



School Plan for Student Achievement (SPSA)

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 13, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rosa Parks Environmental Science Magnet for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	13
California School Dashboard	17
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	37
Goal 3.....	42
Goal 4.....	45
Goal 5.....	47
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	51
School Site Council Membership	52
Recommendations and Assurances	53

Plan Description

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

This plan is being used by Rosa Parks Environmental Science Magnet for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Educational Partner Involvement

How, when, and with whom did Rosa Parks Environmental Science Magnet consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

By 5/13/24 the following stakeholder groups reviewed and discussed Rosa Parks's SPSA: PTA Executive Board, School Site Council, the Instructional Leadership Team.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

We have a number of students that are below grade level in reading in math.

We have a robust school day RTI program

As we move into the year 2024-2025 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

None.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts performance for Socially Economically Disadvantaged students was 13.2 points below standard in the orange indicator range.

Mathematics performance for Socially Economically Disadvantaged students was 29.8 points below standard in the orange indicator range.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism was 16.6% school wide in the yellow indicator range.

Concerning Chronic Absenteeism by student group was as follows:

African-American students were 45.9%~ Orange Indicator Range

Asian-American students were 10.8%~Orange Indicator Range

Students of Two or More Races were 11.4%~Orange Indicator Range

Socially Economically Disadvantaged students were~ 30%~ Orange Indicator Range

Students with Disabilities were 23.8% ~ Orange Indicator Range

White students were 12%~Orange Indicator Range

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rosa Parks Environmental Science Magnet. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.25%	0.55%	1	1	2
African American	10.3%	8.31%	9.89%	43	33	36
Asian	8.4%	9.07%	10.16%	35	36	37
Filipino	1.0%	1.01%	0.82%	4	4	3
Hispanic/Latino	20.5%	20.65%	21.7%	86	82	79
Pacific Islander	%	%	0%			0
White	49.9%	50.63%	45.6%	209	201	166
Multiple/No Response	9.8%	9.57%	10.71%	41	38	39
Total Enrollment				419	397	364

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 population had been decreasing, but from 22-23 to 23-24 has been more stable.
2. Our population of students of color remains relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	54	63	56	0	54	56	0	54	56	0.0	85.7	100.0
Grade 4	65	62	61	0	60	57	0	60	57	0.0	96.8	93.4
Grade 5	73	77	61	0	74	61	0	74	61	0.0	96.1	100.0
All Grades	192	202	178	0	188	174	0	188	174	0.0	93.1	97.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2482.		33.33	51.79		29.63	19.64		29.63	21.43		7.41	7.14
Grade 4		2536.	2500.		50.00	33.33		26.67	35.09		18.33	12.28		5.00	19.30
Grade 5		2593.	2554.		58.11	39.34		32.43	31.15		9.46	19.67		0.00	9.84
All Grades	N/A	N/A	N/A		48.40	41.38		29.79	28.74		18.09	17.82		3.72	12.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	46.43		53.70	39.29		14.81	14.29
Grade 4		35.00	24.56		63.33	68.42		1.67	7.02
Grade 5		45.95	36.07		52.70	57.38		1.35	6.56
All Grades		38.30	35.63		56.38	55.17		5.32	9.20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	37.50		57.41	55.36		16.67	7.14
Grade 4		41.67	19.30		51.67	66.67		6.67	14.04
Grade 5		52.70	37.70		45.95	44.26		1.35	18.03
All Grades		41.49	31.61		51.06	55.17		7.45	13.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.29		72.22	76.79		12.96	8.93
Grade 4		18.33	12.28		75.00	77.19		6.67	10.53
Grade 5		27.03	24.59		70.27	70.49		2.70	4.92
All Grades		20.74	17.24		72.34	74.71		6.91	8.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.71		75.93	55.36		5.56	8.93
Grade 4		35.00	19.30		65.00	71.93		0.00	8.77
Grade 5		39.19	26.23		54.05	70.49		6.76	3.28
All Grades		31.91	27.01		63.83	66.09		4.26	6.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Our CAASPP test participation is historically high, and improving each year.
2. Overall, our percentage of students at or exceeding standards decreased by 0.05%
3. For 2022-23 our overall percentage of students at or exceeding standard was 70.12%, this is an area of needed growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	54	63	56	0	54	56	0	54	56	0.0	85.7	100.0
Grade 4	65	62	61	0	60	58	0	60	58	0.0	96.8	95.1
Grade 5	73	77	61	0	72	61	0	72	61	0.0	93.5	100.0
All Grades	192	202	178	0	186	175	0	186	175	0.0	92.1	98.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2487.		27.78	46.43		33.33	33.93		18.52	10.71		20.37	8.93
Grade 4		2539.	2496.		55.00	25.86		21.67	32.76		18.33	25.86		5.00	15.52
Grade 5		2565.	2555.		45.83	44.26		26.39	22.95		20.83	18.03		6.94	14.75
All Grades	N/A	N/A	N/A		43.55	38.86		26.88	29.71		19.35	18.29		10.22	13.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	48.21		37.04	39.29		22.22	12.50
Grade 4		56.67	31.03		38.33	46.55		5.00	22.41
Grade 5		45.83	40.98		44.44	44.26		9.72	14.75
All Grades		47.85	40.00		40.32	43.43		11.83	16.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	42.86		59.26	46.43		14.81	10.71
Grade 4		48.33	32.76		40.00	46.55		11.67	20.69
Grade 5		36.11	39.34		56.94	49.18		6.94	11.48
All Grades		37.10	38.29		52.15	47.43		10.75	14.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	42.86		57.41	51.79		14.81	5.36
Grade 4		43.33	25.86		48.33	56.90		8.33	17.24
Grade 5		33.33	36.07		59.72	52.46		6.94	11.48
All Grades		34.95	34.86		55.38	53.71		9.68	11.43

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Our CAASPP test participation for 2022-23 was high.
2. Our overall percentage of students at or exceeding standards in math for 2022-2023 was 68.57%
3. Our overall percentage of students at or exceeding standards in math decreased by 3.86% from 2021-22 to 2022-23. This is an urgent area of concern.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	*	7
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	5	4	4
3	*	*	*	*	*	*	*	*	*	4	8	4
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										22	22	26

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	36.00	36.36	54.55	32.00	27.27	13.64	24.00	9.09	9.09	8.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	52.00	31.82	36.36	24.00	22.73	18.18	16.00	4.55	4.55	8.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.00	50.00	45.45	36.00	27.27	31.82	40.00	13.64	13.64	12.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	52.00	40.91	45.45	36.00	13.64	13.64	12.00	22	22	25	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	48.00	50.00	31.82	44.00	4.55	4.55	8.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	16.00	59.09	68.18	76.00	18.18	18.18	8.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.00	63.64	63.64	48.00	9.09	4.55	24.00	22	22	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Twenty-six students participated in ELPAC testing during the 2022-23 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
364	25.3	9.3	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	9.3
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	92	25.3
Students with Disabilities	34	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	9.9
American Indian	2	0.5
Asian	37	10.2
Filipino	3	0.8
Hispanic	79	21.7
Two or More Races	39	10.7
White	166	45.6

Conclusions based on this data:

1. Students of Color make up 43.1% of our school population.. Our largest student group is White students.

2. While the percentages are lower, our Students with Disabilities, English Learners, and Socially Economically Disadvantaged students remain a prioritized focal group for Rosa Parks.

School and Student Performance Data

Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA is indicated at benchmark for the overall population.
2. Math is indicated to be above benchmark for the overall population.
3. Chronic absenteeism is of concern, but has improved since the 2022-23 school year.

School and Student Performance Data

Academic Performance English Language Arts

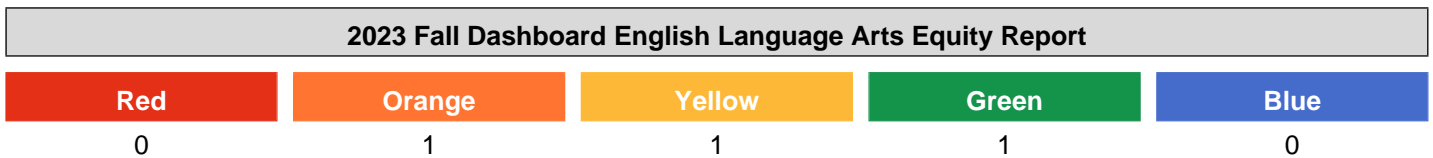
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 43 points above standard Decreased Significantly -21.3 points 172 Students	<p>English Learners</p> <p>1.4 points below standard Decreased -8.2 points 19 Students</p>	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p>  Orange 13.2 points below standard Decreased Significantly -16.3 points 45 Students	<p>Students with Disabilities</p> <p>14.5 points below standard Increased Significantly +29 points 28 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
41 points below standard Decreased -7.3 points 18 Students	Less than 11 Students 2 Students	55.4 points above standard Maintained -0.7 points 18 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.8 points above standard Decreased -7.5 points 46 Students	77 points above standard Decreased -5.8 points 16 Students	 No Performance Color 0 Students	 Green 76 points above standard Decreased Significantly -17.1 points 71 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.4 points below standard Decreased -9.1 points 12 Students	Less than 11 Students 8 Students	47.6 points above standard Decreased Significantly -21.4 points 138 Students

Conclusions based on this data:

1. We saw a large proportion of our student groups decrease in performance in 2022-23.
2. Overall, the dashboard indicates that we are at benchmark in ELA performance.
3. We need a strong focus on Tier 1 Classroom based instruction and interventions to support student success.

School and Student Performance Data

Academic Performance Mathematics

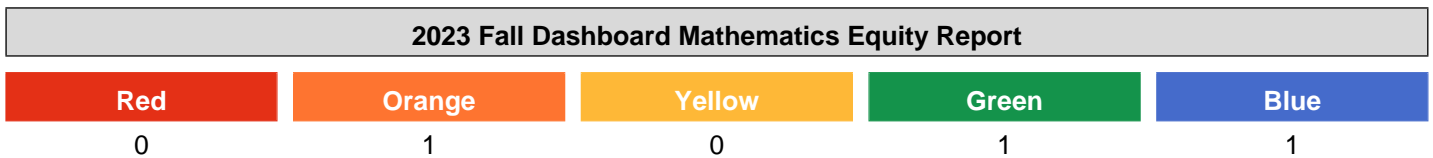
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 31.3 points above standard Maintained -2.2 points 172 Students	English Learners 21.7 points below standard Maintained +1 points 19 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 29.8 points below standard Decreased -13.7 points 45 Students	Students with Disabilities 29.3 points below standard Increased Significantly +17.8 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
39.4 points below standard Increased Significantly +15.4 points 18 Students	Less than 11 Students 2 Students	47.5 points above standard Increased +13.6 points 18 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.3 points below standard Increased +3.3 points 45 Students	52.4 points above standard Increased +8.2 points 16 Students	 No Performance Color 0 Students	 Blue 69.3 points above standard Increased +8.9 points 71 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48 points below standard Increased +10.2 points 11 Students	Less than 11 Students 8 Students	37.1 points above standard Maintained +0.7 points 138 Students

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. We need a strong focus on Tier 1 Classroom based instruction and interventions to support student success.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
58.8 points above standard making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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.

2023 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
1	6	2	8

Conclusions based on this data:

1. Our Multilingual Learners are making progress towards English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 16.6% Chronically Absent Declined -0.7 374 Students	English Learners 27.8% Chronically Absent Declined -4.4 36 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 30% Chronically Absent Declined -9 100 Students	Students with Disabilities Orange 23.8% Chronically Absent Declined -14 42 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 45.9% Chronically Absent Declined -14.7 37 Students	Less than 11 Students 2 Students	 Orange 10.8% Chronically Absent Increased 5.3 37 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.9% Chronically Absent Declined -4.1 84 Students	 Orange 11.4% Chronically Absent Increased 1.8 44 Students	 No Performance Color 0 Students	 Orange 12% Chronically Absent Maintained 0 167 Students

Conclusions based on this data:

1. Encouraging and monitoring attendance will continue to be a priority for Rosa Parks School.
2. Our entire student population is chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

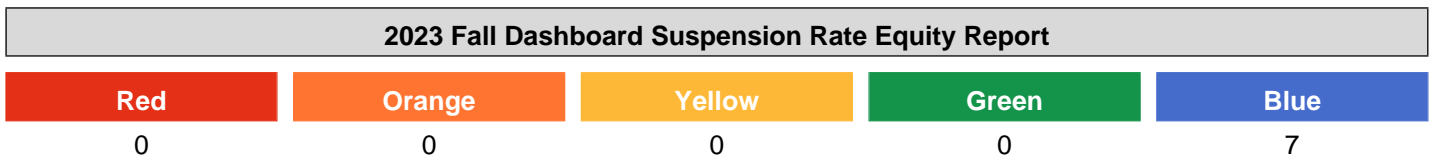
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Maintained 0 379 Students	English Learners 0% suspended at least one day Maintained 0 37 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 102 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 42 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 37 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 37 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 86 Students	 Blue 0% suspended at least one day Maintained 0 45 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 169 Students

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Cohort Data K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Composite 3rd - 5th STAR Reading 1st-5th DIBELS ORF (Oral Reading Fluency) Measure CAASPP	Beginning of Year Data K-2 DIBELS Composite 3-5 STAR Reading Cohort Data End of Year Data (April 2024) % of students at or above proficiency DIBELS Composite~ K~ 74.2% 1- 87.5% 2- 86.4% STAR Reading 3rd~ 75% 4th~ 73% 5th~79 % DIBELS ORF Kinder~ No baseline data in this measure 1st~ 82.5% 2nd~ 86.4% 3rd~ 80.6% 4th~ 78% 5th~ 67.2% CAASPP (Cohort) 4th Grade (3rd Grade from 22-23)~ 71.4% at/above proficiency	End of the Year Data: DIBELS: End of Year Proficiency DIBELS Composite~ Kinder- 80% 1st- (former Kinder) 80% 2nd- (former 1st grade) 90% STAR Reading 3rd (last year's 3rd graders)- 85% 4th Grade (last year's 3rd graders)~ 80% 5th Grade (last year's 4th graders)~84% DIBELS ORF 1st (former K)~ 85% 2nd (former 1st)~85% 3rd (former 2nd)~ 90% 4th (former 3rd) ~85% 5th (former 4th)~ 83% CAASPP (Cohort) 4th Grade (3rd Grade from 22-23)~ 75% at/above proficiency
Math Cohort Data STAR Math (3rd- 5th) CAASPP	Math End of Year Data 2024 STAR Math Beginning of Year Proficiency 3rd~ 81% 4th~ 68% 5th~ 83% CAASPP (Cohort) 4th Grade (3rd Grade from 22-23)~ 80% at/above proficiency	Math End of the Year Data 2025 STAR Math End of Year Proficiency 3rd~ 85% 4th~75% 5th~ 85% CAASPP (Cohort) 5th Grade (3rd Grade from 22-23)~ 85% at/above proficiency

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy: Implementation of Literacy Block including workshop model and structured literacy strategies and activities K-5:	All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):	39123 BSEP 1102 Certificated Monthly 5000

	<ul style="list-style-type: none"> Teachers will implement Literacy Block daily with all necessary materials K-5 Teachers College Reading and Writing Project K-2 FastTrack Phonics K-1 Heggerty Phonemic Awareness <p>Literacy coach to provide professional development and support to teachers as needed in implementing the literacy block</p> <ul style="list-style-type: none"> Teachers will use district literacy assessments, DIBELS and STAR for data- driven teacher collaboration and professional development. -Teachers will use multiple measures (DIBELS, Performance Tasks, Classroom Formative assessments) to provide evidence based Tier 1 instruction and interventions for all students Teachers will implement/provide evidence based Tier 1 intervention strategies for students who are performing below benchmark Teachers will utilize engaging and equitable teaching strategies for all students Teachers will receive ongoing professional development around the district's new Reading Diagnostic Plan Principal will ensure literacy block implementation via formal and informal observations <p>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)</p> <p>Expenditures: 0.25 FTE Lit Coach 39,123 from BSEP 0.75 FTE Lit Coach Centrally Funded BSEP \$5,000 Release time for team collaboration and planning funded by BSEP \$10,000 Materials and Supplies BSEP \$70,000 Materials and Supplies from BSEP Carryover \$5,000 Release time for team collaboration BSEP Carryover \$31,350 Teacher Hourly curric dev rate for collaboration funded by PTA \$2,102 Unallocated Reserve Prop 28</p>	Multilingual Learners (ELL) Socio-Economically Disadvantaged Students Foster-Youth African-American Students Latinx(Hispanic) Students Students with Disabilities	BSEP 1116 Certificated Hourly 10000 BSEP 4300 Materials and Supplies 70000 BSEP Carryover 4300 Materials and Supplies 5000 BSEP Carryover 1116 Certificated Hourly 31350 PTA 1116 Certificated Hourly 2102 Other 4380 Other/Reserve
1.2	Students will have access to well rounded Tier 1 Education <ul style="list-style-type: none"> Weekly dance classes for TK-5 classrooms 	All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):	42033 Other 2102 Classified Monthly 2,833

	<ul style="list-style-type: none"> • Music, general or instrumental for Grades 1 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 • School wide Science focused activities provided by Science Release Teacher • Teachers will implement curriculum with responsive, and equitable instructional strategies • School wide science programming provided by Science Release teacher <p>Expenditures:</p> <p>27,000 MOSAIC Camp Experience funded by PTA 42,033 Classified Dance Instructional Specialist Prop 28 5000 Field Trips 2,833 Arts Materials and supplies Prop 28 10,668 School wide science coordination funded by PTA 8533 Materials and Supplies funded by District</p>	<p>Multilingual Learners (ELL) Socio-Economically Disadvantaged Students Foster-Youth African-American Students Latinx(Hispanic) Students Students with Disabilities</p>	<p>Other 27000 PTA 5800 Contracted Services (inc software subscriptions) 5000 BSEP Carryover 5800 Contracted Services (inc software subscriptions) 10,668 PTA 1102 Certificated Monthly 8533 Other 4300 Materials and Supplies</p>
<p>1.3</p>	<p>Math: Implementation of adopted curriculum K-5, A Story of Units.</p> <ul style="list-style-type: none"> • Dedicated instructional minutes for mathematics by grade level TK/Kindergarten~250 minutes per week 1st-3rd~ 335 minutes per week 4th-5th~355 minutes per week • Math coach to provide professional development and support to teachers as needed in implementing ASOU • Use of district, state, and formative assessments in data driven collaboration and professional development. • Teachers will implement evidence based Tier 1 interventions for students who are below benchmark • Principal will ensure mathematics implementation via formal and informal observations <p>Teacher planning and collaboration:</p> <ul style="list-style-type: none"> • weekly staff meetings/collaboration with data based instructional focus • cycles of data based instructional coaching/lesson modeling 	<p>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</p>	<p>43623 BSEP 1102 Certificated Monthly 43623 Title I A - Basic Funding 1102 Certificated Monthly</p>

	Expenditures: 43,623 Math Coach/Interventionist BSEP 43,623 Math Coach/Interventionist Title I		
--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the majority of the strategies in Goal 1 were in implemented, with supplemental activities/strategies based on the Science of Reading for literacy.
 For the 2022-23 district benchmark data was used.
 Based on End of Year DIBELS Data
 Our Kinder to 1st grade cohort's performance increased by 5.3%
 Our First to 2nd grade's cohort's performance increased by 5.2%

The growth of each grade level in literacy (K-2) from Fall to Winter is as follows:
 Kindergarten began the year with 47.5% students proficient or above, and ended the year at 74.26% proficient or above.
 1st grade began the year with 74.4% of students proficient or above, and ended the year at 87.5% proficient or above
 2nd grade began the year with 75.4% of students proficient or above, and end the year with 86.2% proficient or above
 We have a relative weakness in foundational skills for our first graders this school year.

Based on End of Year STAR Data:
 Our 3rd to 4th grade cohort's performance decreased by 4% in literacy and increased by 0.7% in math
 Our 4th to 5th grade cohort's performance increased by 1.4% in literacy and increased by 10.5% in math

The growth of 3rd-5th graders in our STAR Reading and Math measures from Fall to Winter is as follows:
 Reading:
 Our 3rd grade began the year with 72.1% of students proficient or above, and ended the year with 75% of students at or above
 Our 4th grade began the year with 79.9% of students proficient or above, and ended the year with 78.3% of students at or above
 Our 5th grade began the year with 70.1% of students proficient or above, and ended the year with 79.4% of students at or above

Math:
 Our 3rd grade began the year with 63.9% of students proficient or above, and ended the year with 63.3% of students at or above
 Our 4th grade began the year with 69.5% of students proficient or above, and ended the year with 65% of students at or above
 Our 5th grade began the year with 32.8% of students proficient or above, and ended the year with 46.2% of students at or above

Our strategies for math were not as effective as they need to be so that students can make greater gains in mathematics.

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

Berkeley Unified School Districted provided all teachers with a six day Structured Literacy Training based on the Science of Reading. Our core curriculum, Teachers College Reading and Writing Project, was supplemented by evidence based instructional strategies.

We did not have school wide visual art instruction for the 2023-24 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.

Goal 1 strategies changes include:

Baseline data will use the State Benchmark beginning in 2024-25, rather than the District Benchmark that has been used in previous years.

Baseline data in reading will include the DIBELS Oral Reading Fluency (ORF) measure, as it aligns vertically 1st-5th grade

We have relative weakness in our Kindergarten class in foundational literacy skills, and will allocate resources to support next year's first graders in the 2024-25 school year.

Using Prop 28 funds to fund and expand dance offerings at Rosa Parks School

We will not continue with school wide art instruction.

We will implement data based coaching and collaboration in math for 2023-2024.

We will increase the robustness of structured literacy and evidence based Tier 1 instructional practices TK-5th grade.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have students that require Tier 2 and Tier 3 interventions to meet benchmarks in math and literacy.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 SIS Reported Attendance Rates by Student Group (Does not includes tardy/late arrivals or early pick ups from school)	(Does not includes tardy/late arrivals or early pick ups from school) All students~ 95.12% (Black) African-American Students~ 92.38% Latinx (Hispanic)~ 94.25% Asian~ 95.88% Students with Disabilities~ 93.74 Multilingual Learners ~ 95.34	(Does not includes tardy/late arrivals or early pick ups from school) All students~ 96% (Black) African-American Students~ 94% Latinx (Hispanic)~ 95% Asian~ 96% Students with Disabilities~ 95% Multilingual Learners ~ 96%
2023-2024 Rosa Parks FULL DAY Attendance Rates by Student Group (EduClimber) August-April (Includes tardy/late arrivals or early pick ups from school)	Full School Day Attendance Rates (Includes tardy/late arrivals or early pick ups from school) 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%	CDE Dashboard Data for 21-22 Chronic Absenteeism Full School Day Attendance Rates (Includes tardy/late arrivals or early pick ups from school) All students~ 95% (Black) African-American Students~ 90% Latinx (Hispanic)~ 92% Asian 92% Students with Disabilities ~ 92% Multilingual Learners~92%
See Goal #1 Performance Data	See Goal #1 Performance Data	See Goal #1 Performance Data

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Coordinate interventionists and teachers to provide services during and after the school day</p> <ul style="list-style-type: none"> • Utilize Coordination of Services Team (COS) to identify and plan support for students who are performing below benchmark in • Coordinate supports for LEARNS after school academic hour • Kindergarten Instructional Assistants to implement early intervention in reading and math, five days per week, two hours per day • Implement small group Tier 1 interventions in classrooms daily for students performing below benchmark. • Interventionists provide push-in/pull-out for as needed 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 • Coordinate RTI, Literacy, and Math Coach/Interventionist to support Tier 1 and Tier 2 interventions for students below benchmark <p>Expenditures:</p> <p>0.54 FTE Kindergarten Instructional Assistant 25415 funded by PTA 2,940 Extended Learning Tutoring district allocation (Title IV) 0.05 FTE RTI Support \$6,732 funded by BSEP 0.40 FTE RTI funded by LCAP 0.35 FTE RTI Centrally funded BSEP 1,145 After school intervention funded by BSEP 1,269 After school intervention funded by Title 1 2000 After school intervention funded by BSEP Carryover 1000 Teacher hourly for collaboration funded by BSEP</p>	<p>All Students with a focus on:</p> <ul style="list-style-type: none"> African-American Students Latinx (Hispanic) Students Asian Students Multilingual Learners Socially/Economically Disadvantaged Students 	<p>25415 PTA 2102 Classified Monthly</p> <p>2940 District Allocation 1116 Certificated Hourly</p> <p>6732 BSEP 1102 Certificated Monthly</p> <p>5881 BSEP 4380 Other/Reserve</p> <p>1145 BSEP 1116 Certificated Hourly</p> <p>1,269 Title I A - Basic Funding 1116 Certificated Hourly</p> <p>2000 BSEP Carryover 1116 Certificated Hourly</p> <p>2181 Title I A - Basic Funding 4380 Other/Reserve</p> <p>1000 BSEP 1116 Certificated Hourly</p>

	5881 BSEP Unallocated Reserve 2181 Title 1 Unallocated Reserve		
2.2	<p>Reduce chronic absenteeism for all students and noted student groups</p> <p>Engage Rosa Parks community in attendance awareness:</p> <ol style="list-style-type: none"> 1. Engage all stakeholders in ongoing communication around the importance of timely attendance at school 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 <ul style="list-style-type: none"> • ADAC, ELAC, SSC, PTA 4. Continued use of and expansion of student activity groups to encourage attendance through inclusive community building <ul style="list-style-type: none"> • Student Council • Friendship Groups • Alternative recess activities <p>Coordinate existing staff to build relationships and encourage attendance</p> <ul style="list-style-type: none"> • Meet weekly with attendance team to discuss families facing attendance challenges • Meet weekly with COS team to discuss focal students with a focus on attendance patterns and trends • Utilize Office of Family Engagement and Equity to case manage and reach out to families with students struggling with attendance • Work with after school program coordinators, specialists, and IT's communicate and support positive attendance • Coordinate with Office of Family Engagement and Equity to plan attendance incentive events for students/families • Dedicate staff meeting time to review classroom attendance data monthly and plan support as needed <p>Expenditures: \$640 Parent Involvement funded by Title 1 \$2,500 Contract Friendship Groups BSEP \$7,000 Contract Friendship Groups BSEP Carryover</p>	<p>All Students African-American Students Latinx (Hispanic) Students Asian Students Multilingual Learners Socially/Economically Disadvantaged Students</p>	<p>640 Title I A - Basic Funding</p> <p>7000 BSEP Carryover 5800 Contracted Services (inc software subscriptions)</p> <p>2500 BSEP 5800 Contracted Services (inc software subscriptions)</p>
2.3		Multilingual Learners	

	<ul style="list-style-type: none"> • Direct instruction at appropriate ELPAC level • 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. <ul style="list-style-type: none"> • 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 • 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. <p>Expenditures: 0.60 FTE for ELD Teacher funded by district LCAP</p>		
--	---	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies and activities for this goal were implemented to fidelity.
We achieved our goal for our overall attendance to be at least 95% for 2023-2024.
Our overall attendance improved from the 2022-23 school year to the 2023-24 school year by just under 1%. (94.19% to 95.17%)
Our Asian, LatinX, and Multilingual Learner student groups made gains in full day attendance, while our Black/African American student group's full day attendance decreased.
While our Students with Disabilities's attendance did not decrease, the gains were minimal.

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

All strategies were implemented for the 2023-24 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.

We will be funding 2 Kindergarten IA's for the 2024-25 school year instead of 3.

We will be using both the full day attendance and the SIS attendance as baseline metrics for the 2024-25 school year.

We will be incorporating additional 1:1 relationship building strategies to focus on our Black/African American student group, and our Students with Disabilities with our Office of Family Engagement and Equity (OFEE)

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See Goal #2 Attendance Data	See Goal #2 Attendance Data	See Goal #2 Attendance Data
Suspension Data	2023-2024 Number of suspensions: 1	2024-2025 Number of suspensions: Less than 5

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Engage with stakeholder groups to create community Building Events Across the School Year: PTA will host multiple events welcoming all families at Rosa Parks PTA will coordinate with Rosa Parks Coalition for Anti-Racism to continue to grow an inclusive school community Principal and Office of Family Engagement and Equity (OFEE) team member will host morning meet-ups with the principal to foster inclusion and community Coalition for Anti-racism will continue to work with families to address the impact of racism on our community members	All Students African-American Students Latinx (Hispanic) Students Students with Disabilities Multilingual Learners Socially Economically Disadvantaged Students (SED)	7000 BSEP 5800 Contracted Services (inc software subscriptions) 1000 BSEP Carryover

	<p>Office of Family Engagement and Equity (OFEE) will work with PTA and stakeholder groups to grow community affinity groups</p> <p>Expenditures \$7000 Anti-Racist Caregiver Circles funded by BSEP \$1000 Classified Hourly BSEP Carryover</p>		
3.2	<p>Continue to implement Restorative and Culturally Responsive Educational Strategies</p> <p>Strengthen relationships with caregivers via Student Success Team Meetings (SST's) for students who may be struggling academically, behaviorally or social-emotionally.</p> <p>Meet and plan with COS team weekly to discuss ways to support families as needed. Staff will implement culturally responsive and engaging instructional strategies</p> <p>School will provide culturally diverse performances and assemblies</p> <p>Family Engagement staff will coordinate site services to families with a focus on attendance, families with McKinney Vento status, and as needed.</p> <p>Provide additional certificated yard FTE to support conflict resolution and social emotional learning during less supervised times.</p> <p>School Services Assistant (SSA) to provide support for students and caregivers across campus as needed.</p> <p>Continue to implement Restorative and Culturally Responsive Educational Strategies.</p> <p>Implement adopted curriculum addressing SEL and family diversity <ul style="list-style-type: none"> Welcoming Schools, Toolbox </p> <p>28146 0.4 FTE for SSA funded by BSEP 49,090 0.36 FTE Cert. staffing funded by PTA 4,259 Unallocated Reserve PTA</p>	<p>All Students African-American Students Latinx (Hispanic) Students Students with Disabilities Multilingual Learners Socially Economically Disadvantaged Students (SED)</p>	<p>28146 BSEP 2102 Classified Monthly</p> <p>49,090 PTA 1102 Certificated Monthly</p> <p>4,259 PTA 4380 Other/Reserve</p>
3.3	<p>Provide direct support in counseling through our Family Resource Center via contract with Lifelong Medical</p> <p>Connect families with resources to support mental and social emotional health</p> <p>Office of Family Engagement and Equity (OFEE) Lifelong Medical counseling staffing</p>	<p>All identified as needing services as needing added services in mental health and outside resources.</p>	

Expenditures: Contract Lifelong Medical District Funded		
--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All strategies were implemented for the 23-24 school year. We saw increased family participation at community events including:

- Fall Community Meeting
- Black History Month Celebrations
- ELAC Meetings
- Equity Panel

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

None

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.

None

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete the annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Teacher Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	All	0

<p>4.2</p>	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	<p>All</p>	<p>0</p>
<p>4.3</p>	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	<p>All</p>	<p>0</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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

No major differences.

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 will continue to be a priority.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE):	Students Experiencing Homelessness	0

	<p>Site Staff to provide support in three main focal areas:</p> <ol style="list-style-type: none"> 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 		
5.3	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance. On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall we need to prioritize the implementation of this goal.

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

No major differences.

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.

Reaching out earlier to families, especially those that we know have attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$494,086.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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	\$150,150.00
BSEP Carryover	\$90,000.00
District Allocation	\$2,940.00
Other	\$55,501.00
PTA	\$147,782.00
Title I A - Basic Funding	\$47,713.00

Subtotal of state or local funds included for this school: \$494,086.00

Total of federal, state, and/or local funds for this school: \$494,086.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	150,150.00
BSEP Carryover	90,000.00
District Allocation	2,940.00
Other	55,501.00
PTA	147,782.00
Title I A - Basic Funding	47,713.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,473.00
1102 Certificated Monthly	192,859.00
1116 Certificated Hourly	49,704.00
2102 Classified Monthly	95,594.00
4300 Materials and Supplies	88,533.00
4380 Other/Reserve	14,423.00
5800 Contracted Services (inc software subscriptions)	48,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1102 Certificated Monthly	BSEP	89,478.00
1116 Certificated Hourly	BSEP	7,145.00
2102 Classified Monthly	BSEP	28,146.00
4300 Materials and Supplies	BSEP	10,000.00

4380 Other/Reserve	BSEP	5,881.00
5800 Contracted Services (inc software subscriptions)	BSEP	9,500.00
	BSEP Carryover	1,000.00
1116 Certificated Hourly	BSEP Carryover	7,000.00
4300 Materials and Supplies	BSEP Carryover	70,000.00
5800 Contracted Services (inc software subscriptions)	BSEP Carryover	12,000.00
1116 Certificated Hourly	District Allocation	2,940.00
	Other	2,833.00
2102 Classified Monthly	Other	42,033.00
4300 Materials and Supplies	Other	8,533.00
4380 Other/Reserve	Other	2,102.00
1102 Certificated Monthly	PTA	59,758.00
1116 Certificated Hourly	PTA	31,350.00
2102 Classified Monthly	PTA	25,415.00
4380 Other/Reserve	PTA	4,259.00
5800 Contracted Services (inc software subscriptions)	PTA	27,000.00
	Title I A - Basic Funding	640.00
1102 Certificated Monthly	Title I A - Basic Funding	43,623.00
1116 Certificated Hourly	Title I A - Basic Funding	1,269.00
4380 Other/Reserve	Title I A - Basic Funding	2,181.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	345,888.00
Goal 2	58,703.00
Goal 3	89,495.00
Goal 4	0.00
Goal 5	0.00

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
- 0 Secondary Students

Name of Members	Role
Susanne Reed	Principal
Viridiana Castro Silva	Classroom Teacher
Michelle Contreras	Classroom Teacher
Megan Werner	Parent or Community Member
Talia Nagar	Parent or Community Member
Shaifali Prakash	Parent or Community Member
Baron Kwon	Parent or Community Member
Matilde Merello	Other School Staff
Shannon Riehle	Classroom Teacher

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

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 5/13/2024.

Attested:



Principal, Susanne Reed on 5/14/2024



SSC Chairperson, Viridiana Castro Silva on 5/14/2024

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

