# Rosa Parks Environmental Science Magnet

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

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

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Rosa Parks Environmental Science Magnet |
| **Street** | 920 Allston Way, Berkeley CA 94710 |
| **City, State, Zip** | Berkeley, CA 94710 |
| **Phone Number** | (510) 644-8812 |
| **Principal** | Holen Robie |
| **Email Address** | holenrobie@berkeley.net |
| **School Website** | https://www.berkeleyschools.net/schools/elementary-schools/rosa-parks-elementary/ |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 01-61143-6090187 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Berkeley Unified School District |
| **Phone Number** | (510) 644-6150 |
| **Superintendent** | Enikia Ford Morthel |
| **Email Address** | superintendent@berkeley.net |
| **District Website** | www.berkeleyschools.net |

## 2025-26 School Description and Mission Statement

Principal's Message

Welcome to Rosa Parks Elementary School, a vibrant learning community in Berkeley, California. Our campus features colorful, storybook-like buildings arranged around a welcoming central courtyard with a lively playground. This inviting space brings our community together and creates a joyful environment where students feel safe and supported.

This overview highlights our commitment to high-quality, culturally responsive classroom instruction; academic and behavioral interventions that remove barriers to student success; safe, welcoming, and inclusive schools; and strong partnerships among

## 2025-26 School Description and Mission Statement

families, school staff, and partners.

We hope this report offers a clear picture of our work and inspires continued partnership. Together, we are creating a joyful, inclusive environment where every student can reach their highest potential.

Holen Robie
Principal

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 93 |
| **Grade 1** | 65 |
| **Grade 2** | 46 |
| **Grade 3** | 63 |
| **Grade 4** | 62 |
| **Grade 5** | 64 |
| **Total Enrollment** | 393 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47.3 |
| **Male** | 52.4 |
| **Non-Binary** | 0.3 |
| **Asian** | 9.9 |
| **Black or African American** | 8.7 |
| **Filipino** | 0.8 |
| **Hispanic or Latino** | 22.1 |
| **Two or More Races** | 14.8 |
| **White** | 43 |
| **English Learners** | 7.1 |
| **Foster Youth** | 0.3 |
| **Homeless** | 2.3 |
| **Socioeconomically Disadvantaged** | 33.8 |
| **Students with Disabilities** | 10.2 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 23.7 | 100 | 453 | 87.93 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 1.6 | 0.32 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 44.9 | 8.72 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 4.9 | 0.96 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0 | 0 | 10.6 | 2.06 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 23.7 | 100 | 515.2 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 20.3 | 91.07 | 441 | 82.94 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2.9 | 0.56 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2 | 8.93 | 73.3 | 13.8 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 6 | 1.13 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0 | 0 | 8.3 | 1.56 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 22.3 | 100 | 531.7 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 20.9 | 100 | 435.9 | 85.21 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 3.5 | 0.7 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 52.5 | 10.27 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 5.1 | 1.01 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0 | 0 | 14.3 | 2.8 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 20.9 | 100 | 511.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.00 | 2 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 2 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 5.1 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 1.7 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

| | |
|---|---|
| **Year and month in which the data were collected** | August 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Fishtank Learning, Functional Phonics and Morphology (Adopted June 2025) | 0% |
| **Mathematics** | A Story of Units (Eureka Math) Adopted 2013 | 0% |
| **Science** | Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 a look at updating this is being looked at by the district | 0% |
| **History-Social Science** | TCI History Curriculum / 2023-24 | 0% |
| **Foreign Language** | | 0% |
| **Health** | Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017 | 0% |
| **Visual and Performing Arts** | NA | 0% |
| **Science Laboratory Equipment (grades 9-12)** | | 0% |

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

## School Facility Conditions and Planned Improvements

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

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

## School Facility Conditions and Planned Improvements

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

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

Date of Last Inspection: September 5, 2024

| | |
|---|---|
| **Year and month of the most recent FIT report** | 9/2024 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 72 | 74 | 70 | 71 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 70 | 74 | 64 | 66 | 35 | 37 |

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 192 | 190 | 98.96 | 1.04 | 73.68 |
| **Female** | 95 | 94 | 98.95 | 1.05 | 78.72 |
| **Male** | 96 | 95 | 98.96 | 1.04 | 68.42 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 19 | 18 | 94.74 | 5.26 | 83.33 |
| **Black or African American** | 21 | 20 | 95.24 | 4.76 | 35.00 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 45 | 45 | 100.00 | 0.00 | 53.33 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 24 | 24 | 100.00 | 0.00 | 91.67 |
| **White** | 83 | 83 | 100.00 | 0.00 | 86.75 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 69 | 68 | 98.55 | 1.45 | 54.41 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 24 | 24 | 100.00 | 0.00 | 29.17 |

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 192 | 191 | 99.48 | 0.52 | 74.35 |
| **Female** | 95 | 94 | 98.95 | 1.05 | 71.28 |
| **Male** | 96 | 96 | 100.00 | 0.00 | 77.08 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 19 | 19 | 100.00 | 0.00 | 89.47 |
| **Black or African American** | 21 | 20 | 95.24 | 4.76 | 40.00 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 45 | 45 | 100.00 | 0.00 | 60.00 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 24 | 24 | 100.00 | 0.00 | 91.67 |
| **White** | 83 | 83 | 100.00 | 0.00 | 81.93 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 69 | 69 | 100.00 | 0.00 | 55.07 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 24 | 24 | 100.00 | 0.00 | 25.00 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 52.38 | 68.75 | 54.91 | 59.77 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 65 | 64 | 98.46 | 1.54 | 68.75 |
| **Female** | 32 | 31 | 96.88 | 3.12 | 67.74 |
| **Male** | 33 | 33 | 100.00 | 0.00 | 69.70 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 17 | 17 | 100.00 | 0.00 | 47.06 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 28 | 28 | 100.00 | 0.00 | 82.14 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 18 | 18 | 100.00 | 0.00 | 38.89 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

# B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 5** | 89% | 97% | 92% | 94% | 98% |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Berkeley Unified School District and Rosa Parks Elementary School commit to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our school welcomes families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from the school office staff. Families are invited to attend a wide range of special events throughout the year including Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones.

We believe families should be partners in student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. For more information on family engagement opportunities and resources please contact: Nabatah Ahmed, Family Engagement & Equity Specialist, or Holen Robie, Principal.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 408 | 401 | 42 | 10.5 |
| **Female** | 193 | 191 | 23 | 12.0 |
| **Male** | 214 | 209 | 19 | 9.1 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 40 | 40 | 6 | 15.0 |
| **Black or African American** | 37 | 35 | 9 | 25.7 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 90 | 89 | 18 | 20.2 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 62 | 61 | 5 | 8.2 |
| **White** | 172 | 170 | 3 | 1.8 |
| **English Learners** | 37 | 36 | 11 | 30.6 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 12 | 11 | 7 | 63.6 |
| **Socioeconomically Disadvantaged** | 149 | 147 | 31 | 21.1 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 48 | 48 | 10 | 20.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.26 | 0.98 | 1.83 | 1.77 | 1.59 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.03 | 0.03 | 0.01 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.98 | 0.00 |
| **Female** | 0.52 | 0.00 |
| **Male** | 1.40 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 2.22 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 1.16 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 8.33 | 0.00 |
| **Socioeconomically Disadvantaged** | 1.34 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 4.17 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Rosa Parks Elementary School includes classrooms, a library, and playground areas. The facility strongly supports teaching and learning through its ample classroom and playground space. The safety of students and staff is a primary concern at Rosa Parks Elementary School. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before and after school, staff members, administrators, and school campus aides supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least once a year.

Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan is updated and approved in February, 2026.

# D. Other SARC Information

## Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 22 | 1 | 2 | 0 |
| **1** | 19 | 9 | 0 | 0 |
| **2** | 20 | 9 | 0 | 0 |
| **3** | 20 | 11 | 0 | 1 |
| **4** | 16 | 8 | 4 | 0 |
| **5** | 15 | 9 | 3 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 20 | 2 | 1 | 0 |
| **1** | 21 | 1 | 1 | 0 |
| **2** | 19 | 3 | 0 | 0 |
| **3** | 21 | 0 | 3 | 0 |
| **4** | 20 | 2 | 1 | 0 |
| **5** | 23 | 0 | 3 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 18 | 3 | | |
| **1** | 22 | | 3 | |
| **2** | 23 | | 2 | |
| **3** | 21 | 1 | 2 | |
| **4** | 21 | 1 | 2 | |
| **5** | 21 | | 3 | |

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 14,385.35 | 2,705.13 | 11,680.22 | 105,596.62 |
| **District** | N/A | N/A | 16,888.99 | 105,065.78 |
| **Percent Difference - School Site and District** | N/A | N/A | -28.7 | 0.5 |
| **State** | N/A | N/A | $11,146 | $100,065 |
| **Percent Difference - School Site and State** | N/A | N/A | 4.7 | 5.4 |

## Fiscal Year 2024-25 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the opportunity gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $55,326 | $62,145 |
| **Mid-Range Teacher Salary** | $95,460 | $97,088 |
| **Highest Teacher Salary** | $116,849 | $120,436 |
| **Average Principal Salary (Elementary)** | $147,402 | $151,343 |
| **Average Principal Salary (Middle)** | $155,003 | $159,514 |
| **Average Principal Salary (High)** | $190,747 | $177,261 |
| **Superintendent Salary** | $280,000 | $294,805 |
| **Percent of Budget for Teacher Salaries** | 31.42% | 29.95% |
| **Percent of Budget for Administrative Salaries** | 6.77% | 5.4% |

## Professional Development

During the 2025–26 school year, Berkeley Unified School District (BUSD) provided professional development at each school site with a strong focus on improving literacy outcomes for all students. Professional learning emphasized effective language and literacy instruction aligned to district priorities and the goal of ensuring students are on track for grade-level literacy by grade three.

At the elementary level, professional development supported the implementation of adopted English Language Arts instructional materials, with a focus on evidence-based literacy practices, instructional coherence, and meeting the needs of diverse learners. Teachers engaged in site-based professional learning and collaborative planning to strengthen foundational literacy skills, reading comprehension, and writing instruction.

At the secondary level, professional development emphasized integrated English Language Development (ELD) practices across content areas to support multilingual learners' language development and access to grade-level academic content. Teachers collaborated to strengthen instructional strategies that support language development, academic discourse, and literacy across disciplines.

Throughout the school year, educators participated in ongoing, job-embedded professional learning through collaboration, coaching, and alignment to School Plan for Student Achievement (SPSA) goals and district priorities. School leadership teams monitored the effectiveness of professional development using educator feedback and student learning data to support continuous improvement in literacy outcomes.

On October 6, 2025 and January 26, 2026 all TK-8 staff (certificated and classified) participated in a districtwide professional development day. For K-5 teachers, the focus was on implementing the new literacy curriculum. Throughout the year, elementary schools continue to engage in sustained professional development centered on the implementation of our literacy diagnostic plan.

To further support instructional growth, every TK-8 site has dedicated Literacy Coaches, Equity Leads, and Math Teacher Leaders. These professionals provide job-embedded support by co-teaching, facilitating reflective practices, and offering targeted professional development during staff meetings.

New teachers benefit from a comprehensive and rigorous District Teacher Induction Program. Teacher-initiated professional development is also encouraged and funded through both district and site-level allocations to ensure staff have access to relevant and meaningful learning opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

## Professional Development

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |