

Capital City Independent School

7222 24th St. • Sacramento, CA 95823 • 916.433.5187 • Grades K-12

Michael Salman, Principal
michael-salman@scusd.edu

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Sacramento City Unified School District

5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board

Darrell Woo, President, Area 6
Christina Pritchett, 1st VP, Area 3
Jay Hansen, 2nd VP, Area 1
Ellen Cochrane, Area 2
Gustavo Arroyo, Area 4
Diana Rodriguez, Area 5
Jessie Ryan, Area 7

District Administration

José L. Banda, Superintendent
Superintendent
José L. Banda
Superintendent
Lisa Allen
Interim Deputy Sup.

School Description

Capital City School is one of the most innovative schools in the Sacramento City Unified School District (SCUSD). Our goal is to customize a quality education program for students whose needs are best met through study outside the traditional setting. Our independent study strategy allows teachers and students to confer one-on-one focusing on the student's educational needs, interests, aptitudes and abilities.

Capital City School serves students in grades K-12. Full accreditation (six years) from the Western Association of Schools and Colleges (WASC) was granted to Capital City School in the year 2000. In February 2007, we completed our second WASC review and received six years accreditation with a renewal date of June 30, 2013. Course material, assignment criteria, textbooks and standards adhere to a continuity that allows students to return to the traditional school setting if they wish to do so. However, many students do make Capital City School their school of choice.

Students and parents value the small school environment, one-on-one teaching strategy, individualized educational plans and high standards. Capital City School has proven to be a catalyst for building self-esteem and motivating students to get back on track. The staff's hard work is evident in the changed attitudes and beliefs of students who were once underachievers. More than simply a means by which many students make up lost credits and complete their requirements for graduation, Capitol City's safe, caring environment fosters academic and personal growth.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 916.433.5187 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 5 |
| Grade 8 | 15 |
| Grade 9 | 37 |
| Grade 10 | 65 |
| Grade 11 | 93 |
| Grade 12 | 260 |
| Total Enrollment | 475 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 18.1 |
| American Indian or Alaska Native | 2.1 |
| Asian | 8.2 |
| Filipino | 0.2 |
| Hispanic or Latino | 52.6 |
| Native Hawaiian or Pacific Islander | 2.7 |
| White | 13.3 |
| Two or More Races | 2.1 |
| Socioeconomically Disadvantaged | 67.8 |
| English Learners | 23.2 |
| Students with Disabilities | 1.9 |
| Foster Youth | 1.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|--|-------|-------|-------|
| Capital City Independent School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 26 | 22 | 22 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Sacramento City Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 1826 |
| Without Full Credential | ♦ | ♦ | 26 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Capital City Independent School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 68.8 | 31.3 |
| Districtwide | | |
| All Schools | 96.0 | 4.1 |
| High-Poverty Schools | 95.7 | 4.3 |
| Low-Poverty Schools | 100.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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. Textbook sufficiency data is collected annually.

| Textbooks and Instructional Materials Year and month in which data were collected: November 2014 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Holt Literature and Language Arts, Course 3 English 9 2003 Holt Literature and Language Arts, Course 4 English 10 2003 Holt Literature and Language Arts, Course 5 English 11 2003 Holt Literature and Language Arts, Course 6 English 12 2003 Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007 The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008 Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007 Perrine’s Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012 Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000 Algebra 2, McDougal Littell Advanced Algebra 2001 Geometry: Measuring Reasoning, McDougal Littell Geometry 2004 Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004 Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006 Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007 Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008 Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997 Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007 Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007 Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>Invitation to Psychology. Prentice Hall Psychology AP 2008 Psychology, 7th Ed., Worth Psychology 2004 Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006 Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005 Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002 Biology, Prentice Hall Biology/Biophysical Science 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005 Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007 Chemistry in the Community, Freeman Chemistry 2000 Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005 Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007 Hole’s Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|--|
| History-Social Science | World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007 Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 2004. This school has eight portable classrooms including an administrative building.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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. 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.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/26/2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/26/2015

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Electrical: Electrical | | X | | | A-5: 4 Lghrs out B-1: 1 Light out B-2: 1 Light out Boys Restroom by Staff Lounge: Bad ballust D-1: 1 Light out D-2: 3 Lights out Girls Restroom by Staff Lounge: One Light out Multi-Purpose Room: Seven lights out Pod D: 3 Lights out Testing: 9 Lig |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | Work orders have been submitted for all reported issues |
| | | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 20 | 35 | 44 |
| Math | 7 | 28 | 33 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 47 |
| All Student at the School | 16 |
| Male | 17 |
| Female | 14 |
| Black or African American | 6 |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 7 |
| Native Hawaiian or Pacific | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 7 |
| Foster Youth | -- |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 16 | 25 | 16 | 49 | 53 | 47 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 8 | 6 | 75.0 | -- | -- | -- | -- |
| | 4 | 9 | 9 | 100.0 | -- | -- | -- | -- |
| | 5 | 14 | 11 | 78.6 | 64 | 27 | 9 | 0 |
| | 6 | 10 | 10 | 100.0 | -- | -- | -- | -- |
| | 7 | 17 | 15 | 88.2 | 53 | 20 | 27 | 0 |
| | 8 | 36 | 33 | 91.7 | 48 | 27 | 21 | 3 |
| | 11 | 123 | 95 | 77.2 | 46 | 33 | 17 | 1 |
| Male | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 8 | 88.9 | -- | -- | -- | -- |
| | 5 | | 8 | 57.1 | -- | -- | -- | -- |
| | 6 | | 7 | 70.0 | -- | -- | -- | -- |
| | 7 | | 7 | 41.2 | -- | -- | -- | -- |
| | 8 | | 19 | 52.8 | 53 | 21 | 26 | 0 |
| | 11 | | 51 | 41.5 | 45 | 33 | 18 | 0 |
| Female | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 3 | 21.4 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 8 | 47.1 | -- | -- | -- | -- |
| | 8 | | 14 | 38.9 | 43 | 36 | 14 | 7 |
| | 11 | | 44 | 35.8 | 48 | 32 | 16 | 2 |
| Black or African American | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 5 | | 2 | 14.3 | -- | -- | -- | -- |
| | 6 | | 2 | 20.0 | -- | -- | -- | -- |
| | 7 | | 4 | 23.5 | -- | -- | -- | -- |
| | 8 | | 6 | 16.7 | -- | -- | -- | -- |
| | 11 | | 20 | 16.3 | 45 | 20 | 25 | 5 |
| American Indian or Alaska Native | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Asian | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 7 | 77.8 | -- | -- | -- | -- |
| | 5 | | 6 | 42.9 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 2 | 11.8 | -- | -- | -- | -- |
| | 8 | | 7 | 19.4 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |
| Filipino | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 0 | 0.0 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 1 | 7.1 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 5 | 29.4 | -- | -- | -- | -- |
| | 8 | | 9 | 25.0 | -- | -- | -- | -- |
| | 11 | | 56 | 45.5 | 50 | 34 | 13 | 0 |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 2 | 5.6 | -- | -- | -- | -- |
| White | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 1 | 7.1 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 6 | 16.7 | -- | -- | -- | -- |
| | 11 | | 13 | 10.6 | 31 | 46 | 23 | 0 |
| Two or More Races | 5 | | 1 | 7.1 | -- | -- | -- | -- |
| | 6 | | 2 | 20.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 5 | 55.6 | -- | -- | -- | -- |
| | 5 | | 5 | 35.7 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 7 | 41.2 | -- | -- | -- | -- |
| | 8 | | 15 | 41.7 | 73 | 27 | 0 | 0 |
| | 11 | | 60 | 48.8 | 52 | 30 | 15 | 0 |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| English Learners | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 4 | | 3 | 33.3 | -- | -- | -- | -- |
| | 5 | | 3 | 21.4 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 5 | 13.9 | -- | -- | -- | -- |
| | 11 | | 22 | 17.9 | 50 | 32 | 14 | 0 |
| Students with Disabilities | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| | 11 | | 1 | 0.8 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 8 | 7 | 87.5 | -- | -- | -- | -- |
| | 4 | 9 | 9 | 100.0 | -- | -- | -- | -- |
| | 5 | 14 | 12 | 85.7 | 67 | 25 | 8 | 0 |
| | 6 | 10 | 10 | 100.0 | -- | -- | -- | -- |
| | 7 | 17 | 15 | 88.2 | 47 | 40 | 7 | 7 |
| | 8 | 36 | 33 | 91.7 | 67 | 24 | 0 | 9 |
| | 11 | 123 | 92 | 74.8 | 92 | 8 | 0 | 0 |
| Male | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 8 | 88.9 | -- | -- | -- | -- |
| | 5 | | 9 | 64.3 | -- | -- | -- | -- |
| | 6 | | 7 | 70.0 | -- | -- | -- | -- |
| | 7 | | 7 | 41.2 | -- | -- | -- | -- |
| | 8 | | 19 | 52.8 | 63 | 26 | 0 | 11 |
| | 11 | | 51 | 41.5 | 88 | 12 | 0 | 0 |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Female | 3 | | 4 | 50.0 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 3 | 21.4 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 8 | 47.1 | -- | -- | -- | -- |
| | 8 | | 14 | 38.9 | 71 | 21 | 0 | 7 |
| | 11 | | 41 | 33.3 | 98 | 2 | 0 | 0 |
| Black or African American | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 5 | | 2 | 14.3 | -- | -- | -- | -- |
| | 6 | | 2 | 20.0 | -- | -- | -- | -- |
| | 7 | | 4 | 23.5 | -- | -- | -- | -- |
| | 8 | | 6 | 16.7 | -- | -- | -- | -- |
| | 11 | | 19 | 15.4 | 84 | 16 | 0 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |
| Asian | 3 | | 3 | 37.5 | -- | -- | -- | -- |
| | 4 | | 7 | 77.8 | -- | -- | -- | -- |
| | 5 | | 6 | 42.9 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 2 | 11.8 | -- | -- | -- | -- |
| | 8 | | 7 | 19.4 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |
| Filipino | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 2 | 14.3 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 5 | 29.4 | -- | -- | -- | -- |
| | 8 | | 9 | 25.0 | -- | -- | -- | -- |
| | 11 | | 54 | 43.9 | 98 | 2 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 2 | 5.6 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 4 | | 1 | 11.1 | -- | -- | -- | -- |
| | 5 | | 1 | 7.1 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 6 | 16.7 | -- | -- | -- | -- |
| | 11 | | 13 | 10.6 | 85 | 15 | 0 | 0 |
| Two or More Races | 5 | | 1 | 7.1 | -- | -- | -- | -- |
| | 6 | | 2 | 20.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 11 | | 2 | 1.6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 4 | 50.0 | -- | -- | -- | -- |
| | 4 | | 5 | 55.6 | -- | -- | -- | -- |
| | 5 | | 5 | 35.7 | -- | -- | -- | -- |
| | 6 | | 3 | 30.0 | -- | -- | -- | -- |
| | 7 | | 7 | 41.2 | -- | -- | -- | -- |
| | 8 | | 15 | 41.7 | 87 | 13 | 0 | 0 |
| | 11 | | 61 | 49.6 | 95 | 5 | 0 | 0 |
| English Learners | 3 | | 1 | 12.5 | -- | -- | -- | -- |
| | 4 | | 3 | 33.3 | -- | -- | -- | -- |
| | 5 | | 3 | 21.4 | -- | -- | -- | -- |
| | 6 | | 1 | 10.0 | -- | -- | -- | -- |
| | 7 | | 1 | 5.9 | -- | -- | -- | -- |
| | 8 | | 5 | 13.9 | -- | -- | -- | -- |
| | 11 | | 22 | 17.9 | 95 | 5 | 0 | 0 |
| Students with Disabilities | 8 | | 1 | 2.8 | -- | -- | -- | -- |
| | 11 | | 1 | 0.8 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Community resource information is available for parents, students and community members. The school is surveying parents in order to set up parenting workshops and classes for all teen parents and parents of Capital City School students. Parents are encouraged to participate in the School Site and Bilingual Advisory Councils. All parents are encouraged to come to their student's appointments so that they may engage in the learning process. For more information, contact Michael Salman at (916) 433- 5187, Ext. 1001.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2015-2016

Section 1..... Crisis Communication Flow

Section 2.....Emergency Plan: Site Level Drill and Emergency Procedures

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter

(e) Chemical

Section 3.....Emergency Plan: Earthquake Emergency Procedures

Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter **

Section 5.....District Policies Related to Safety:

(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting

(c) Missing Student Protocol

(d) Suicide Risk Assessment

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification

Section 8.....Wellness Plan

Section 9.....District Handbook

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11..... Emergency Plan: Site Level Incident Command System

Section 12..... Emergency Plan: Site Level Communication Procedures

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus

Section 14.....Emergency Plan: Site Level Safe Ingress & Egress Procedures

Section 15... Emergency Plan: Site Level Family Reunification Procedures

Section 16..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs

Section 17.....School Site Safety Committee Member List

Section 18.....School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP

Section 19.....Staff Handbook

Section 20.....Site Specific Documents (option to add documents)

** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2015 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

Section 1.....Component I: Social Climate, Component II: Physical Climate/Campus

Section 2..... Emergency Plan: Site Level Incident Command System

Section 3..... Emergency Plan: Site Level Communication Procedures

Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter **

Section 5..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs

Section 6... Emergency Plan: Site Level Family Reunification Procedures

Section 7.....Emergency Plan: Site Level Earthquake Emergency Procedures

Section 8..... Emergency Plan: Site Level Drill Procedures: Fire, Chemical, Bomb Threat, ATF Bomb Threat Checklist, Lockdown, Active Shooter

Section 9.....Emergency Plan: Site Level Safe Ingress & Egress Procedures
 Section 10.....Before and After School Programs
 Section 11.....School Site Safety Committee Member List
 Section 12.....School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
 Section 13.....District and Site Policies Related to Safety:
 (a) Board Policy 5021: Custodial & Parent Rights
 (b) Mandated Child Abuse Reporting
 (c) Missing Student Protocol
 Section 14.....Dangerous Student Notification to Teachers' Signature Pages (Spring & Fall)
 Section 15.....Bullying Policies and Procedures
 Section 16.....Wellness Plan
 Section 17.....District Handbook
 Section 18.....Staff Handbook
 Section 19.....Site Specific Documents (option to add documents)

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 0.00 | 0.11 | 0.00 |
| Expulsions Rate | 0.00 | 0.00 | 0.12 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.57 | 4.88 | 6.10 |
| Expulsions Rate | 0.02 | 0.03 | 0.02 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 53 | |
| Percent of Schools Currently in Program Improvement | 79.1 | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|---------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 23 | 32 | 15 | 59 | 20 | 20 | 8 | 15 | 5 | 39 | 57 | 3 |
| Math | 26 | 28 | 17 | 22 | 18 | 16 | 3 | 3 | 3 | 25 | 33 | 6 |
| Science | 24 | 28 | 12 | 15 | 5 | 13 | | 8 | 1 | 14 | 8 | |
| SS | 31 | 32 | 9 | 17 | 45 | 66 | 13 | 21 | 1 | 46 | 55 | 2 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1.8 |
| Counselor (Social/Behavioral or Career Development) | 0.0 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | 0.0 |
| Social Worker | 0.0 |
| Nurse | 0.0 |
| Speech/Language/Hearing Specialist | 0.0 |
| Resource Specialist | 0.0 |
| Other | 0.0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 300 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$39,885 | \$43,165 |
| Mid-Range Teacher Salary | \$52,419 | \$68,574 |
| Highest Teacher Salary | \$86,028 | \$89,146 |
| Average Principal Salary (ES) | \$100,430 | \$111,129 |
| Average Principal Salary (MS) | \$102,617 | \$116,569 |
| Average Principal Salary (HS) | \$118,237 | \$127,448 |
| Superintendent Salary | \$245,000 | \$234,382 |
| Percent of District Budget | | |
| Teacher Salaries | 33% | 38% |
| Administrative Salaries | 6% | 5% |

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

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,785 | \$280.22 | \$5,504.35 | \$72,533.76 |
| District | ♦ | ♦ | \$4,556 | \$65,695 |
| State | ♦ | ♦ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | -22.2 | 5.0 |
| Percent Difference: School Site/ State | | | -31.7 | 2.0 |

* Cells with ♦ do not require data.

Types of Services Funded

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.

| 2014-15 California High School Exit Examination Grade Ten Results by Student Group | | | | | | |
|--|-----------------------|------------|----------|----------------|------------|----------|
| Group | English-Language Arts | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 51 | 24 | 26 | 46 | 36 | 18 |
| All Students at the School | 78 | 10 | 12 | 87 | 11 | 2 |
| Male | 84 | 8 | 8 | 94 | 3 | 3 |
| Female | 74 | 11 | 15 | 80 | 17 | 2 |
| Black or African American | 100 | | | 86 | 14 | |
| Hispanic or Latino | 79 | 12 | 10 | 88 | 10 | 2 |
| White | 45 | 18 | 36 | | | |
| Socioeconomically Disadvantaged | 82 | 10 | 8 | 90 | 8 | 2 |
| English Learners | 100 | | | 100 | | |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Capital City Independent School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 22 | 20 | 22 |
| Mathematics | 23 | 25 | 13 |
| Sacramento City Unified School District | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 49 | 42 | 43 |
| Mathematics | 55 | 47 | 47 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Capital City Independent School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 11.50 | 6.10 | 5.50 |
| Graduation Rate | 79.91 | 85.27 | 85.01 |
| Sacramento City Unified School District | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 11.50 | 6.10 | 5.50 |
| Graduation Rate | 79.91 | 85.27 | 85.01 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 87.55 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 44.37 | 82.13 | 84.6 |
| Black or African American | 36.92 | 74.6 | 76 |
| American Indian or Alaska Native | 50 | 70 | 78.07 |
| Asian | 44 | 87.1 | 92.62 |
| Filipino | 100 | 111.11 | 96.49 |
| Hispanic or Latino | 39.87 | 78.07 | 81.28 |
| Native Hawaiian/Pacific Islander | 42.86 | 75.36 | 83.58 |
| White | 73.53 | 89.94 | 89.93 |
| Two or More Races | 54.55 | 87.32 | 82.8 |
| Socioeconomically Disadvantaged | 33.33 | 67.4 | 61.28 |
| English Learners | 38.27 | 63.8 | 50.76 |
| Students with Disabilities | 42.79 | 80.35 | 81.36 |
| Foster Youth | -- | -- | -- |

| 2014-15 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.