

George Washington Carver School of Arts and Science

10101 Systems Pkwy. • Sacramento, CA 95827 • 916.228.5751 • Grades 9-12

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



George Washington Carver School of Arts and Science

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District Governing Board

Darrell Woo, President, Area 6
Christina Pritchett, 1st VP, Area 3
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Ellen Cochrane, Area 2
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District Administration

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

School Description

Our vision is to provide a Waldorf inspired high school education ensuring that our students can successfully engage the world.

George Washington Carver School of Arts and Science is a four-year high school with an enrollment at 297 in grades 9 through 12. We anticipate growing each year until we reach capacity at 400 students. George Washington Carver is a college preparatory school and stresses the value of higher education. To that end, we have more stringent graduation requirements than other high schools in Sacramento. We pair our graduation requirements with the University of California entrance requirements.

George Washington Carver is proud of its cultural and socioeconomic diversity. Currently 50% of the student population participates in the free or reduced lunch program. The ethnic makeup is comprised of 6 nationalities, with the largest groups being Caucasian, Asian, African American, Russian and Hispanic.

George Washington Carver earned a major honor in the district this year. The school was awarded the Action Civics grant acknowledging the powerful education students receive in citizenship and contributing to their community. All faculty attend Waldorf training every summer and professional development throughout the school year through the WEST program (Waldorf Education Seminar for Teachers). With a generous grant from the Sam Mazza Foundation we have planted a substantial garden and small orchard. Students participate in sowing and harvesting our vegetables. The Mazza Foundation also supports a rich and diverse arts program for all students.

George Washington Carver School of Arts and Science has two aims: to prepare students to be successful in college and to help them learn about the world so they will come to know themselves.

To achieve this vision, we help students develop critical thinking and creative problem solving skills using a rigorous college-preparatory curriculum that integrates the arts and issues of social justice and environmental stewardship. Our dedicated teachers act as guides pointing the way so that students can find their own unique path toward becoming intelligent, self-confident, and socially responsible.

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 916.228.5751 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	93
Grade 10	95
Grade 11	57
Grade 12	61
Total Enrollment	306

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	1.3
Hispanic or Latino	20.3
White	61.4
Two or More Races	3.6
Socioeconomically Disadvantaged	48.4
English Learners	3.3
Students with Disabilities	18.6

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			
George Washington Carver School of Arts and	13-14	14-15	15-16
With Full Credential	12	12	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
George Washington Carver School of Arts and	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			
George Washington Carver	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "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	94.9	5.1
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>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>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>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 campus was built in 2008. This school has 20 classrooms which include a multipurpose room, a library, and an administrative building. The 13.5 acre campus was especially designed as a small high school with a college campus feel. The heart of the school is a grassy quad and outdoor theater facing a grand glass front library and state-of-the-art science laboratories. Classrooms are housed in four wings surrounding the quad. Our administration offices, multipurpose room and dining area form the entrance of the school.

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: 10/2/2015

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			Classroom 202: Stained ceiling tile W.O.#64589 Classroom 402: Stained ceiling tile W.O.#64594
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Classroom 303: 1 Bad Ballast W.O.#64591

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Classroom 505: Need hole patched in restroom W.O.#64599
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Classroom 501: Broken window W.O.#64595 Classroom 804: Window in door cracked W.O.#64598
Overall Rating	Exemplary	Good	Fair	Poor	All items in need of repair have had a work order submitted
		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
9	23.70	34.40	19.40

* 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	71	35	44
Math	20	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	55
Male	55
Female	55
Black or African American	--
Asian	--
Hispanic or Latino	53
White	61
Two or More Races	--
Socioeconomically Disadvantaged	26
English Learners	--
Students with Disabilities	61
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	62	58	55	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	11	52	51	98.1	8	22	35	35
Male	11		18	34.6	17	33	22	28
Female	11		33	63.5	3	15	42	39
Black or African American	11		9	17.3	--	--	--	--
Hispanic or Latino	11		8	15.4	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	1.9	--	--	--	--
White	11		32	61.5	6	9	50	34
Two or More Races	11		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	11		21	40.4	5	33	33	29
English Learners	11		1	1.9	--	--	--	--
Students with Disabilities	11		10	19.2	--	--	--	--
Foster Youth	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	11	52	51	98.1	57	24	14	6
Male	11		18	34.6	61	22	17	0
Female	11		33	63.5	55	24	12	9
Black or African American	11		9	17.3	--	--	--	--
Hispanic or Latino	11		8	15.4	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	1.9	--	--	--	--
White	11		32	61.5	50	31	9	9
Two or More Races	11		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	11		21	40.4	71	29	0	0
English Learners	11		1	1.9	--	--	--	--
Students with Disabilities	11		10	19.2	--	--	--	--
Foster Youth	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

Carver has several opportunities for parents to become engaged in their student's educational experience, including but not limited to:

- joining the Parent Teacher organization;
- fundraising;
- monitoring student activity during lunch and/or after school;
- aiding in the classroom;
- working in the library and garden;
- assisting in the office;
- volunteering at outreach events.

For more information, contact Nadine Mitchell at (916) 228-5751.

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	3.45	9.06	7.03
Expulsions Rate	0.00	0.00	0.00
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	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		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	31	18	21	2	9	5	3	5	7	6	5	2
Math	29	23	18	4	6	11	2	5	6	5	3	
Science	29	23	27	2	3	2	6	8	11	4	2	1
SS	30	20	22		6	4	7	6	7	4	4	3

* 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	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	1.8813
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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	\$6,840	\$1,150.58	\$5,689.57	\$64,607.41
District	♦	♦	\$4,556	\$65,695
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			15.3	-13.7
Percent Difference: School Site/ State			1.2	-16.1

* 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:

Tutoring – Students who need additional help to prepare for the Algebra I end-of-course exam and either or both ELA and math portion of the CAHSEE have the opportunity to attend sessions on Saturdays, specifically designed to meet these needs. In addition study hall is mandatory for all students.

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

Extended Day Program, which includes academic support, enrichment activities in art, music and drama, athletics.

Access to technology support

Parent Education/Family Nights*

Student/Family Primary Language Support*

Translation for Home-School Communication

Special Education

10th Grade Counseling

Professional Development

Support Staff, such as, parent advisors and counselor*

Summer Arts Academy and Garden development through private foundation grant.

* GWC does not receive categorical funding for these services.

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	42	36	22	41	41	18
Male	56	29	16	47	33	20
Female	29	42	29	36	49	16
Hispanic or Latino	67	27	7	67	27	7
White	35	38	27	32	47	22
Socioeconomically Disadvantaged	50	40	10	36	52	12
Students with Disabilities	76	19	5	81	14	5

* 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			
George Washington Carver School of	2012-13	2013-14	2014-15
English-Language Arts	64	58	58
Mathematics	62	58	59
George Washington Carver School of	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)			
George Washington Carver School of	2011-12	2012-13	2013-14
Dropout Rate	8.50	4.70	0.00
Graduation Rate	89.83	90.70	100.00
George Washington Carver School of	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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	90.41	82.13	84.6
Black or African American		74.6	76
American Indian or Alaska Native		70	78.07
Asian	100	87.1	92.62
Filipino		111.11	96.49
Hispanic or Latino	94.44	78.07	81.28
Native Hawaiian/Pacific Islander	100	75.36	83.58
White	93.18	89.94	89.93
Two or More Races	66.67	87.32	82.8
Socioeconomically Disadvantaged	100	67.4	61.28
English Learners	83.33	63.8	50.76
Students with Disabilities	85.71	80.35	81.36
Foster Youth	--	--	--

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	99.67
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	30.3

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	1	♦
Science		♦
Social Science		♦
All courses	1	.9

* Where there are student course enrollments.

Career Technical Education Programs

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

Carver is home to the Social Environmental Justice program which integrates the concepts of community sustainability. Students work in teams each year to complete an integrated project. Ninth graders create a World Cultures Fair. Tenth graders create the Chemistry of World Foods. Eleventh graders focus on environmental and social justice issues through the historical eras. Twelfth graders complete independent projects which include internships and community service. Students compete annually in YES! The Youth Energy Summit.

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.