Rosa Parks K-8 School

2250 68th Avenue • Sacramento, CA 95822 • 916.395.5327 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Sacramento City Unified School District
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Vacant
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Mission:

Rosa Parks, a community of resilient individuals equipped with the knowledge and skills to create pathways to opportunities in life.

Mission:

In order to bring our vision into reality we will…

- Provide a high level of academic rigor in a 21st century classroom to prepare students for the conceptual/digital age through standard-based lessons, pacing, and assessments
- Engage students through projects, problems, solution-based curriculum delivery and task implementation
- Implementation of Common Core State Standards
- Increase teacher and staff instructional proficiency through the data inquiry process and consistent modeling and assessment of needs
- Provide opportunities for students to learn and demonstrate leadership characteristics
- Create community partnerships through increasing the involvement and resources of our Parent Resource Center, Student Support Center and Counseling/Mentoring organizations

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	48
Grade 2	42
Grade 3	48
Grade 4	45
Grade 5	51
Grade 6	54
Grade 7	246
Grade 8	241
Total Enrollment	814

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	22.5
American Indian or Alaska Native	1
Asian	19.5
Filipino	2.9
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	5.9
White	2.7
Two or More Races	3.9
Socioeconomically Disadvantaged	94.8
English Learners	27.1
Students with Disabilities	16.2
Foster Youth	1.4
Homeless	0.9

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

Teacher Credentials for Rosa Parks K-8 School	17-18	18-19	19-20
With Full Credential	29	42	37
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sacramento City	17-18	18-19	19-20
With Full Credential	♦	♦	1897
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rosa Parks K-8 School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	6

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: February, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance - 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th - 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill - 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill - 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosa Parks K-8 School, built in 1960, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 9/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	15	18	40	43	50	50
Math	10	11	32	32	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.7	15.4	
7	9.1	13.6	9.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	677	660	97.49	18.03
Male	344	335	97.38	12.24
Female	333	325	97.60	24.00
Black or African American	158	155	98.10	11.61
American Indian or Alaska Native	--	--	--	--
Asian	138	135	97.83	34.81
Filipino	15	15	100.00	20.00
Hispanic or Latino	282	274	97.16	13.50
Native Hawaiian or Pacific Islander	42	41	97.62	12.20
White	17	17	100.00	17.65
Two or More Races	19	18	94.74	22.22
Socioeconomically Disadvantaged	635	620	97.64	17.58
English Learners	244	238	97.54	15.55
Students with Disabilities	115	114	99.13	1.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	679	665	97.94	11.13
Male	345	337	97.68	10.39
Female	334	328	98.20	11.89
Black or African American	158	156	98.73	4.49
American Indian or Alaska Native	--	--	--	--
Asian	138	135	97.83	22.22
Filipino	15	15	100.00	26.67
Hispanic or Latino	284	278	97.89	8.27
Native Hawaiian or Pacific Islander	42	41	97.62	12.20
White	17	17	100.00	5.88
Two or More Races	19	18	94.74	16.67
Socioeconomically Disadvantaged	637	625	98.12	11.04
English Learners	245	243	99.18	8.64
Students with Disabilities	115	114	99.13	1.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Rosa Parks Middle School parents gather to ask questions, discuss ideas, and help shape the school's direction through their involvement with the School Site Council. The Parent Teacher Organization, English Language Advisory Council, and parent volunteers help carry out the school's mission. Home Visits are an additional opportunity for families to provide their voice.

Every sports season, parents congregate with the teachers and administrators to applaud the efforts of our student-athletes. During the year, families enjoy watching their students perform during events. Family Nights and other celebrations offer opportunities to gather. Back to School Night, Open House and Parent Days provide an opportunity for parents to visit our campus to meet with their child's teachers and learn about services that we are able to provide. Academic Accomplishment Ceremonies that recognize student achievement, and promotion celebrations afford staff and students an opportunity to celebrate academic achievement together.

Daily, parents are able to call to meet with administrators, teachers, counselors, the Student Support Center, or other available staff. Teachers are encouraged to develop positive relationships with parents through ongoing communication. Parents may also be contacted if their child receives a referral or detention. Routinely, parents help prepare for special events. We offer a Parent's Center on campus. This parent center provides parents with access to resources and services, while providing a means for becoming more involved in campus life. Parents are an integral part of the Rosa Parks academic community and the middle-school experience. Parent Workshops, Testing /Informational Workshops are available to parents as well. We encourage and create opportunities for the engagement of all of our families in the education and success of our students.

For more information, contact the school at (916) 395-5327.

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.

School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan (CSSP) 2019-2020

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2019 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.
Section 1 .....Crisis Communication Flow Chart
Section 2.....Site Level Emergency Procedures
a) Lockdown Response
b) Fire
c) Bomb Threat, ATF Bomb Threat Checklist
d) Active Shooter
e) Chemical Accident
f) Severe Weather/Loss of Power (City of Sacramento)
Section 3.....Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities
Section 4..... Site Level Use of schools as a Community Shelter
Section 5..... District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents
b) Mandated Child Abuse Reporting
c) Suicide Risk Assessment Procedures
d) Mental Health Crisis Response Procedure
e) Missing Student Protocol
Section 6.....Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students
b) Report of Suspected Bullying Page 1
c) Report of Suspected Bullying Page 2
d) Guidance for Action Plan
e) Student Safety Plan
Section 7..... Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....Wellness Plan
a) BP 5030 Student Wellness
Section 9..... District Handbook
Section 10..... Component I: Social Climate
..... Component II: Physical Climate/Campus
Section 11.....Site Level Incident Command System (ICS) Roles and Team
Section 12.....Site Level Communication Procedures
a) Emergency Phone Tree
Section 13..... Before and After School Programs
..... Coordinators/Contact Numbers
..... Days/Hours of Operation on Campus
Section 14..... Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....Site Level Family Reunification Plans
a) Reunification Logs
Section 16..... *Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs
Section 17.....School Site Safety Committee Member List and Approval of CSSP
Section 18..... Staff/School Handbook
Section 19..... Site Map (Please Label All Rooms)
Section 20..... OPTIONAL – Additional Site Specific Safety Information

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.2	16.2	16.1
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.2	5.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1356.7

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.7
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		24		4		20	4		
1	24		2		24		2		24		2	
2	24		2		24		2		21	1	1	
3	24		2		23		2		24		2	
4	33			1	32		1		22		2	
5	33		1	1	33			2	32		1	
6	99	1	1	2	97	1	2	1	92	1		3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional leaning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Relevant Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,673	$48,612
Mid-Range Teacher Salary	$60,025	$74,676
Highest Teacher Salary	$98,512	$99,791
Average Principal Salary (ES)	$120,748	$125,830
Average Principal Salary (MS)	$127,364	$131,167
Average Principal Salary (HS)	$139,247	$144,822
Superintendent Salary	$295,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,660	$2,434	$6,226	$72,440
District	N/A	N/A	$6,048	$73,236.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.7	-1.4
School Site/ State	-13.1	-13.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Rosa Parks K-8 School and district supplemental programs and services include:

- Class Size Reduction
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services (Student Support Center)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services

Please check with your student's school to receive information regarding specific services.

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).

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.