

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	William Land Elementary	District Name	Sacramento City Unified
Principal	Lee Yang	Superintendent	M. Magdalena Carrillo Mejia, PhD
Street	2120 12th Street	Street	5735 47 th Avenue
City, State, Zip	Sacramento, CA 95818	City, State, Zip	Sacramento, CA 95824
Phone Number	916-264-4166	Phone Number	916-643-7400
Fax Number	916-264-4357	Fax Number	916-643-9474
Web Site	www.scusd.edu/ourschools/index.htm	Web Site	www.scusd.edu
CDS Code	34-67439-6034326	SARC Contact	Joanne Corby

School Description and Mission Statement

The William Land Staff is committed to providing a safe and supportive environment that will allow for the total academic, emotional, physical, and cultural development of all students. We believe all people excel in an environment that is safe and offers unlimited opportunities for continuous growth and personal success. We believe that all people should be accountable and that all students can learn in a positive environment.

Opportunities for Parental Involvement

Contact Person Name	<i>Lee Yang</i>	Contact Person Phone Number	916-264-4166
Parents and community members are encouraged to be a team member at William Land School. Parents and community volunteers have many opportunities to help students, teachers, and school. Volunteers can tutor, mentor, participate in our school programs and events.			

I. 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	52	Grade 5	60
Grade 1	45	Grade 6	41
Grade 2	45	Ungraded Elementary	0
Grade 3	56	Total Enrollment	351
Grade 4	52		

Student Enrollment, by Ethnic Group

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	40	11.4	Hispanic or Latino	124	35.3
American Indian or Alaska Native	9	2.6	Pacific Islander	2	0.6
Asian	115	32.8	White (Not Hispanic)	59	16.8
Filipino	1	0.3	Multiple or No Response	1	0.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	<i>May 5, 2005</i>	Date Last Discussed with Staff	<i>May 5, 2005</i>
<p>School Climate</p> <p>Our Goal is to ensure that all students, staff and community partners have a secure, safe and clean working environment while at William Land School in order to maximize learning and meet or exceed the identified vital signs.</p> <p>Objective: 1-1</p> <p>The primary goal is to ensure a safe and secure learning environment for all staff, students and the community while on William Land School campus in order to maximize student learning to raise student achievement levels.</p> <p>Related Activities: Development of plan and procedures by safety committee, Informing/training staff of procedures, guidelines and expectations, posting and teaching safety guidelines in each classroom, teaching students constructive problem solving techniques, thereby increasing positive interactions among students</p> <p>Resources needed: staff training, safety rules/guidelines posters, character education program</p> <p>Person(s) responsible for implementation: Administration</p> <p>Timeline for implantation: August 2004-June 2004 ---- on going</p> <p>Budget: All budgets, general, title 1, bilingual, one time grants, and school improvement program</p> <p>Timeline and evaluation criteria: August 2004- June 2004—On going</p> <p>Evaluation: Staff surveys at end of year on effectiveness of program, District MIS documents- parent' s and student's survey</p> <p>Physical Environment</p> <p>Our goal: To improve the overall safety and appearance of our campus to optimize transitions of students and provide a safe site for extended student/community programs.</p> <p>Objective: There is an identified need to upgrade security on campus.</p> <p>Related Activities: Lighting for staff parking lot, install security cameras</p> <p>Resources needed: District supported funding</p> <p>Person(s) responsible for implementation: District Office, Principal, timeline for implementation: September 2004-June 2005---- On going</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Monthly Personal Best assemblies recognizing student achievement and attendance.</p> <p>Community Volunteers tutor students or mentor them on a weekly basis.</p> <p>Student Conflict Managers are trained and assist noon supervisors resolving student conflicts.</p> <p>Cultural programs which foster appreciation, respect, and learning about our diverse community.</p> <p>After school Drumming Music program sponsored by our community organizations.</p> <p>After school START Program for homework and enrichment.</p> <p>Healthy Start Program provides a wide variety of services to our parents and students to ensure success.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result 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. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2002		2003		2004	
	School	District	School	District	School	District
Number of Suspensions	17	2500	45	2576	55	2747
Rate of Suspensions*	5%	9%	12%	8%	16%	9%
Number of Expulsions	0	2	0	2	0	2
Rate of Expulsions *	0%	.01%	0%	.01%	0%	.01%
Suspensions (number of students)	16	1451	30	1608	33	1604
Suspensions (rate of students*)	5%	5%	8%	5%	9%	5%

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.

School Facilities

Safety: Unique to the school district is our Safe schools Office. It is responsible for emergency procedures and protocols contained within each site's Emergency Operation Plan (EOP). This office supervises the School Resource Officer program and school compliance with state-mandated safety requirements. The Safe Schools Internet web site offers resources to schools and parents on gangs and bullying. Additionally, the Safe Schools Intranet (Inside Sac-City) web site has all of the procedures, examples, and form necessary for the schools to develop their Emergency Operations Plans using the Federal Emergency Management Administration's (FEMA) training program. Many of our site principals, custodial supervisors and SROs have received training from FEMA through this office and the police department. Our night security throughout the district has increased with added manpower and increased visits from area custodial supervisors. Additionally, the district maintenance department has added new external lighting at several school sites ensuring all covered areas are lighted for personnel safety and security.

Cleanliness: We are experiencing difficulty in recruiting quality custodians, which has placed a strain on our custodial staff. Custodial Supervisors have an aggressive plan in place to advertise, process and select quality recruits to fill our custodial shortages. The district employs a carpet crew, which cleans and cares for the millions of dollars of floor covering throughout the district. This crew is booked weeks in advance and has made great strides in providing a clean environment for our students and staff. We have an aggressive site inspection program where our sites are constantly checked for cleanliness by district Operation Supervisors. This added assistance ensures schools that have cleanliness issues gets the extra assistance in the form of substitute custodians for both day and night operations. These groups of supervisors spot potential risks, violations to district operational cleaning standards and assist with security for all sites.

General Condition: The district is in the process of completing a long-range facilities master plan to guide capital improvement decisions based on an evaluation of facilities. The plan will address facility goals, facility adequacy and capacity to meet future needs. Many sites are in the process of renovation and old dilapidated restrooms are being replaced with new modular restrooms. We have increased our plant manager training putting special effort on following a detailed checklist for all levels of school site cleanliness. The districts preventive maintenance program has proved invaluable in the maintenance scheduling and repair effort for this district. Roof leaks once identified are stopped and repairs are made in a timely manner. Heating and air conditioning problems have declined to a trickle and we are now managing all sites through a computer controlled HVAC monitoring system. In addition, all sites receive a thorough preventive maintenance check up once a year with serious problems identified and repairs are made immediately.

Learning Environment

The learning environment for this District is continually improving. Most classrooms, administrative offices, and recreation areas have new adequate heating, ventilation, and cooling systems, new noise reduction windows, improved lighting and carpeting. When the Modernization Projects are completed all District school sites will have heating and air conditioning. The security monitoring systems are providing a safe and secure learning environment. Our efforts have increased to provide every classroom with state of the art Internet access.

Successful Efforts

Vandalism at our sites is on the increase. Gang graffiti along with broken windows in selected areas continues to plague our schools. However, in some areas we have had some success in reducing vandalism. This success and credit goes to our teachers, parents, homeowners, students, and a very responsive maintenance staff for maintaining vigilance at our sites and reporting and eradicating vandalism as soon as it is spotted. This district has a vandalism

response crew on standby 24 hours a day 7 days a week to respond to all types and levels of school vandalism.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 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 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	28	29	30	27	30	31	32	35	36
Mathematics	34	31	40	28	32	31	31	35	34
Science			8	21	24	17	30	27	25

CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	12		44		18		36
Mathematics	35		63		20		43
Science			12		0		

CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	22	38	31	29	32	0	32	
Mathematics	35	45	49	40	40	11	42	
Science	4	11	10	0	11		8	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-

6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	46	30	31	---	37	38	---	43	43
Mathematics	65	43	50	---	47	49	---	50	51

NRT - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	31		44		16		36
Mathematics	46		73		32		52

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	29	34	33	32	29	6	33	
Mathematics	48	52	61	49	53	11	53	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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	13.0	11.1	14.8	24.1	23.8	24.4	24.8	26.7	22.9

Academic Performance Index (API)

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 Base API 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. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

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: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (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 California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

School Wide API

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percentage Tested	98	100	99	Percentage Tested	100	99	100
API Base Score	695	683	682	API Growth Score	706	681	715
Growth Target	5	6	6	Actual Growth	11	-2	33
Statewide Rank	6	5	4				
Similar Schools Rank	10	9	5				

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	774	750	766	API Growth Score	777	762	811
Growth Target	4	5	5	Actual Growth	3	12	45
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	604	619	614	API Growth Score	621	613	624
Growth Target	4	5	5	Actual Growth	17	-6	10
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	732		699	API Growth Score	776		731
Growth Target	4		5	Actual Growth	44		32

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	695	684	682	API Growth Score	707	681	705
Growth Target	4	5	5	Actual Growth	12	-3	23

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.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools 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, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	22
Percent of Schools Identified for Program Improvement	---	26.2

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	N/A	N/A	---	Yes	Yes
American Indian or Alaska Native	---	N/A	N/A	---	Yes	Yes
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	N/A	N/A	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	N/A	N/A	---	Yes	Yes
White (not Hispanic)	---	N/A	N/A	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	N/A	N/A	---	No	No

V. 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	2002		2003		2004	
	Avg.	Number of Classrooms	Avg.	Number of Classrooms	Avg.	Number of Classrooms

	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+
K	21.0		2		18.3	3			18.5	2		
1	20.7	1	2		18.7	3			20.0	2		
2	18.3	3			20.0	3			19.0	2		
3	21.0		3		18.3	3			20.0	2		
4	21.5		2		29.5		2		25.0		2	
5	26.0		2		29.0		1		33.0			1
6	22.0		2		30.5		2		33.0			1
K-3									20.0	2		
3-4												
4-8									33.0			1
Other												

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Percentage of Pupils Participating			
Grade Level	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not 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.

	School	District
This School	68.8	---
All Schools in District	---	54.9
High-Poverty Schools in District	---	59.3
Low-Poverty Schools in District	---	61.1

Teacher Credential Information

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 only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	19	18	17
Teachers with Full Credential	17	17	15

Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	1
Teachers in Alternative Routes to Certification (district and university internship)	2	1	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements))	0	0	1
Teachers with Waivers (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 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.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.5
Master's Degree plus 30 or more semester hours	17.6	8.9
Master's Degree	5.9	8.4
Bachelor's Degree plus 30 or more semester hours	64.7	62.8
Bachelor's Degree	11.8	19.4
Less than Bachelor's Degree	0.0	0.1

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.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

The site administrator or designee evaluates all certificated employees in teaching positions, permanent, probationary and temporary. The goal of an evaluation is to identify, reinforce and assist in the improvement of skills, attitudes, and abilities, which will result in better educational opportunities for all students. Evaluations are conducted on a continuing basis, at least once each school year for probationary and temporary teachers and every other year for permanent employees. Evaluations include a series of evaluation conferences and periodic observations.

The evaluation criteria is based on the concept that teachers teach in accordance with the abilities and achievements of students, performance objectives and lesson plans; maintain a behavioral climate conducive to learning; work cooperatively with administrators; meet special needs of students; communicate with students and parents on the progress of all students; and interpret program goals to the school community. A rating scale of Outstanding, Commendable, Satisfactory, Needs to Improve, Unacceptable and Not Applicable is employed.

The District works cooperatively with the teachers association (SCTA) when teachers need assistance to improve their performance. Those teachers are also invited to participate in the Peer Assistance Review (PAR) Program established in collaboration by the District and SCTA.

Substitute Teachers

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 equals one FTE.

Title	FTE
Counselor	
Librarian	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

VII. Curriculum and Instruction

School Instruction and Leadership

Sacramento City Unified School District (SCUSD) is focused to increase student achievement and to help all students become proficient in the California Academic Content Standards. This process started in 1997 with the creation of the district strategic plan – High Standards, Great Results! SCUSD recognizes the necessity of keeping all district schools aligned to the Strategic Objectives while allowing them to implement proven methods and strategies that fit their particular need.

The following eight major priorities shape the district’s 2004-2006 Strategic Objectives:

1. Equity, access, an achievement for every student by name
2. Student engagement, development, and “voice”
3. Standards-aligned system for teaching and learning
4. Safe environments for learning and work
5. Investing in district employees
6. Parent and family engagement
7. Strong relationships with district partners
8. Mission-driven, empowering infrastructure

These objectives are designed to lead the district in meeting annual state Academic Performance Index and federal Adequate Yearly Progress achievement targets. Attendance, promotion and retention, suspension, parent, community, and business involvement, as well as student, teacher, and parent satisfaction are monitored for the School Accountability Report Card.

Principals and teachers receive a variety of reports that allow them to reflect upon current instructional practices and to discuss strategies that will better meet the students’ needs based on achievement strengths and weaknesses. Results from state assessments are disaggregated by ethnicity, home language, English language proficiency, gender, special education, and socioeconomic status to ensure excellence for all.

Professional Development

Professional development in Sacramento City Unified is multi-faceted and comprehensive. Thousands of training opportunities are offered. A primary goal of professional development is to create a learning environment for teachers and staffs in which all educators become learners and work to continually improve their skills. Learning opportunities are varied and extensive. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. Most of the formal staff development learning experiences occur outside the school day, occurring in the summer, after school and on weekends.

We are committed to professional development linking to, and focusing on, student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expand the knowledge base and skills of educators to meet the diverse needs of students, promote dialogue and reflection among profession.

Quality and Currency of Textbooks and Other Instructional Materials

Elementary Schools:

Every several years, new textbooks are adopted in the major core subject areas. The district purchases texts for all students in an adoption year. Sites receive funds to purchase replacement texts for each subsequent year.

All of the instructional materials purchased for our elementary schools are in compliance with the California requirements and provisions. Our Board of Trustees has adopted instructional materials that are current and suited to the needs and comprehension of students at their respective grade levels.

Our current elementary adoptions are: **Harcourt** Social Studies, **High Point** in the area of English Language Development, **Open Court** for Reading/Language Arts; and **Saxon** for Mathematics.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Each student in the Sacramento City Unified School District is provided sufficient textbooks and other instructional materials which are aligned to the state's rigorous content standards and curriculum frameworks. All textbooks used in the district's core curricular subjects (Reading, language, mathematics, science, and social science) have been formally adopted by the Sacramento City Unified Board of Education. Textbooks in kindergarten and grades 1-8 are selected from the approved list established by the California State Board of Education. A complete listing of the textbooks can be found on the district's website www.scusd.edu/res_evaluation/DistrictOfficeDataCoreCurriculum_K8.pdf

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares 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	50,530	50,400
2	50,530	50,400
3	50,530	50,400
4	54,004	54,000
5	54,004	54,000
6	54,004	54,000

Total Number of Minimum Days

Most elementary schools offer 14 shortened days, and early/late schools also offer 14 early days. Middle schools offer 6 shortened days, and high schools offer 12 shortened days.

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary 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*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,782	\$36,856
Mid-Range Teacher Salary	\$36,683	\$58,263
Highest Teacher Salary	\$76,036	\$72,665
Average Principal Salary (Elementary)	\$91,474	\$94,774

Average Principal Salary (Middle)	\$93,507	\$98,934
Average Principal Salary (High)	\$108,012	\$106,858
Superintendent Salary	\$181,315	\$177,295
Percentage of Budget for Teacher Salaries	38.7	41.6
Percentage of Budget for Administrative Salaries	4.8	5.1

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$366,003,153	\$7,045	\$6,882	\$6,822

Types of Services Funded

The per-pupil expenditure including the General Fund (above), as well as categorical funds, is \$7,691.47

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/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- 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.