

**Sutterville Elementary**  
**School Accountability Report Card**  
**Reported for School Year 2004-2005**  
*Published During 2005-2006*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

**I. General Information**

**Contact Information**

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Sutterville Elementary	<b>District Name</b>	Sacramento City Unified
<b>Principal</b>	Diane Shada	<b>Superintendent</b>	M. Magdalena Carrillo Mejia, PhD
<b>Street</b>	4967 Monterey Way	<b>Street</b>	5735 47 <sup>th</sup> Avenue
<b>City, State, Zip</b>	Sacramento, CA 95822-261	<b>City, State, Zip</b>	Sacramento, CA 95824
<b>Phone Number</b>	916-277-6693	<b>Phone Number</b>	916-643-7400
<b>Fax Number</b>	916-277-6590	<b>Fax Number</b>	916-643-9474
<b>Web Site</b>	<a href="http://www.scusd.edu/ourschools/index.htm">www.scusd.edu/ourschools/index.htm</a>	<b>Web Site</b>	www.scusd.edu
<b>CDS Code</b>	34-67439-6034276	<b>SARC Contact</b>	Joanne Corby

**School Description and Mission Statement**

Information about the school, its programs, and its goals.

Sutterville School was named a state Distinguished School for 2006 and the recipient of the state 2006 Title 1 Academic Achievement Award. Both of these honors are directly related to the commitment of the parents, staff, and community to educating the students of our school.

Sutterville has high expectations for students. Teachers work as a team to encourage students to be independent learners and use a variety of small group methods to develop problem-solving skills, cooperation, and higher-level thinking skills, in conjunction with the standard textbook format. The core subjects of math, social studies, science, and language arts complement each other and often are connected to the Open Court curriculum themes.

Sutterville's programs include: developmentally appropriate curriculum, multilingual, multi-grade, classes for 2nd through 6th grade GATE identified students, a library staffed with a library aide, and a School Wide Support (SWS) model for targeted instruction in grades 1-6.

Sutterville's exemplary program is highlighted by its experienced teachers and support staff. Before- and after-school day care provides a structured, safe place for children.

Sutterville offers its diverse student population a safe, nurturing and accepting environment. Students are encouraged to value themselves and others through various interactive activities, including cross-age tutoring and same-age partnerships. For example, Sutterville's 3rd grade students serve as mentors or "buddies" for pre-school students.

Sutterville Elementary School expects parents to take an active role in their children's education. The staff works

closely with parents and other community members to be responsive to the needs of students and the community.

The Parent Teachers Association provides many extras for our students, for example: a kindergarten music teacher, Arts Alive program, artists in residence programs (art, poetry, and music), outdoor science center, and many enrichment assemblies.

The Sutterville Elementary School Mission:

To provide a safe environment and challenging curriculum which will enable all students to become independent life-long learners and responsible citizens.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Dinorah Hall, PTA President</b>	<b>Contact Person Phone Number</b>	277-6693
Sutterville has a very active Parent Teacher Association, PTA, that coordinates parent involvement in many different activities on the campus. Individual teachers and the school office coordinates the classroom volunteer program, as well as, special tutoring of students.			

## II. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	60	Grade 5	97
Grade 1	60	Grade 6	84
Grade 2	74	Ungraded Elementary	0
Grade 3	71	Total Enrollment	530
Grade 4	84		

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	43	8.1	Hispanic or Latino	115	21.7
American Indian or Alaska Native	7	1.3	Pacific Islander	5	0.9
Asian	142	26.8	White (Not Hispanic)	207	39.1
Filipino	6	1.1	Multiple or No Response	5	0.9

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b>May 2006</b>	<b>Date Last Discussed with Staff</b>	<b>June 2006</b>
The school site has complied with all of the components of the Comprehensive Safe School Pan as required by Ed. Code and recent Legislation.			
The comprehensive school safety plan includes the following:			

Assessing the current status of school crime committed on the school campus and at school-related functions.  
Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Fire drills
- Earthquake emergency procedure system
- Campus intruder "lock down"
- Flood, evacuation of the site
- Parent/student reunification
- Policies on suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy
- School-wide dress code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Hate crime reporting procedures

### School Programs and Practices that Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Classrooms "buddy" with rooms at different grade levels including our preschool. They tutor the younger students, read to them, and some attend field trips together.

The School-Wide Support Model is used at this school to provide individualized and differentiated instruction. Teachers use this model to focus their teaching and to meet the specific English language arts needs of all students in grade levels 1-6.

The School has developed procedures to recognize students who demonstrate the qualities of a Sutterville Stingray: Honest, Responsible, Respectful, Caring, Cooperative, Contributing Citizens. The school has developed procedures for students and staff to follow that ensures a safe and orderly campus. Students receive Caught You Being Good tickets when observed demonstrating one of our Stingray qualities. Students also have the opportunity to receive AAA Star Awards once a trimester for outstanding Attendance, Attitude, and Academics. Students from each class are recognized each week at the Monday morning all school flag salute. Student Council students wrote a Sutterville Promise and as a school we say it at our Monday morning flag salute.

The Promise: As a Sutterville Stingray, I promise to be honest, responsible, and respectful to all. These skills will help me to be a better citizen.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	2003		2004		2005	
	School	District	School	District	School	District
Number of Suspensions	10	2576	16	2747	30	3446
Rate of Suspensions*	2%	8%	3%	9%	6%	12%
Number of Expulsions	0	2	0	2	0	0
Rate of Expulsions *	0%	0.01%	0%	0.01%	0%	0%
Suspensions (number of students)	4	1608	9	1604	14	1910
Suspensions (rate of students*)	.76%	5%	2%	5%	3%	6%

Rate\* = The rate of suspensions and expulsions is the total number of incidents or students divided by the school's total enrollment for the given year.  
District Rate\* = Divided by the same type school's total enrollment for the given year.

## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

#### General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district Facilities/Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

The main campus was built in 1950. This school has 12 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 13 portables. 3 portables classrooms were constructed in 1997 for class size reduction.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year, the district has budgeted 3 million for the deferred maintenance program.

#### Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

#### Modernization Projects (if applicable)

During the 2000 modernization renovations and upgrades were made in the following areas: HVAC, portable buildings, and miscellaneous upgrades.

#### New School Construction Projects (if applicable)

N/A

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		Repair raised concrete outside room 3
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by

speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	58	57	65	30	31	36	35	36	40
Mathematics	60	61	68	32	31	35	35	34	38
Science		30	31	24	17	18	27	25	27

### CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	43	*	76	*	48	*	72
Mathematics	49	*	84	*	52	*	69
Science	9	*	40		20	*	38

### CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	64	66	44	47	36	*
Mathematics	72	64	62	58	33	*
Science	36	26	5	14	*	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	58	59	40	37	38	37	43	43	41
Mathematics	71	69	64	47	49	52	50	51	52

#### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	44		10		52

Mathematics	*	*	81		25		75
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## NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	26	50	6	23	*	*
Mathematics	59	68	50	69	*	*

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0	0	0	25.4	28.4	22.4	24.5	26.7	22.3

## Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percentage Tested	98	99	99	Percentage Tested	99	99	100
API Base Score	786	816	818	API Growth Score	812	819	837
Growth Target	1	A	A	Actual Growth	26	3	19
Statewide Rank	8	8	8				
Similar Schools Rank	5	7	8				

## API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	851	865	880	API Growth Score	857	888	891
Growth Target	A	A	A	Actual Growth	6	23	11
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	692	711	742	API Growth Score	711	735	769
Growth Target	1	1	1	Actual Growth	19	24	27
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	844	862	850	API Growth Score	861	856	852
Growth Target	A	A	A	Actual Growth	17	-6	2

## API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	669	685	738	API Growth Score	685	734	773
Growth Target	1	1	1	Actual Growth	16	49	35

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

### AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Groups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	30.1

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2			20.0	2			20.0	2		
1	20.0	2			13.7	3			19.5	2		
2	18.8	4			18.0	3			18.5	4		
3	19.5	4			19.3	4			17.8	4		
4	25.0		3		31.3		2	1	33.0			2
5	30.0		2		27.5		2		32.5		1	1
6	30.0		3		33.0			1	30.5		2	

K-3	20.0	2			20.0	2			20.0	2		
3-4												
4-8									32.5		1	1
Other												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	75.0
All Schools in District	48.5
High-Poverty Schools in District	44.8
Low-Poverty Schools in District	43.1

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	30	26	26
<b>Teachers with Full Credential</b>	29	26	25
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	1
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.9	8.4
Master's Degree	3.9	7.7
Bachelor's Degree plus 30 or more semester hours	80.8	58.1
Bachelor's Degree	7.7	18.9
Less than Bachelor's Degree	3.9	6.6

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Evaluation of probationary and temporary teachers shall be conducted on a continuing basis at least once each school year. Permanent teachers shall be evaluated at least every other year. Permanent teachers with ten years of district service who have been evaluated as meeting or exceeding standards may be evaluated every five year under the provisions of AB 954.

Six teaching performance areas are evaluated using the quality indicators shown in the table below.

Performance Area	Exceeds Performance Standards	Consistent with Performance Standards	Working to Meet Performance Standards	Does Not Meet Performance Standards
<i>Engages and supports all students in learning by using a variety of instructional strategies to respond to students' diverse needs.</i>				
<i>Creates and maintains effective environments for student learning by planning and implementing classroom procedures and routines that support student learning and positive behaviors.</i>				
<i>Understands and organizes subject matter by using district provided curriculum/materials and/or standards aligned resources to make subject matter accessible to all students.</i>				

<i>Plans instruction and designs learning experiences for all students by sequencing instructional activities and materials for student learning.</i>				
<i>Assesses and evaluates student learning to guide instruction and communicates progress with students, families, and appropriate staff.</i>				
<i>Contributes to the teaching and learning environment by fulfilling extra duties as assigned, attending required meetings, maintaining resources and equipment, and assisting in maintaining acceptable student behavior outside of classroom.</i>				

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

The Sacramento City Unified School District has established a practice of recruiting and hiring only the most highly qualified candidates for substitute teaching positions. At this time, the District has developed a substitute pool that reflects the high standards set forth by the Board of Education and the Superintendent.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Sacramento, the capital of California, has a total population of 407,000 and 30% of that population is under the age of twenty according to Census 2000. SCUSD enrolls over 52,000 students annually at 80 public schools. More than half of the Sacramento population are people of color, with 16% African American, 17% Asian, 2% native American, and 22% Latino. Sacramento has the fifth largest immigrant population in the U.S. (20% are foreign born); therefore it is not surprising that more than 40 different languages are spoken in the Sacramento schools. The seven languages most frequently spoken in the home by SCUSD students are English, Spanish, Hmong, Cantonese, Mien, Vietnamese, and Russian. Forty percent of the students in Sacramento schools do not speak English at home. Thus, basic communication at school often poses a challenge

A large number of families with children attending SCUSD schools live with the stresses of poverty or low income. Fifteen percent of families with children under 18 live below the poverty line. Although the median household income was \$37,049 in 1999, one third of all homes earned less than \$30,000. (Source: Census 2000) Of family households with children under the age of 18, 26% have a single female head of household. Over 60% of SCUSD students receive a free lunch.

Our strategic plan: "Success for every student by name" is a road map for our district. The plan's foundation lies within eight district policy priorities developed by the Board of Education and Superintendent. The plan includes a vision, mission and guiding principles and outlines strategic objectives as the essential initiatives and tasks to be implemented by the Cabinet and district staff. In order to ensure the disciplined implementation of the strategic objectives specific milestones of progress have been defined for each specific objective to monitor progress. Periodic status updates will be provided by the Superintendent and Cabinet in order to keep the Board and stakeholders

informed of progress on these strategic objectives.

In all we do, we will promote...

1. Student-centered decisions
2. "Mutual success" mindset
3. "Voice" for our partners
4. Superintendent as chief executive
5. Open-mind and evidence-based discourse
6. Fairness and clear standards for contracted services
7. Personal integrity with responsibility to the collective

## **Eight Policy Priorities**

1. **Policy Priority: Equity, access, and achievement for every student by name.** We will provide equitable access to standards-based teaching and learning to ensure that every student by name meets high standards of educational achievement, regardless of background, circumstances, or school she/he attends.
2. **Policy Priority: Student engagement, development and "voice."**  
We will promote active participation of our students in the design and delivery of teaching and learning; provide opportunities for the students to play a leadership role in decisions that directly affect them; and proactively solicit students' perspectives in our decision-making.
3. **Policy Priority: Standards-aligned system for teaching and learning.**  
We will ensure coherence among the components that make up the "instructional core" of teaching and learning, namely: standards (what students know and are able to do); curriculum (what we teach); instruction (how we teach); assessments (how we evaluate progress); and instructional materials (tools/aid that facilitate teaching and learning).
4. **Policy Priority: Safe environments for learning and work.**  
We will maintain and insist on safe, secure, disciplined environments and orderly conduct in our schools, offices, and facilities.
5. **Policy Priority: Investing in our employees.** We will attract and retain talented personnel in all areas of our operations, and we will nurture a culture of continuous learning that will develop the qualified, effective teachers; strong capable leaders; and empowered staff we need in order to remain a high-performing, accountable organization.
6. **Policy Priority: Parent/family engagement.**  
We will embrace parents and families as equal partners in the education of their children, and will ensure that they have appropriate "voice" and responsibility in decisions that affect their children and their schools.
7. **Policy Priority: Strong relationships with our partners.**  
We will build partnerships with employee unions, community-based organizations, governmental agencies, business and higher education institutions, and Sacramento citizens to assure their commitment to and advocacy for our school system, and to assert our mutual responsibility for providing quality educational opportunities to all students.
8. **Policy Priority: Mission-driven, empowering infrastructure.**  
We will ensure that utilization and allocation of resources (people, budget, facilities, technology, etc.) are in alignment with the mission and goals of our school system, and that they enable our staff, parents/families, and partners to contribute to the accomplishment of the district's student achievement and organizational objectives.

The district uses curricular embedded assessments (Open Court, Saxon Math, High Point, Prentice Hall, Holt, Pebble Creek, Language! and Reach) to continually assess the needs of students in meeting standards. The academic conference model, in addition to looking at formative and summative assessment data, considers emotional, social and behavioral indicators to determine academic and ecological needs.

Consistently principals review a variety of student achievement data (A.L.S. Benchmark assessments, California Standards Test, CELT, CAHSEE) by using Data Director as the tool to collect, organize and evaluate student achievement, and to use this data to develop and implement the school plan with staff and community.

### **School Instruction:**

The school instructional program at each site will develop, implement, and monitor differentiated teaching and learning support systems that will position every school in the District to meet its Annual Yearly Progress (AYP) targets. The instructional program will communicate and make public the "what, how, and when" of the District's teaching and

learning decision-making process. Programs will identify and replicate intervention strategies that address closing the achievement gap and enhance post secondary opportunities for high school students. Focus on instruction, driven by standards will provide access to the core curriculum. Support and services are available for students with special needs: GATE, At-risk, English Learners, students with disabilities, after school programs, and tutoring.

**School Leadership:**

The school leadership will create knowledge and awareness of the District’s educational plan and communicate progress towards meeting student achievement and organizational objectives. There will be an intervention plan developed for students who scored performance levels of “Basic, Below Basic and Far below Basic” on the California Standards Test in English Language Arts and Mathematics. School leadership will work with their staff to analyze, monitor, and utilize data to inform instructional practices.

Evaluation and supervision of instruction will be conducted through regular classroom observations, coaching, and reflective feedback.

School governance teams will analyze additional indicators of student success that impact learning; i.e., attendance data, suspension rates, outcomes of Student Study Team meetings, and the number of Special Education referrals. The School Site Plan will serve as the blueprint for timely program implementation.

**Professional Development**

Information about the program for training the school's teachers and other professional staff.

Professional Development is an essential component of effective instruction and student learning. The District Strategic Plan has identified the need to survey teachers for the purpose of developing a responsive and comprehensive research-based professional development plan. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated by Administrators of Curriculum, Professional Development Support in coordination with school site staff.

**Quality and Currency of Textbooks and Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
<ul style="list-style-type: none"> <li>• Reading/Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• History-Social Science</li> </ul>	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students.

**Elementary Grades (K-6)**

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading/Language Arts	K-6	<i>Open Court Reading</i>
English Language Development	K-3	<i>Moving Into English</i>
English Language Development	4-6	<i>High Point</i>
Mathematics	K-6	<i>Saxon Mathematics</i>
Science	K-6	Open Court Connection Cards; Inquiry Journal
History/Social Science	K-3	Open Court Connection Cards; Inquiry Journal
History/Social Science	4	<i>Harcourt Social Studies – California History</i>
History/Social Science	5	<i>Harcourt Social Studies – U.S. History</i>

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
<ul style="list-style-type: none"> <li>• Reading/Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• History-Social Science</li> <li>• Foreign Language</li> <li>• Health</li> <li>• Science Laboratory Equipment (grades 9-12)</li> </ul>	<p>When students enroll, we will provide equitable access to standards-based textbooks and instructional materials. If insufficient materials are found on the site, they are ordered and delivered to the school as soon as they are received for distribution to students. Standards aligned textbooks adopted by the State Board of Education are assigned to students in kindergarten and grades one through eight. Standards-aligned textbooks and materials adopted by the SCUSD Board of Education are provided for grades nine through twelve. They are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.</p>

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

2005-2006 Academic Year

All elementary schools in the district scheduled fourteen (14) shortened days during the school year. Eleven (11) of these days were for parent teacher conferences and three (3) days were scheduled for the completion of report cards and records.

At the middle school level, six (6) shortened days were scheduled. Four of these days were used for the completion of report cards and records. The purpose of the other two (2) days was determined by the principal based upon school needs.

High schools in the district calendared twelve (12) shortened days. Eight (8) of these days were for final examinations and the remaining four (4) days were for report cards and records completion.

## IX. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,782	\$37,061
Mid-Range Teacher Salary	\$47,026	\$58,294
Highest Teacher Salary	\$76,036	\$72,876
Average Principal Salary (Elementary)	\$93,335	\$94,471
Average Principal Salary (Middle)	\$95,368	\$98,940
Average Principal Salary (High)	\$109,873	\$107,418
Superintendent Salary	\$230,000	\$179,061
Percent of Budget for Teacher Salaries	36.7	41.4
Percent of Budget for Administrative Salaries	4.9	5.1

### District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$363,673,810	\$7,548	\$6,987	\$6,919

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

#### Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction

Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD

Extended Day/ Summer school

Enrichment programs

Access to technology

AVID/MESA Programs

Parent Education/Family Nights

Social Services

Student/Family Primary Language Support

Translation for Home-School Communication

Counseling (academic and career)

Gifted and Talented Education (GATE)

Special Education

10th Grade Counseling

Professional Development

Support Staff, such as nurses, instructional assistants, parent advisors, and counselors

Supplemental Education Services

School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.