

# Rosa Parks Elementary

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Rosa Parks Elementary
<b>Street</b>	13830 Whispering Hills Dr.
<b>City, State, Zip</b>	Corona, CA 92880
<b>Phone Number</b>	(951) 736-7305
<b>Principal</b>	Kelly Williams
<b>Email Address</b>	kelly.williams@cnusd.k12.ca.us
<b>School Website</b>	<a href="https://parks.cnusd.k12.ca.us/">https://parks.cnusd.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	33670330113654

## 2023-24 District Contact Information

<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Samuel Buenrostro, Ed.D.
<b>Email Address</b>	Sbuenrostro@cnusd.k12.ca.us
<b>District Website</b>	<a href="http://www.cnusd.k12.ca.us">www.cnusd.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

Rosa Parks Elementary School is a TK – 6 school on a multi-track, year-round calendar, located in the city of Eastvale. The school currently serves 970 students and has 73 certificated and classified staff members. Rosa Parks has a very diverse population with various ethnicities represented. We are on a year round calendar, where every month one track goes on vacation and another transitions back in. When you look at Rosa Parks as a whole you see a large school that is constantly changing due to a year round calendar, however our multiple tracks allow students and their families to move up in grade level through the same track and the same group of teachers facilitating the creation of smaller learning communities where students, parents, and teachers get to know each other well. We also are home to the Mandarin Dual Immersion Classroom starting with two Kindergarten classrooms in the 23-24 school year.

When you walk on campus you immediately feel welcomed and know this is a school where students come first. Our teachers work hard to build relationships by getting to know students, their interests, and their stories. They work diligently with their teams to collaborate on how to best support students and help them find success both academically and personally. Weekly grade level meetings take place and allow staff to monitor student data, plan first best instruction, group students, and provide targeted support.

Our school vision is; to inspire and prepare a community that positively impacts the world. We do this by having high expectations of all members of our community and committing to; having positive interactions with one another, celebrating and acknowledging each other, showing our school pride, and setting goals.

At Rosa Parks we; Challenge, Collaborate, Celebrate! This is evidenced by the high expectations we have of students, staff, and community, our commitment to collaboration, and the celebration of each other.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	168
Grade 1	113
Grade 2	101
Grade 3	128
Grade 4	139
Grade 5	145
Grade 6	170
Total Enrollment	964

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	0.8%
Asian	22.1%
Black or African American	8.6%
Filipino	4.5%
Hispanic or Latino	42.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	3.5%
White	16.2%
English Learners	13.9%
Foster Youth	0.7%
Homeless	0.3%
Socioeconomically Disadvantaged	65.5%
Students with Disabilities	10.7%

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	50.20	100.00	1981.00	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	15.10	0.71	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	37.80	1.77	12115.80	4.41
<b>Unknown</b>	0.00	0.00	99.70	4.67	18854.30	6.86
<b>Total Teaching Positions</b>	50.20	100.00	2133.70	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.00	100.00	1991.10	92.84	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.04	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	15.50	0.73	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	43.40	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	93.50	4.36	15831.90	5.67
<b>Total Teaching Positions</b>	40.00	100.00	2144.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 5, 2023, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 37 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

8/16/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade: TK Three Cheers for TK , Savvas (2022) Supplement: Haggerty Phonemic Awareness Pre-K TE (2023)</p> <p>Grade: K Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Kindergarten TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 1 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 2 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017,</p>	Yes	0%

	<p>(Benchmark Education Co)</p> <p>Grade: 3 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary Extension TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 4 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 5 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 6 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p>		
<b>Mathematics</b>	<p>Grade: K Illustrative Math, 2022 (Imagine Learning Classroom) Supplement: Number Corners; Hand 2 Mind Center kits</p> <p>Grade: 1 Illustrative Math, 2022 (Illustrative Math)</p> <p>Grade: 2 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 3 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 4 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 5 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 6 Reveal Math Middle School Course 1, 2020 (McGraw Hill) Supplement: ALEKS 6-12 Digital License</p>	Yes	0%
<b>Science</b>	<p>Grade: K California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 1</p>	Yes	0%

	<p>California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 2 Harcourt Science (Harcourt Brace) Supplement: Mystery Science</p> <p>Grade: 3 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 4 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 5 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 6 Focus on Earth Science, 2008 (McGraw-Hill) Supplement: Science Weekly</p>		
<b>History-Social Science</b>	<p>Grade: K Reflections – Our World, Now and Long Ago 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 1 Reflections – A Child's View 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 2 Reflections – People We Know 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 3 Reflections – Our Communities 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 4 Reflections – A Changing State 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 5 Reflections – Making a New Nation 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 6 Reflections – Ancient Civilizations 2006 (Harcourt) Supplement: Studies Weekly</p>	Yes	0%



## School Facility Conditions and Planned Improvements

The district's maintenance department inspects Rosa Parks Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Corona Norco Unified School District uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The following school improvements and/or bond projects completed in 2022-2023:

- Playgrounds - repairs/replacement

The most recent school inspection took place on 4/17/2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

4/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			RM C 4: 4. WATER STAIN CEILING TILE RM C 8: 4. WATER STAIN IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			RM P C 19: 11. PAINT IS CHIPPING ON WINDOW COVER RM P C 22: 11. PAINT IS CHIPPING ON DOOR FRAME RM P C 23: 11. PAINT IS CHIPPING ON EAVE 12. DRY ROT ON EAVE RM P C 25: 11. PAINT IS CHIPPING ON RAILING
<b>Structural:</b> Structural Damage, Roofs	X			PLAYGROUND: 12. TRIP HAZARD (SEE PIC) RM P C 20: 12. DRY ROT ON EAVE 15. WINDOW SCREEN MISSING RM P C 23: 11. PAINT IS CHIPPING ON EAVE 12. DRY ROT ON EAVE RM P C 24: 12. DRY ROT ON EAVE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM P C 20: 12. DRY ROT ON EAVE 15. WINDOW SCREEN MISSING

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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	60	55	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	53	53	38	39	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	585	578	98.80	1.20	60.21
<b>Female</b>	291	288	98.97	1.03	65.28
<b>Male</b>	294	290	98.64	1.36	55.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	122	120	98.36	1.64	75.00
<b>Black or African American</b>	59	58	98.31	1.69	53.45
<b>Filipino</b>	30	30	100.00	0.00	76.67
<b>Hispanic or Latino</b>	260	257	98.85	1.15	52.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	73.68
<b>White</b>	91	90	98.90	1.10	57.78
<b>English Learners</b>	47	45	95.74	4.26	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	382	376	98.43	1.57	54.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	26.56

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	585	580	99.15	0.85	52.76
<b>Female</b>	291	288	98.97	1.03	52.08
<b>Male</b>	294	292	99.32	0.68	53.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	122	120	98.36	1.64	75.83
<b>Black or African American</b>	59	58	98.31	1.69	31.03
<b>Filipino</b>	30	30	100.00	0.00	76.67
<b>Hispanic or Latino</b>	260	258	99.23	0.77	43.02
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	73.68
<b>White</b>	91	91	100.00	0.00	53.85
<b>English Learners</b>	47	45	95.74	4.26	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	382	378	98.95	1.05	46.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	63	96.92	3.08	19.05

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	38.46	38.36	32.51	33.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	150	146	97.33	2.67	38.36
<b>Female</b>	83	81	97.59	2.41	39.51
<b>Male</b>	67	65	97.01	2.99	36.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	27	26	96.30	3.70	53.85
<b>Black or African American</b>	20	19	95.00	5.00	31.58
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	72	98.63	1.37	27.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	50.00
<b>English Learners</b>	17	16	94.12	5.88	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	104	100	96.15	3.85	33.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	94.74	5.26	16.67

**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.

2022-23 California Physical Fitness Test Results					
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 during 2021-22 and 2022-23 school years, only participation results are required 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	99%	100%	100%	100%	100%

**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.

2023-24 Opportunities for Parental Involvement
Parents at Rosa Parks are involved in a number of ways. Parents volunteer on a regular basis in our classrooms and many are involved in the PTA. There are five parent representatives on our School Site Council, with those parents participating in the development of the School Plan. Parents of English Learners are invited to participate in our English Language Advisory Council where we meet to inform as well as discuss the instructional program provided for the students that are English Learners.
Additional opportunities for involvement include the following:
Chaperones for fieldtrips Classroom Helper (ongoing) Holiday Boutique Classroom special events Reading with Students
Committees
English Learner Advisory Council Parent Teacher Association School Site Council
School Activities
100 Mile Back to School Night Fall Festival Family Nights

## 2023-24 Opportunities for Parental Involvement

Open House  
Science Night  
Art Walk  
Parent Information Nights  
Parent Walk-Through  
Mother/Daughter Events  
Father/Son Events  
Grandparents Day  
GATE Night  
Book Fair  
Muffins with Mom  
Donuts with Dad  
Coffee with the Principal

Rosa Parks' PTA has provided the school with many opportunities for students and parents to participate in various events. PTA sponsored events include Grandparent's Day, Science Night, Mother-Son Dance, Father- Daughter Dance, Fall Festival, Imagination Machine, Christmas Boutique, Father- Son night, book fair, and the Mother- Daughter night. In addition, all students have the opportunity to participate in programs such as; Art Smarts, Chess Masters, Chinese classes, music. Finally, our GATE students are involved in courses that help teach students financial planning, art, STEM, and photo editing.

Parents stay informed on upcoming events and school activities through email, DOJO, school newsletters, the school website, and Sunday Call with the happening for each week.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1035	1008	277	27.5
Female	503	489	118	24.1
Male	532	519	159	30.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	1	14.3
Asian	232	230	34	14.8
Black or African American	101	93	31	33.3
Filipino	44	44	8	18.2
Hispanic or Latino	436	426	157	36.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	34	6	17.6
White	165	159	37	23.3
English Learners	152	149	40	26.8
Foster Youth	8	7	1	14.3
Homeless	5	3	2	66.7
Socioeconomically Disadvantaged	693	681	209	30.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	141	57	40.4

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.91	2.22	0.14	3.31	4.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.17	0.15	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22	0
Female	0.4	0
Male	3.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.29	0
Black or African American	4.95	0
Filipino	0	0
Hispanic or Latino	2.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.03	0
English Learners	1.32	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.23	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Rosa Parks Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 21, 2023.

## 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	6	2	
1	19	3	4	
2	23	3	4	1
3	23	4	2	1
4	23		7	
5	27		7	
6	26		7	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	3	3	
1	22		5	
2	26		5	
3	36		4	1
4	27		5	
5	32		4	
6	31		6	

## 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	24	0	7	0
1	23	0	5	0
2	20	3	2	0
3	31	0	4	1
4	28	0	5	0
5	29	0	5	0
6	34	0	0	5
Other	0	0	0	0

## 2022-23 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

## 2022-23 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.

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 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	6,579	533	6,573	107,228
District	N/A	N/A	8,495	\$106,121
Percent Difference - School Site and District	N/A	N/A	-35.0	3.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-21.7	22.7

## Fiscal Year 2022-23 Types of Services Funded

In addition to receiving funding from local, state, and federal sources for special education and the base educational program, this school received various supplementary state and federal funds during the 2022-23 academic year. These funds include:

- State Local Control Funding Formula Supplemental & Concentration Grants, which aim to enhance services for students from low-income backgrounds, English learners, and foster youth.
- Title I funds.

Detailed information pertaining to the allocation of these funds and the corresponding services and initiatives can be found in the School Plan for Student Achievement and the District Local Control Accountability Plan.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$66,699	\$55,550
Mid-Range Teacher Salary	\$90,347	\$80,703
Highest Teacher Salary	\$124,697	\$109,418
Average Principal Salary (Elementary)	\$138,115	\$137,703
Average Principal Salary (Middle)	\$143,108	\$143,760
Average Principal Salary (High)	\$150,351	\$159,021
Superintendent Salary	\$320,309	\$319,443
Percent of Budget for Teacher Salaries	37.85%	30.35%
Percent of Budget for Administrative Salaries	4.79%	4.87%

## Professional Development

All training and curriculum development activities at Rosa Parks Elementary School revolve around the California State Standards. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Rosa Parks Elementary School supports ongoing professional growth throughout the year. Teachers meet with department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Rosa Parks Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides and paraeducators are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Learning is aligned to the CNUSD Strategic Plan and must have an area of focus in order to be financially supported at the district level. Academic Excellence, Student Well-Being, Equity, and Effective Governance are the four target areas of the Strategic Plan.

1. In 2021-2022, CNUSD had 272 professional learning titles with 737 sessions lasting from 1- 8 hours. CNUSD logged 11,718 staff members attending sessions throughout the year.

## Professional Development

In 2022-2023, CNUSD had 265 professional learning titles with 671 sessions ranging from 1- 8 hours, depending on the training and the setting. CNUSD logged 11,512 staff members attending sessions throughout the year.

For 2023-2024, CNUSD plans 315 professional learning sessions ranging from 1-8 hours for certificated and classified. This includes several training sessions accessed by every educator during teacher training days.

2. Districtwide staff development topics - The focus for professional learning has been first best instruction, family and school partnerships, positive school environment and systems leadership and collaboration.

2021-2022 Additional Topics included:

- Curriculum: Curriculum planning based on priorities in all content areas, Utilizing Read 180, Studies Weekly implementation training RAZ Kids implementation, envision 2020 math materials update, HMH Math 180 program, K-8 Math adoptions, 9-12 Science Adoptions, Science of Reading strands, CTE, Number Corners,
- Social Emotional Learning: Restorative Practices, Building Belonging, Community Circles Capturing Kids Hearts program, Science of Forgiveness, SEL as the Onramp for Academic Success, Mental Health for Paras, Better Together - SEL and Academics; BREATHE training for Classified staff, Thrive Youniversity SEL training, MTSS Reboot, Tier II Refresh,
- Technology Tools: Google (Classroom, Slides, Docs, Forms), Discovery Education tools, Device Management for successful 1:1 implementation, NearPod tools, Screencastify: Amplifying and Celebrating Student Expression, Canvas, Google Suite,
- DLI/EL Strategies: Mandarin planning and collaboration, STEMScopes for DLI teachers, EL Contact meetings/trainings, Ellevation program, Integrated and Designated EL Strategies, ELPAC Administration and Scoring, DLI planning and collaboration,
- Special Education: Steps to Advance implementation, Orton-Gillingham strategies, Communication Severity Scales with Speech Language Pathologists, Identifying Students At-Risk for Reading Difficulty, Introduction to Autism for General Education Staff, CPI training, Dyslexia, Inclusion,
- Assessment: : Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Management/District Procedures: Attendance Reports, Truancy Training, Cognitive Coaching, Restorative Practices,
- Extended Learning: Summer Boost training
- Health and Wellness: Fentanyl Education

2022-2023 Additional Topics Included:

- Curriculum: Science of Reading Word Recognition Strands and Small Group Instruction, Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Adoption, 7-12 History Social Science Textbook Adoption, 9-12 Elective Science Textbook Adoption; Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA),
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Reboot
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance,
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

2023-2024 Additional Topics Include:

- Curriculum: Science of Reading Language Strands, TK-2 Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Implementation, 7-12 History Social Science Implementation, Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA), ALEKS for math Intervention, Benchmark Phonics K-5, Read 180 for Secondary Intervention
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Support
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,

Professional Development

- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support, Biliteracy Instructional Framework
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications, Science of Reading in SPED
- Leadership: Cognitive Coaching, Teacher on Special Assignment / Program Specialist Seminar, Communications for Leaders,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance, Active Shooter (Safety).
- CNUSD System-Wide Expectations: Professional Learning Communities (PLC)
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

3. Supplementary instruction provided - classroom coaching and modeled lessons, collaborative sessions with individual teacher and/or grade levels, instructional support website with resources and aids, office hours for teachers to pop in for quick questions, curriculum units created for remote students or students out for quarantine, and staff meeting facilitation guides and training tools provided to site administration.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	63	57	