Teacher.

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. 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 2023-2024 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 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, early intervention, 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.

Educational Partner 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

On 4/27/2023 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.

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		
	20-21	21-22	22-23
Kindergarten	73	70	65
Grade 1	59	61	58
Grade 2	62	60	60
Grade3	67	64	55
Grade 4	79	65	64
Grade 5	79	77	62
Total Enrollment	419	397	364

Conclusions based on this data:

1. Our student population is relatively stable has decreased, this is in part due to fewer sections being opened in Kindergarten in 22-23 (2 instead of 3)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	28	34	7.20%	7.1%	9.3%
Fluent English Proficient (FEP)	27	35	35	6.40%	8.8%	9.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Our EL population increased for the 22-23 school year.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	63		0	54		0	54		0.0	85.7	
Grade 4	65	62		0	60		0	60		0.0	96.8	
Grade 5	73	77		0	74		0	74		0.0	96.1	
All Grades	192	202		0	188		0	188		0.0	93.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2458.			33.33			29.63			29.63			7.41	
Grade 4		2536.			50.00			26.67			18.33			5.00	
Grade 5		2593.			58.11			32.43			9.46			0.00	
All Grades	N/A	N/A	N/A		48.40			29.79			18.09			3.72	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		31.48			53.70			14.81				
Grade 4		35.00			63.33			1.67				
Grade 5		45.95			52.70			1.35				
All Grades		38.30			56.38			5.32				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.93			57.41			16.67	
Grade 4		41.67			51.67			6.67	
Grade 5		52.70			45.95			1.35	
All Grades		41.49			51.06			7.45	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81			72.22			12.96	
Grade 4		18.33			75.00			6.67	
Grade 5		27.03			70.27			2.70	
All Grades		20.74			72.34			6.91	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.52			75.93			5.56	
Grade 4		35.00			65.00			0.00	
Grade 5		39.19			54.05			6.76	
All Grades		31.91			63.83			4.26	

Conclusions based on this data:

1. Our current 4th Grade (3rd grade in this data) had the low test participation rates in 21-22

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	63		0	54		0	54		0.0	85.7	
Grade 4	65	62		0	60		0	60		0.0	96.8	
Grade 5	73	77		0	72		0	72		0.0	93.5	
All Grades	192	202		0	186		0	186		0.0	92.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.			27.78			33.33			18.52			20.37	
Grade 4		2539.			55.00			21.67			18.33			5.00	
Grade 5		2565.			45.83			26.39			20.83			6.94	
All Grades	N/A	N/A	N/A		43.55			26.88			19.35			10.22	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.74			37.04			22.22	
Grade 4		56.67			38.33			5.00	
Grade 5		45.83			44.44			9.72	
All Grades		47.85			40.32			11.83	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.93			59.26			14.81	
Grade 4		48.33			40.00			11.67	
Grade 5		36.11			56.94			6.94	
All Grades		37.10			52.15			10.75	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			57.41			14.81	
Grade 4		43.33			48.33			8.33	
Grade 5		33.33			59.72			6.94	
All Grades		34.95			55.38			9.68	

Conclusions based on this data:

1. Our current 4th Grade (3rd grade in this data) had the low test participation rates in 21-22

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		5	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		5	4	
3	*	*		*	*		*	*		4	8	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades										22	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	22.73		36.36	54.55		27.27	13.64		9.09	9.09		22	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	40.91	40.91		31.82	36.36		22.73	18.18		4.55	4.55		22	22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	9.09		50.00	45.45		27.27	31.82		13.64	13.64		22	22	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	45.45	40.91		40.91	45.45		13.64	13.64		22	22	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	45.45	63.64		50.00	31.82		4.55	4.55		22	22	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	22.73	13.64		59.09	68.18		18.18	18.18		22	22	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	27.27	31.82		63.64	63.64		9.09	4.55		22	22	

Conclusions based on this data:

1. The greatest gain were the percentage of students overall at level 3, from 36.36% in 20-21 to 54.55% in 21-22.
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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
397	24.9	7.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rosa Parks Environmental Science Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.1
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	99	24.9
Students with Disabilities	29	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	8.3
American Indian	1	0.3
Asian	36	9.1
Filipino	4	1.0
Hispanic	82	20.7
Two or More Races	38	9.6
Pacific Islander		
White	201	50.6

Conclusions based on this data:

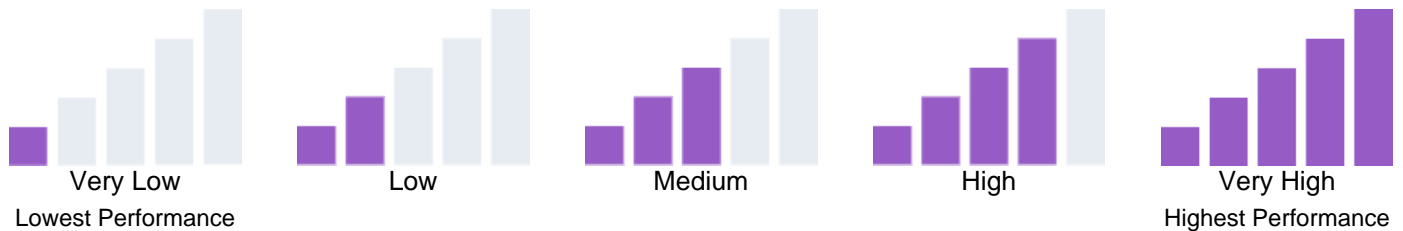
1. We continue to have a lower number of foster youth.
2. Our overall EL population continues to decrease.
3. Our overall percentage of students qualifying for free/reduced is decreasing. (from 24% to 22%)

School and Student Performance Data

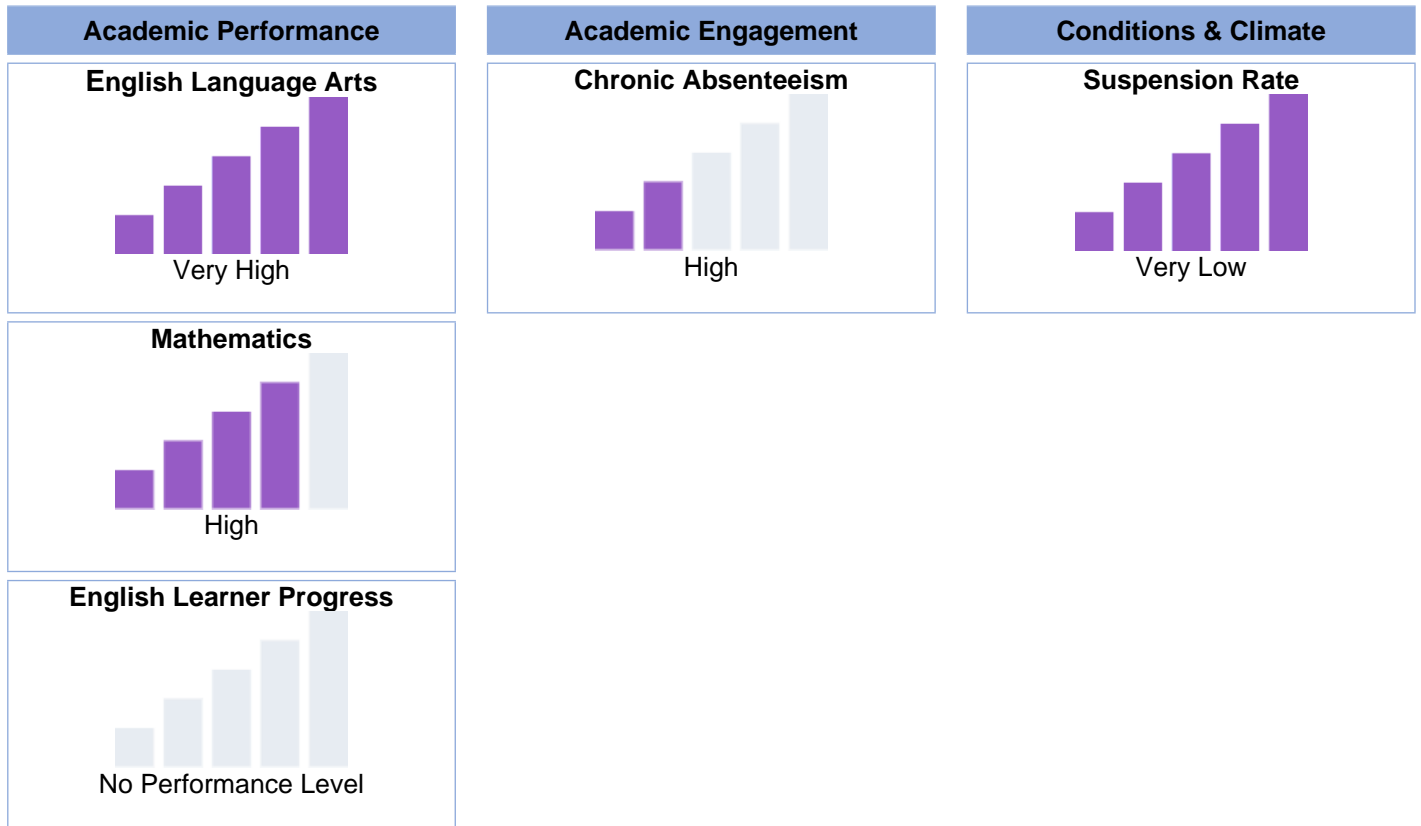
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

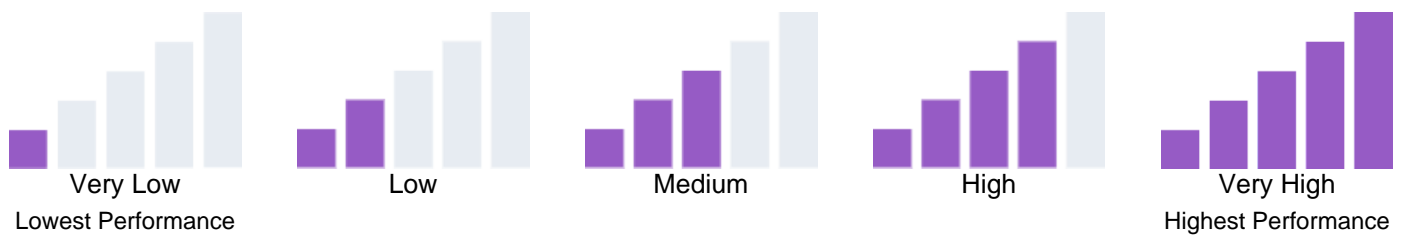
1. ELA exceeds is at benchmark for the overall population.
2. Math is indicated to be above benchmark for the overall population.
3. Chronic Absenteeism is high.

School and Student Performance Data

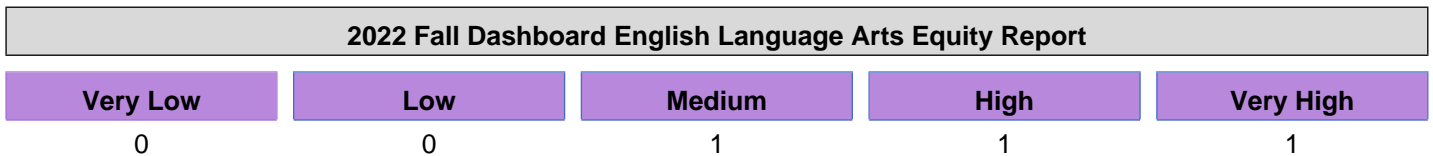
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

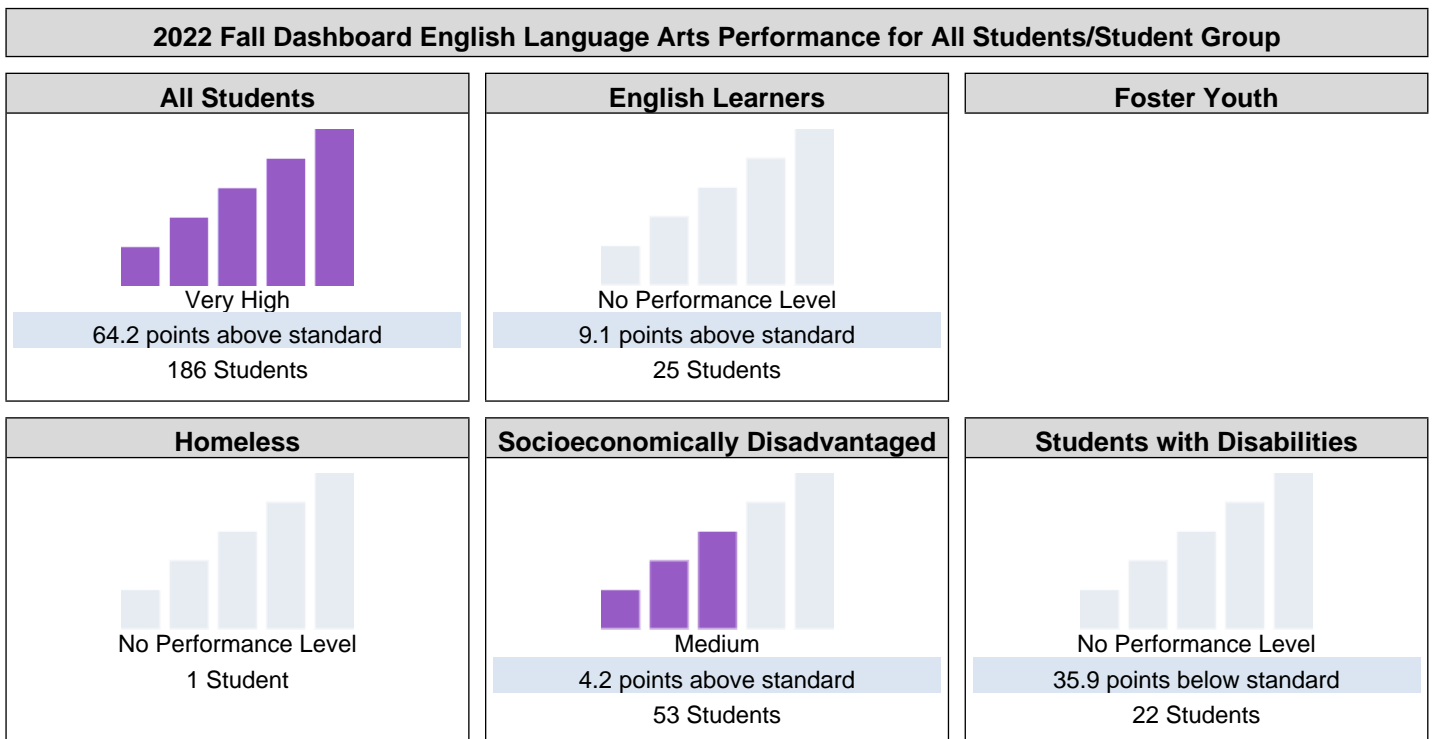
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



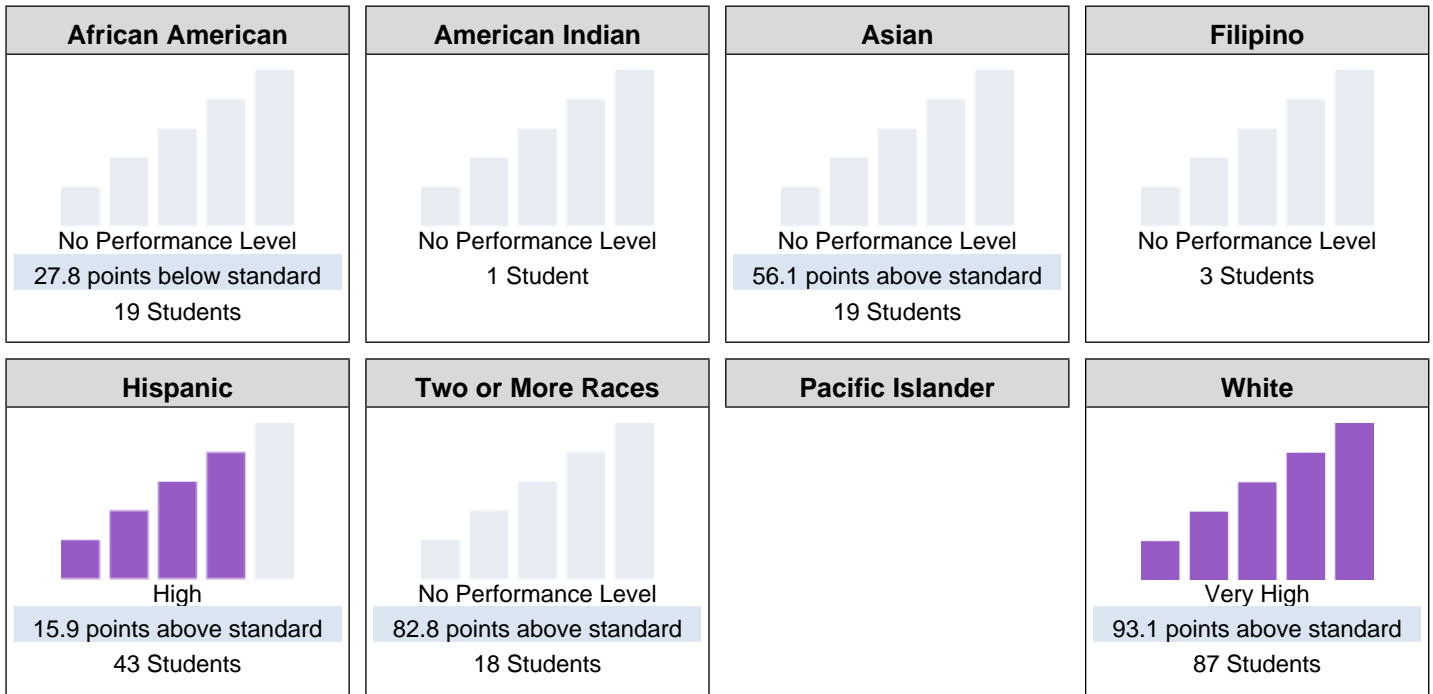
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40.3 points below standard 14 Students	42.8 points above standard 12 Students	69.3 points above standard 151 Students

Conclusions based on this data:

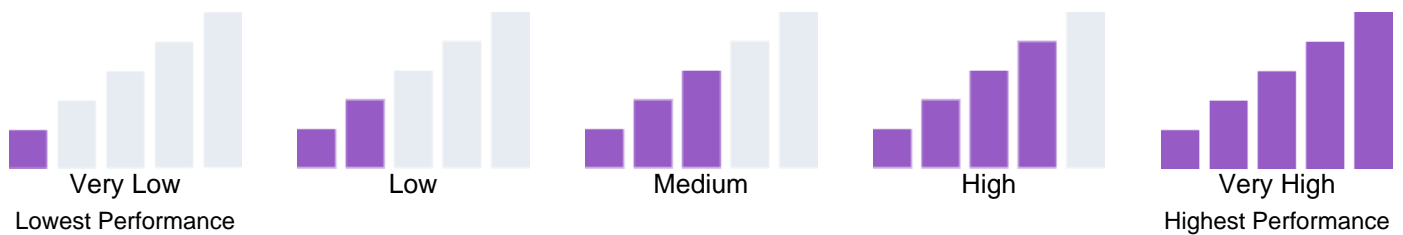
1. There continues to be an achievement gap for African American students, students with IEPs and English Learners.
2. White and Mixed race continue to score significantly above average and achieve at high levels.

School and Student Performance Data

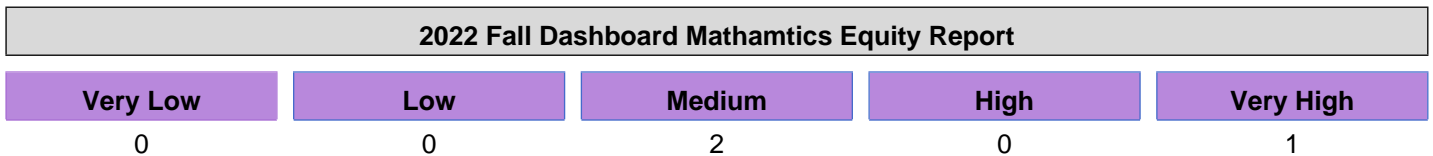
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

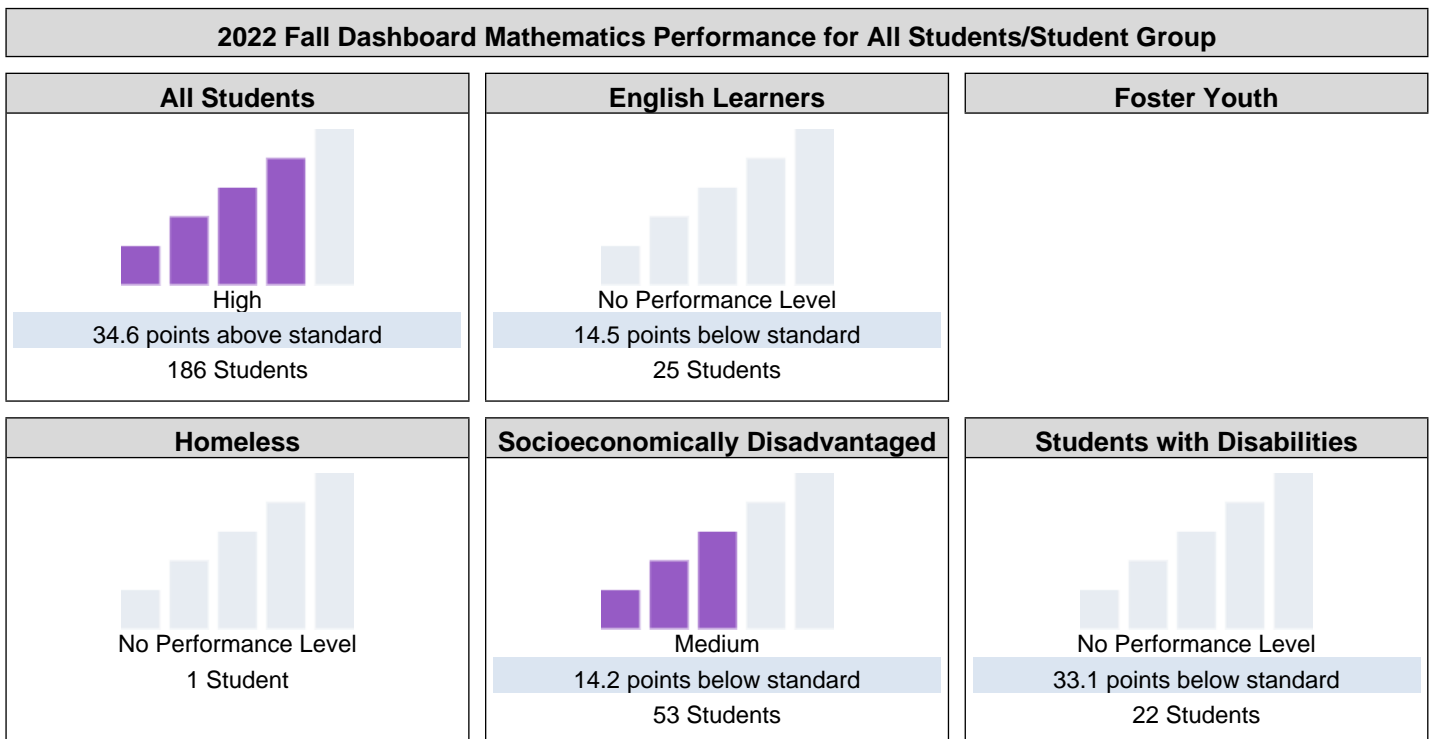
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



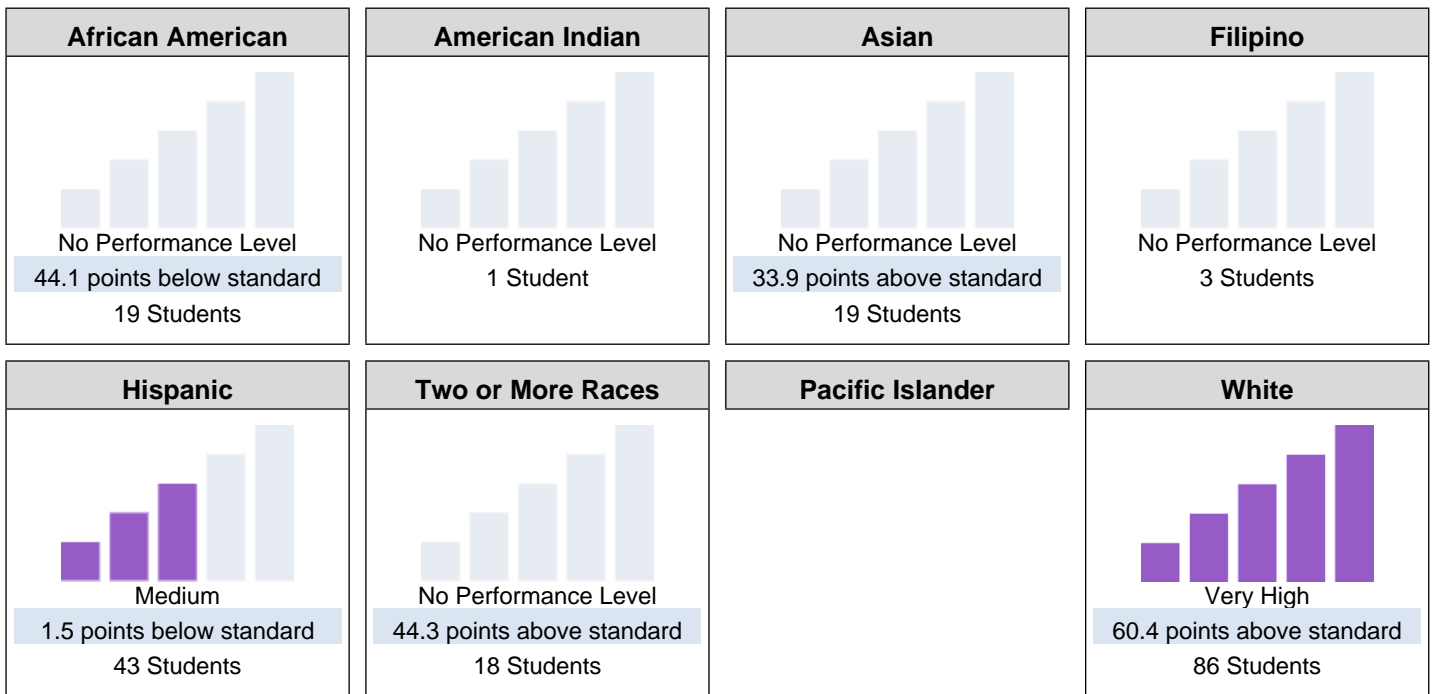
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>43.6 points below standard 14 Students</p>	<p>0.2 points above standard 12 Students</p>	<p>37.7 points above standard 151 Students</p>

Conclusions based on this data:

1. Multilingual Learners , Black (African-American Students), Students with Disabilities performed significantly below benchmark.
2. White Students performed significantly above benchmark
3. Our Opportunity gap is language and race based

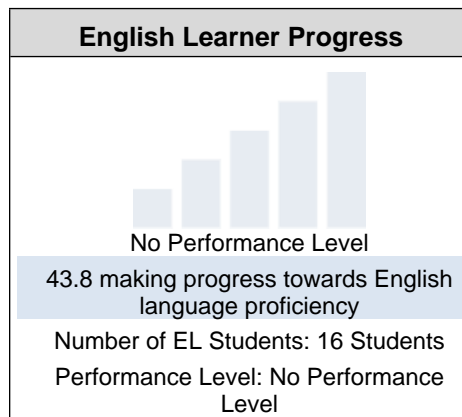
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
12.5%	43.8%	12.5%	31.3%

Conclusions based on this data:

1. A high number of multi-lingual learners students are not making progress (78.8%)
2. A significant number of EL students progressed At Least One ELPI Level (31.3%)
3. A significant percentage of multi-lingual learners decrease one level (12.5%)

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

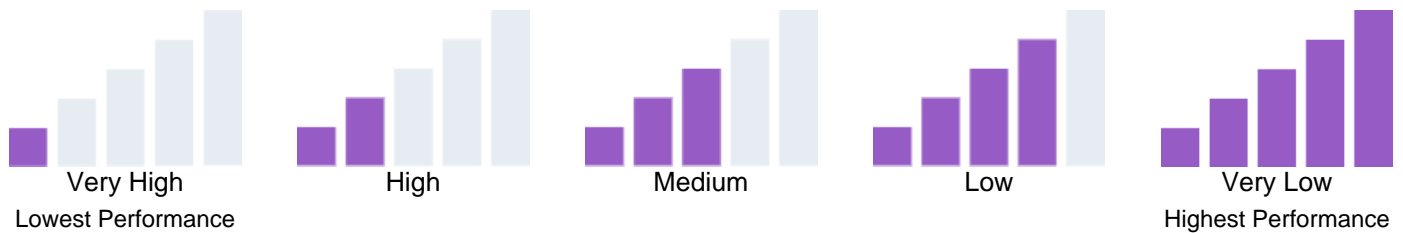
1. NA
2. NA
3. NA

School and Student Performance Data

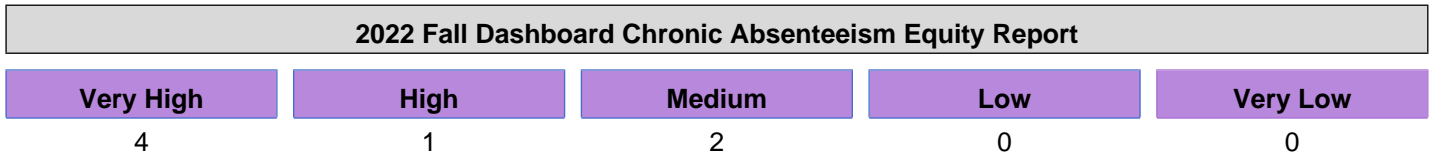
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

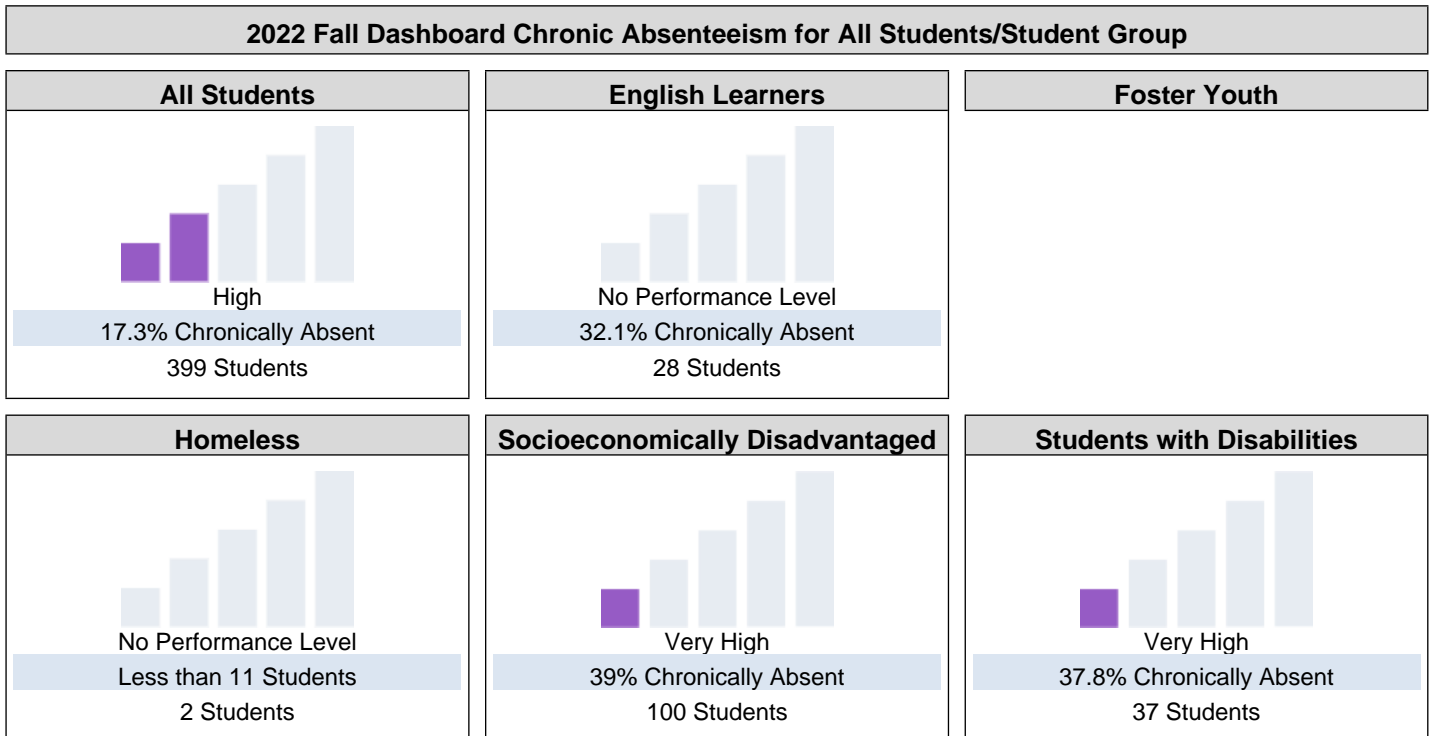
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



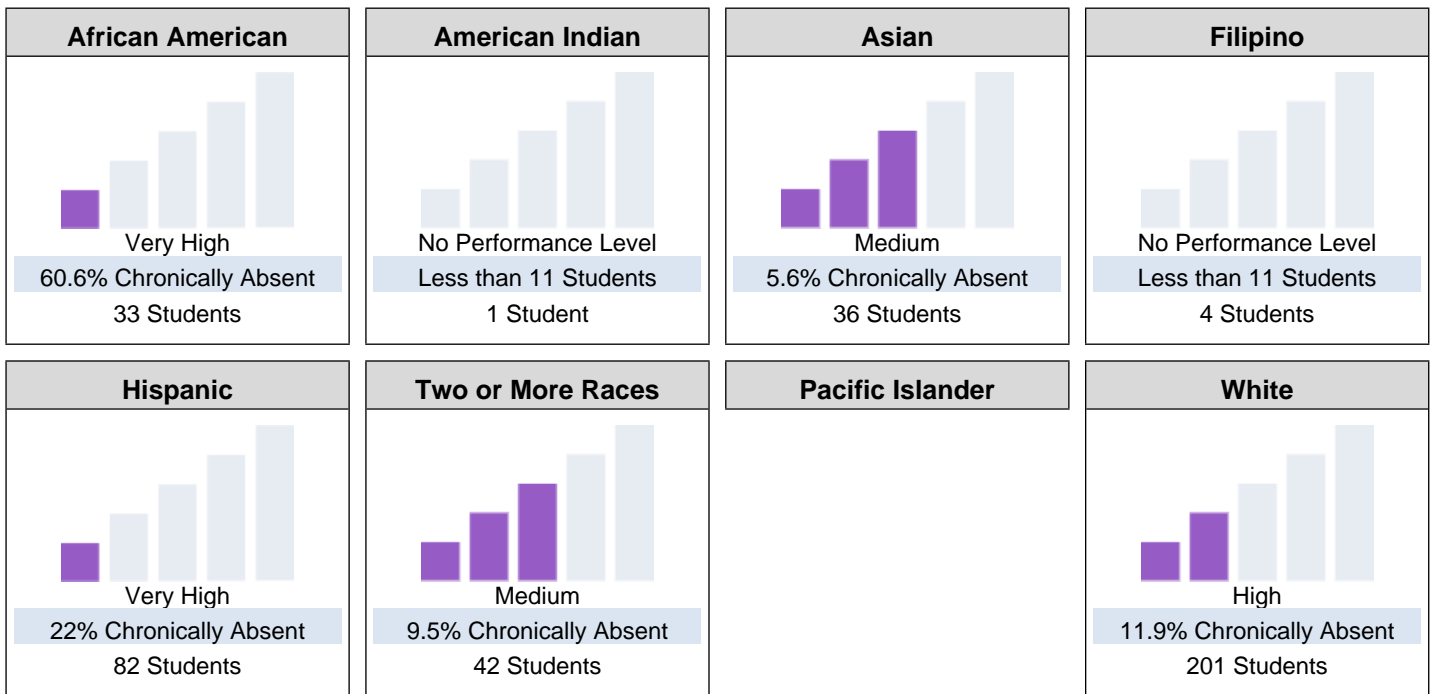
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

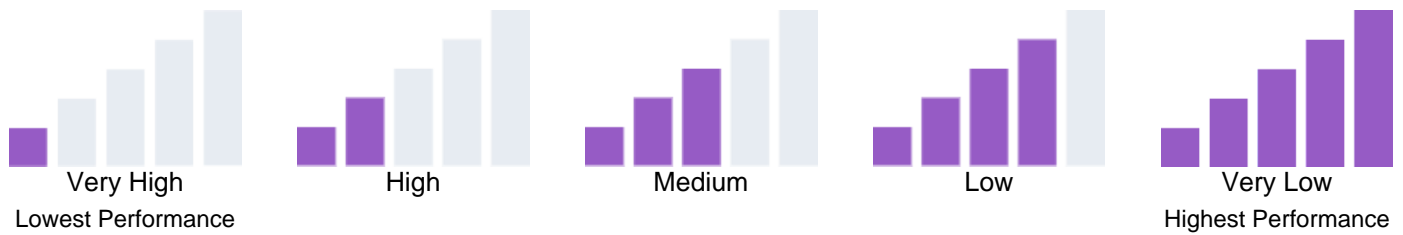
1. Our Black (African-American) and Latinx (Hispanic) students are significantly chronically absent
2. Our entire student population is chronically absent.
3. Our population experiencing the least amount of chronic absenteeism is students who identify as Two or More Races

School and Student Performance Data

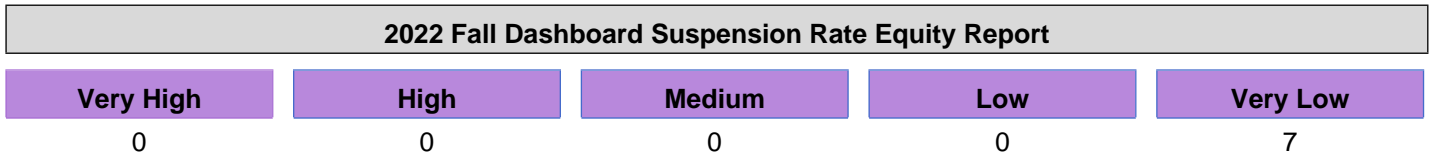
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

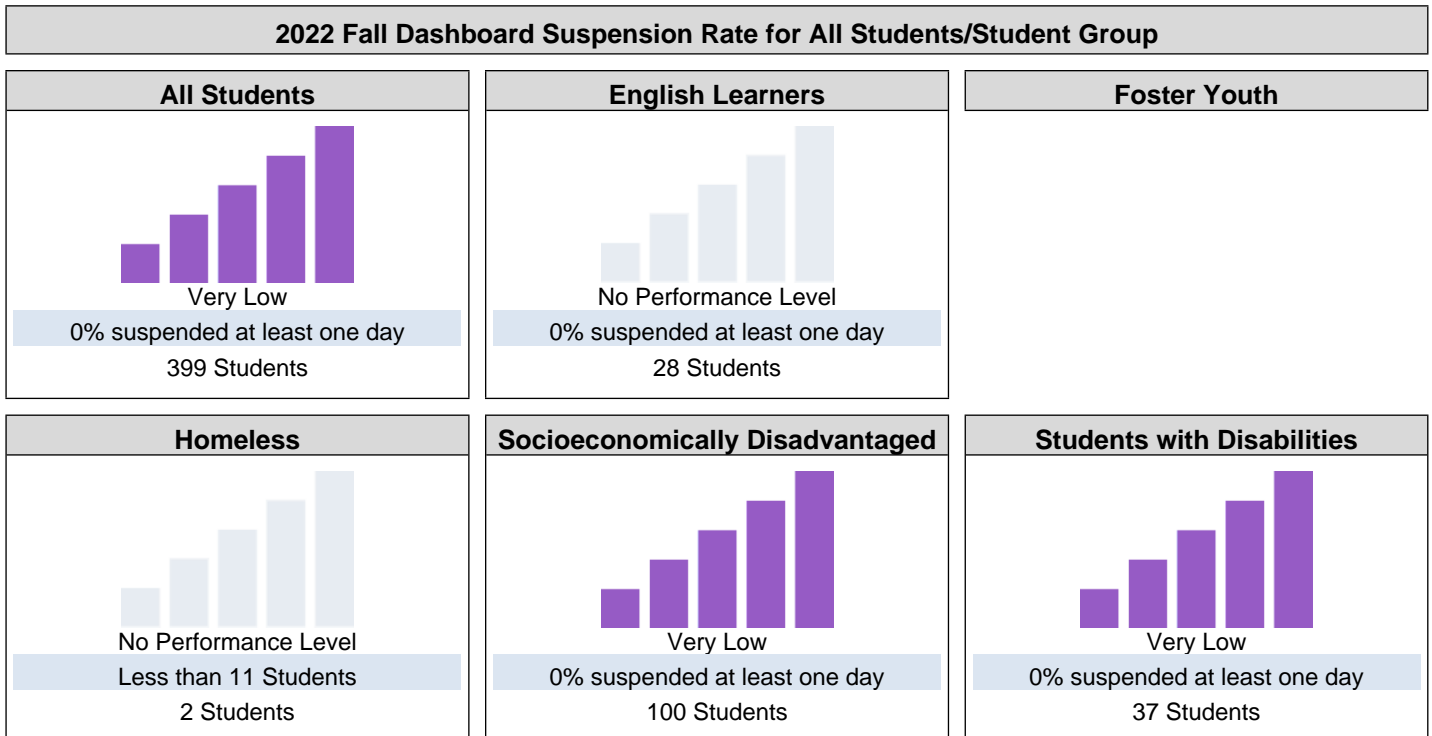
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



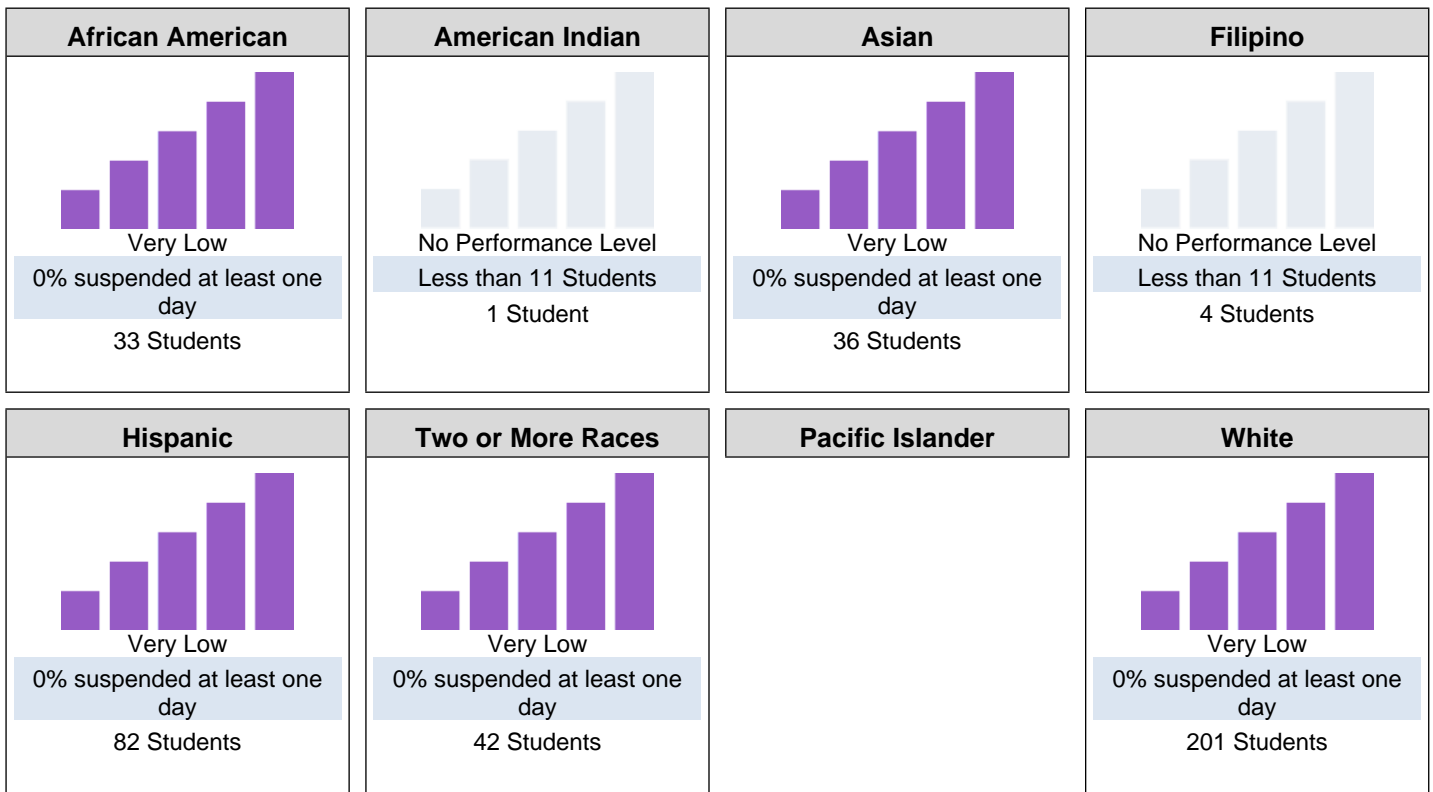
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall suspension rate is 0.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Continued need for high quality Tier 1 instruction in all classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd - 5th STAR Reading	Reading Beginning of the Year Data: DIBELS: Beginning of Year Proficiency Kinder- 53% 1st- 56% 2nd- 72% STAR Reading 3rd ~ 74% 4th ~75% 5th ~ 77%	Reading End of the Year Data: DIBELS: End of Year Proficiency Kinder- 80% 1st- 80% 2nd- 90% STAR Reading 3rd~ 85% 4th~ 85% 5th~ 85%
Math STAR Math (3rd- 5th)	Math Beginning of Year Data STAR Math Beginning of Year Proficiency 3rd~ 81% 4th~ 68% 5th~ 83%	Math End of the Year Data: STAR Math End of Year Proficiency 3rd~ 85% 4th~75% 5th~ 85%

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 with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students Latinx(Hispanic) Students Students with Disabilities

Strategy/Activity

Continued Implementation of Teacher's College Reading and Writing Project (TCRWP) Grades K-5

- Teachers will continue to implement the Calkins writing program and continue to implement the TCRWP with the support of the Literacy Coach and other support staff
- Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes.
- Use district literacy assessments, Dibels and STAR for data- driven teacher collaboration and professional development.
- Use district literacy assessment, Dibels and STAR for data- results to inform Response to Intervention and After School Intervention programs.
- All appropriate and necessary materials including leveled texts, literature circle materials, FasTrack, teacher resources, handwriting materials, technology, writing and illustrating materials, Quick Reads, LLI, Wilson, and teacher instructional materials will be provided.

Dedicated Teacher Planning Time

Teachers will work in grade level teams and participate in Collective Teaching Efficacy Cycles of Inquiry

Teachers will plan for high leverage language arts standards to teach to mastery each trimester

Dedicated Literacy Block:

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)

Expenditures:

0.25 FTE Lit Coach 38,608 from BSEP

0.75 FTE Lit Coach Centrally Funded BSEP

7500 Release time for team collaboration and planning funded by BSEP

\$658 Materials and Supplies BSEP

\$8000 Materials and Supplies from BSEP Carryover

\$1500 Certificated Hourly for Professional Development

\$1500 Classified Hourly for professional Development

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)
38608	BSEP
1500	BSEP Carryover
658	BSEP
8000	BSEP Carryover
7500	BSEP
1500	BSEP Carryover

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students Latinx(Hispanic) Students Students with Disabilities

Strategy/Activity

Students will have access to well rounded Tier 1 Education

- Cycle of art classes for all classrooms TK-5
- Weekly dance classes for TK-2 classrooms
- Music, general or instrumental for Grades 2 through 5
- 4th grade students will have the opportunity to participate in a 4-day long overnight trip focusing on social justice and community building
- Classes will participate in various field trips across the year to enrich Tier 1 classroom instruction

Expenditures:

25,000 MOSAIC Camp Experience funded by PTA
 5,000 Art Contractor funded by BSEP Carryover
 19,193 Classified Dance Instructional Specialist funded by 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)
25,000	PTA
5000	BSEP Carryover
19,193	PTA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students Latinx(Hispanic) Students Students with Disabilities

Strategy/Activity

Rosa Parks teachers and staff will ensure that all K-5 students are provided high quality mathematics and science instruction by implementing "A Story of Units" math program and the Next Generation Science Standards.

- Use district STAR Math assessment to progress monitor student learning student progress.
- Use ASOU, district math assessments and MAC/MARS performance tasks for data- driven teacher collaboration and professional development.
- Use ASOU, district math assessments and STAR results to inform Response to Intervention and After School Intervention programs.
- Participate in ongoing collaboration with grade level teams to support learning
- Math Coach/Interventionist to provide ongoing support for teachers and PD as needed at the site level.

*Add additional FTE for Science teacher to coordinate science program and school wide events

Expenditures:

0.50 FTE Math Interventionist/Coach Centrally funded LCAP
 0.08 FTE 10,660 School wide Science Coordination funded by PTA
 Professional Development Release Time for Teachers 5000 BSEP Carryover
 Professional Development Release Time for Teachers 7500 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)	Source(s)
5000	BSEP Carryover
10,660	PTA

Annual Review

SPSA Year Reviewed: 2022-23

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.

Classroom teachers implemented district adopted reading curriculum, Teachers College Reading and Writing Program, Kindergarten-5th Grade during a dedicated literacy block.

Year long training focusing on the Science of Reading was provided by site Literacy Coach. Teachers began implementation of these strategies, specifically:

Small group and 1:1 language arts intervention were provided by Literacy Coach and Reading RTI teachers.

Teachers integrated culturally responsive classroom materials into literacy block, and other content areas.

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 were no major differences between the plan and implementation for 2022-2023.

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.

The metrics and outcomes of this goal will shift district literacy screeners (DIBELS & STAR) and remove TCRWP Running records. Teacher planning will include identifying high leverage Common Core Standards to teach to mastery. Reading Recovery will not be offered as an after school intervention. These changes are located in Goal 1~Activity/Strategy Description.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Rosa Parks continues to have a race based achievement and behavioral gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Rosa Parks Attendance Rates by SubGroup (EduClimber) August-April	CDE Dashboard Data for 22-23 Chronic Absenteeism Full School Day Attendance Rates All students~ 91.11% (Black) African-American Students~ 85.32% Latinx (Hispanic)~ 88.9% Asian~ 89.05% Students with Disabilities~88.32% Multilingual Learners ~89.5% Socially Economically Disadvantage (SED) ~73%	CDE Dashboard Data for 21-22 Chronic Absenteeism Full School Day Attendance Rates All students~ 95% (Black) African-American Students~ 92% Latinx (Hispanic)~ 92% Asian 92% Students with Disabilities ~ 92% Multilingual Learners~92% Socially Economically Disadvantage (SED) ~90%
See Goal #1 Performance Data	See Goal #1 Performance Data	See Goal #1 Performance Data

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 with a focus on:
 African-American Students
 Latinx (Hispanic) Students
 Asian Students
 Multilingual Learners
 Socially/Economically Disadvantaged Students

Strategy/Activity

Coordinate interventionists and teachers to provide services during and after the school day

- Utilize Coordination of Services Team (COS) to identify and plan support for students who are performing below benchmark
- Coordinate reading and math clubs with after school program
- Kindergarten Instructional Assistants to implement early intervention in reading and math, five days per week, two hours per day
- Provide push in intervention support for students performing below benchmark
- Allocate certificated FTE to support positive behaviors and social emotional learning/regulation during recesses and lunch
- Continue to fund Friendship Groups to support social emotional learning and belonging
- Engage teachers with district and local data to plan for small group instruction
- Provide before/after school tutoring/intervention for students needing additional support

Expenditures:

0.12 FTE School wide PBIS Support 16,136 funded by PTA
 0.45 FTE COS coordinator 61,113 funded by BSEP
 0.10 FTE RTI Literacy Support 13,581 funded by PTA
 0.04 FTE Release time for teachers to join COS meetings. 5,379 funded y BSEP
 0.27 FTE Kindergarten Instructional Assistant 16,449 funded by BSEP
 0.53 FTE Kindergarten Instructional Assistant 32,899 funded by PTA
 2,322 Extended Learning Tutoring district allocation (Title IV)
 2500 Extended Learning Tutoring funded by BSEP Carryover
 1000 Classified Hourly for professional development

 3,153 BSEP Unallocated Reserve
 1,787 PTA Unallocated Reserve

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)
16136	PTA
61113	BSEP
13581	PTA
5,379	BSEP
16,449	BSEP
32899	PTA
2322	Other
2500	BSEP Carryover
1,787	PTA
3,153	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students
African-American Students
Latinx (Hispanic) Students
Asian Students
Multilingual Learners
Socially/Economically Disadvantaged Students

Strategy/Activity

Reduce chronic absenteeism for all students and noted student groups

Engage Rosa Parks community in attendance awareness:

1. Plan Community Event in August with stakeholder groups: PTA, ELAC, ADAC with including attendance as a focal area.
2. Include communication with families about attendance on a monthly basis in Principal's newsletter
3. Meet with stakeholder groups about CA truancy parameters and best practices for resolving student absences
 - ADAC, ELAC, SSC, PTA
4. Continued use of and expansion of student activity groups to encourage attendance through inclusive community building
 - Student Council
 - Friendship Groups
 - Alternative recess activities

Coordinate existing staff to build relationships and encourage attendance

1. Meet weekly with attendance team to discuss families facing attendance challenges
2. Meet weekly with COS team to discuss focal students with a focus on attendance patterns and trends
3. Utilize Office of Family Engagement and Equity to case manage and reach out to families with students struggling with attendance
4. Work with after school program coordinators, specialists, and IT's communicate and support positive attendance
5. Coordinate with Office of Family Engagement and Equity to plan attendance incentive events for students/families

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 3

Students to be Served by this Strategy/Activity

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

Multilingual Learners

Strategy/Activity

- Direct instruction at appropriate ELPAC level (30 min x 5 days)
- Monitor student progress using report cards, local assessments, district assessments (DIBELS/STAR) to ensure students are making consistent gains.
 - Use progress monitoring to identify students who are not making gains (in one or more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, SPED, Classroom teachers) to plan for interventions where progress is not being met.
 - Communicate with teachers and parents regarding student progress and learning goals during each grading period (meet in person or provide written progress report); provide English Language Development grades in the four domains.
 - ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD
 - ELAC- Facilitate parent/guardian workshops on understanding the ELPAC and ELD program at Jefferson, Outreach to parents regarding instruction
 - Facilitate ELL enrollment in after school intervention and enrichment classes
 - Use COS Team to monitor students reclassified as English Proficient (REFEP)
 - Test Administration ELPAC test all annual EL students by the end of Feb.,

Expenditures:

0.60 FTE for ELD Teacher funded by district 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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Staff implemented the following activities/strategies from Goal #1:

- Positive Recognition of Students~ Way To Be Awards
- Junior Coach program was implemented
- MOSAIC program occurred for 4th grade students
- Teachers/Staff implemented community circles in classrooms
- All staff taught and reviewed school wide behavior expectations per PBIS program
- Training on Active Supervision occurred for School Campus Aides
- Students had access to Science Lab for hands-on learning

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

Restorative Practices PD was not offered by the district in the 2022-2023 school year
Teachers focused on collaborating on student work, with focal students in mind, to plan interventions for classrooms (MAC/MARS)
We did not have a culminating Science Fair

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.

For goal #2 we will add the additional metric about attendance to support our Tier 2 and Tier 3 intervention work. This can be found in Goal #2 Activities and Strategies.

Goals, Strategies, & Proposed Expenditures

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

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

Qualitative data shows that we need to improve the feeling of welcome to families of traditionally underserved populations.

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
African-American Students
Latinx (Hispanic) Students
Students with Disabilities
Multilingual Learners
Socially Economically Disadvantaged Students (SED)

Strategy/Activity

Engage with stakeholder groups to create community Building Events Across the School Year:

- Grow English Language Advisory Committee (ELAC) caregiver group
- Work with PTA to hold Community Meeting at the start of school
- PTA sponsored events across the school year (Fall Carnival, TK/Kinder Playdates, Welcome Back Events, Rosa Parks Day of Service Learning)
- Family Engagement to work with PTA to
- Academic Family nights sponsored by PTA (ie. Math Night)
- Cultural Celebration Family Nights (Kwanzaa)
- Host a variety of assemblies that are representative of school cultures
- Encourage student leadership and voice (Rosa Parks Student Community Leadership Council, Student led assemblies, student surveys)
- Seek ways to engage unrepresented families via Affinity Groups

Expenditures

\$7000 Anti-Racist Caregiver Circles funded by 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)

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 Students
African-American Students
Latinx (Hispanic) Students
Students with Disabilities
Multilingual Learners
Socially Economically Disadvantaged Students (SED)

Strategy/Activity

Continue to implement Restorative and Culturally Responsive Educational Strategies

- Incorporate equity discussions in Collective Teaching Efficacy Cycles during staff meetings/collaborations
- Continue use of Restorative Practices to address community building and discipline (classroom circles, restorative language and conversations)
- Continue to implement district adopted social emotional curriculum, Toolbox
- Continue to implement/teach Family Diversity Curriculum, Welcoming Schools
- Coordinate with After school programs to connect with families

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 3

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.

Expenditures:

- 2500 Contract Friendship Circles funded by BSEP Carryover
- 10,000 Contract Lifelong Counseling Services funded by City of Berkeley
- 15,000 Contract Lifelong Counseling Services funded by BSEP Carryover
- ????? Contract Lifelong Counseling Services funded by District

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)
10000	Other
15000	BSEP Carryover
2500	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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.

The most successful aspects of this goal:

- Counseling and support provided by our Family Resource Center (Lifelong)
- Friendship Groups
- Weekly Community News from Principal

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

The contract for Friendship Groups was augmented by Restorative Restart Carryover funds. The Play 2 Be position was not able to be staffed in the 22-23 school year

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.

There will not be a playground coach position

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

Align and improve data literacy practices to improve student outcomes in math and literacy

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide ongoing monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, and any other school site committees.

Complete the annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Teacher Leadership Team to review and analyze CA Dashboard and Educlimber data.

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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0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Students experiencing homeless need additional supports to access our academic and social-emotional program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento 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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

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)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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

New Goal for 2023-2024

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	\$312,438.00

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 (\$)
	\$0.00
BSEP	\$132,860.00
BSEP Carryover	\$41,000.00
Other	\$12,322.00
PTA	\$126,256.00

Subtotal of state or local funds included for this school: \$312,438.00

Total of federal, state, and/or local funds for this school: \$312,438.00

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Susanne Reed	Principal
Viridiana Castro Silva	Classroom Teacher
Gretchen Biehl	Classroom Teacher Other School Staff
Megan Werner	Classroom Teacher Parent or Community Member
Nicole Boone	Parent or Community Member
Julie Anne Stathis	Parent or Community Member
Jay Hirshton	Parent or Community Member
Candace Martinez	Parent or Community Member
Matilde Merello	Other School Staff
Cody Schmidt	Classroom Teacher
Vanessa Moses	Parent or Community Member
Marvin Reed	Classroom Teacher
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 5/3/2023.

Attested:



Principal, Susanne Reed on 5/3/2023



SSC Chairperson, Viridiana Castro Silva on 5/3/2023

Kathy Fleming
Director of Local Resources


Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services


Signature

5/25/23
Date

