

# The Single Plan for Student Achievement

**School:** Rosa Parks K-8 School  
**CDS Code:** 34-67439-6059299  
**District:** Sacramento City Unified School District  
**Principal:** Robert Sullivan  
**Revision Date:**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Robert Sullivan  
**Position:** Principal  
**Phone Number:** (916) 395-5327  
**Address:** 2250 68th Ave.  
Sacramento, CA 95822  
**E-mail Address:** SullivaR@scusd.edu



**The District Governing Board approved this revision of the SPSA on .**

## Sacramento City Unified School District

### School Description and Mission Statement (most recent year)

#### Vision:

At Rosa Parks K-8 School, our vision is to build a safe and collaborative learning community. We strive to help students become independent problem solver that respect themselves and the community around them.

#### 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
- Early Implementation of Common Core in English Language Arts and Mathematics as a model for other departments
- Increase teacher and staff instructional proficiency through the data inquiry process and consistent modeling and assessment of needs
- Provide leadership classes and/or student government for high potential students and a variety of clubs for diverse learning modalities
- Create community partnerships through increasing the involvement and resources of our Parent Resource Center, Student Support Center and Counseling/Mentoring organizations

## School and Student Performance Data

### Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	692	658	658
African American	648		
American Indian			
Asian	748		
Filipino			
Hispanic	661		
Pacific Islander	739		
White	688		
Socioecon Disadvantaged	692		
English Learners	653		
Students w/ Disabilities	572		

\*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

### 2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	7	1	7	12	86	14
<b>1</b>			3	19	9	56	2	13	2	13	16
<b>2</b>			5	22	6	26	9	39	3	13	23
<b>3</b>			2	20	4	40	2	20	2	20	10
<b>4</b>	2	7	5	19	10	37	8	30	2	7	27
<b>5</b>	1	5	7	32	11	50	1	5	2	9	22
<b>6</b>			4	21	7	37	2	11	6	32	19
<b>7</b>	3	5	18	28	21	32	14	22	9	14	65
<b>8</b>			19	40	13	27	10	21	6	13	48
<b>Total</b>	6	2	63	26	82	34	49	20	44	18	244

## School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

### Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>56%</b>	<b>20.1%</b>	<b>45.1%</b>	<b>78.0%</b>	<b>78.2%</b>
# Annual Testers	155	155	155	155	155
% w/ Prior-Year Data	95.5%			95.5%	95.5%
# in Cohort	148	25	137		
# Met AMAO	102	--	71		
% Met AMAO	68.9%	--	51.8%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>57.5%</b>	<b>21.4%</b>	<b>47.0%</b>	<b>89.0%</b>	<b>89.1%</b>
# Annual Testers	137	137	137	137	137
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	137	14	130		
# Met AMAO	83	--	61		
% Met AMAO	60.6%	--	46.9%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>59.0%</b>	<b>22.8%</b>	<b>49.0%</b>	<b>100%</b>	<b>100%</b>
# Annual Testers	205	205	205	205	205
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	205	99	138		
# Met AMAO	103	18	43		
% Met AMAO	50.2%	18.2%	31.2%		

\*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

## School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	692		653		692			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 <sup>th</sup> grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		13.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.72%							



Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	5.1							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			24.7%					
	API	Maintain: ALL, EL, SES until API is revised	692		653		692			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

**For Schools in Program Improvement:**

What are the specific issues that caused the school to be identified in Program Improvement?

## District LCAP Goals and Actions

**Goal 1: Increase percent of students who are on track to graduate college and career ready.**

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

**Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.**

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

**Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.**

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

**2014-15 Allocations of Funds**

**Allocations of Funds**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Allocation	173,487	173,487.00
LCFF LEP	57,448	57,448.00
LCFF F/R	222,380	76,583.00
Title I: Assistance to Schools (Priority Schools)	612,006	214,816.00

**Planned Improvements in Student Performance**

**School Goal #1**

<b>District/LCAP GOAL:</b>
<b>SCHOOL GOAL #1:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<b>Parent Engagement Activities Related to this Goal:</b>
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Two (2) Site Instructional Coordinators (SIC)	Site Instruction Coordinator	Two (2) Site Instruction Coordinators	Title I: Assistance to Schools (Priority Schools)	217,683	All	Int. 1 By January: Identify the English Language Arts and Math Learner Center Problems and Problems of Practice Data inquiry process will be used to analyze these results in Science and History. CC Tasks  Int 2 By March: Math and English Language Arts will create an action plan after discussing the Learner Center Problem and Problems of Practice. Data Inquiry.  End: By June: Instructional priorities will be identified for 2016/2017 and SPSA will be modified accordingly.
			LCFF F/R	48,480		
Implement Data Inquiry Cycle		History and Science Teachers and SICs	Title I: Assistance to Schools (Priority Schools)	19,356		
History/Science CC task creation			LCFF F/R	97,317		
Two (2) Assistant Principals		Assitant Principal	Title I: Assistance to Schools (Priority Schools)	140,635		
Other: Prin & AP Differential		Differential	Title I: Assistance to Schools (Priority Schools)	19,516		
Implementation of common core standards	ELA Team and					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
(ELA, Math, Science, and History) Purchase of classroom materials, projectors, electronics College Readiness Program  Continue funding the bilingual teacher and assistant (bilingual tutoring) EL Supplies and in class materials	Math, Science, History				
Creation of project based curriculum Common task/project creation for individual departments Project based materials	All departments and administration				





Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
classroom. Supplies needed for this PD.  Additional Bilingual Assistant time  City Year Intensive Tutoring  .1 School Nurse					
Music and Literacy Integration at the Middle Level: <ul style="list-style-type: none"> <li>• Integrate the Common Core State Standards for Literacy in Technical Subjects (Music)</li> <li>• Engage students with reading a variety of complex texts related to music.</li> <li>• Respond to music orally and in writing</li> <li>• Develop integrated lessons and units of study with ELA colleagues</li> </ul>	Music Teacher				
Implement expanded learning intervention program for students for students scoring Far Below and Below Basic as indicated on their progress and/or report cards. <ul style="list-style-type: none"> <li>• Determine the number and length of intervention sessions based on</li> </ul>					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>number of students, available staff and funding.</p> <ul style="list-style-type: none"> <li>• Determine supervision, staffing, schedule, and location of intervention sessions.</li> <li>• Determine intervention instructional materials and assessment tool based on student academic needs.</li> <li>• Determine if additional students identified through local assessment can be placed in the intervention program.</li> </ul>					

**Planned Improvements in Student Performance**

**School Goal #2**

<b>District/LCAP GOAL:</b>
<b>SCHOOL GOAL #2:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<b>Parent Engagement Activities Related to this Goal:</b>
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Leadership first period for high potential students</p> <p>Home visit Review</p> <p>Students Government for school leaders</p> <p>Student Support Center (SSC) formerly known as Youth and Family Resource Center (YFRC), a Student Outreach Center</p> <p>Parent Involvement Committee needs and activities</p>					
<p>Positive incentive program established so students can buy supplies and prizes at the student store with pride bucks.</p> <p>Increased Supervision before and after school</p> <p>Schoolwide tardy procedure and detention/and reflection policy created and implemented</p>					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Establish common mission, vision, and expectations					
Classroom Management Professional Development  Youth and Family Resource Center Lead  .4 Counselor  Response to Intervention adoption and modification for Rosa Parks					
Clubs established: Art Yearbook Gay Straight Alliance Club Hmong Circle of Friends Boxing  Target Excellence after school program: Tutoring Robotics Cheerleading DJ apprenticeship Break dancing  Marquee for current events at Rosa Parks					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Fundraisers for student needs					
Promotional i Movies Rosa Parks Student Government					
SSC (formerly known as YFRC)					
The Arts					

## Planned Improvements in Student Performance

### School Goal #3

<b>District/LCAP GOAL:</b>
<b>SCHOOL GOAL #3:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<b>Parent Engagement Activities Related to this Goal:</b>
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Evaluations of all teachers and staff with odd SS#'s</p> <p>Consistent Walk-throughs to assess PD needs</p>					
<p>Professional Development opportunities from district and site</p> <p>District Math Training Specialist and Language Arts Training Specialist</p> <p>Instructional and content support for math department</p> <p>Modeling and coplan/coteach opportunities</p>					





**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF F/R	145,797.00
Title I: Assistance to Schools (Priority Schools)	397,190.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	542,987.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Sullivan	X				
Julie Schon		X			
Tascha Weatherall		X			
Lindsay Barber		X			
Robert Walters		X			
Victoria Flores			X		
Shery Her					X
Brandon Porter				X	
Gabriela Aguilar				X	
Crystal Escobar				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Robert Sullivan

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Brandon Porter

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

### Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

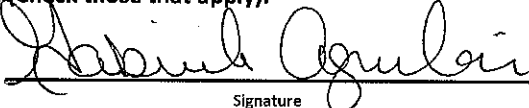
Continuing it with the following modifications:

**Recommendations and Assurances**

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- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

  
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 Signature

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Attested:



Robert Sullivan

Typed Name of School Principal



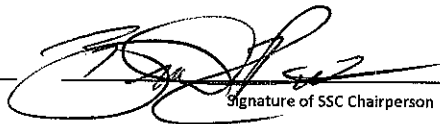
Signature of School Principal

3/19/15

Date

Brandon Porter

Typed Name of SSC Chairperson



Signature of SSC Chairperson

3/19/15

Date