

Isador Cohen Elementary School

9025 Salmon River Dr. • Sacramento, CA 95826 • 916.228.5840 • Grades K-6

Belinda Bridgewater, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Sacramento City Unified School District

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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

Isador Cohen is a Family Partnership School with emphasis on core curriculum and social responsibility. Cohen is a GATE Center in Sacramento City Unified, for grades 2 thru 6, where students experience advanced instruction with exceptional instructors. Cohen is a caring, nurturing school where the children can learn and grow each day with understanding teachers. We seek to enhance and expand our focus on teaching the Common Core State Standards with positive outcomes which are reflected in student test scores, and the overall academic interest and well being of our students.

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 916.228.5840 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 31 |
| Grade 1 | 30 |
| Grade 2 | 36 |
| Grade 3 | 35 |
| Grade 4 | 51 |
| Grade 5 | 41 |
| Grade 6 | 44 |
| Total Enrollment | 268 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 36.6 |
| American Indian or Alaska Native | 0.7 |
| Asian | 4.1 |
| Filipino | 2.2 |
| Hispanic or Latino | 34.3 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 14.6 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 85.1 |
| English Learners | 14.2 |
| Students with Disabilities | 22.4 |
| Foster Youth | 0.4 |

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 | | | |
|--|-------|-------|-------|
| Isador Cohen Elementary School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 12 | 12 | 14 |
| 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 | | | |
|--|-------|-------|-------|
| Isador Cohen Elementary 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 | 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 | 100.0 | 0.0 |
| 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 | Open Court Reading, SRA Arts Reading/Language 2002 Percent of students lacking their own assigned textbook: 0% |
| Mathematics | enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 Percent of students lacking their own assigned textbook: 0% |
| Science | California Science, McMillian McGraw-Hill Science 2008 Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | California Vistas, McMillian McGraw-Hill History/Social Science 2007 Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Moving Into English, Harcourt English Language Development 2004 Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1968. This school has 15 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 4 portables. During the 2005 modernization, renovations and upgrades were made in the following areas, site interior, exterior, plumbing, HVAC, portable buildings, and miscellaneous upgrades.

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: 9/30/2015 | | | | |
|---|---------------|------|------|---|
| 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 6: WO # 58775 Staff Restroom by Room 14: Exterior wall (siding). WO #64086 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | Classroom 11: WO # 62299 |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/30/2015

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | Classroom 17: WO # 64084 Staff Restroom by Room 14: Exterior wall (siding). WO #64086 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | Main Play Structure: Fall material low may need to be brought up to compliance (Safety). WO #64503 |
| Overall Rating | Exemplary | Good | Fair | Poor | Work orders have been submitted for all deficiencies listed on FIT report |
| | | 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 |
| 5 | 25.00 | 5.60 | 5.60 |

* 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 | 30 | 35 | 44 |
| Math | 33 | 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 | 36 |
| Male | 31 |
| Female | 42 |
| Black or African American | 25 |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 27 |
| English Learners | -- |
| Students with Disabilities | 30 |
| 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 | 50 | 55 | 36 | 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 | 35 | 33 | 94.3 | 39 | 21 | 3 | 36 |
| | 4 | 52 | 49 | 94.2 | 59 | 16 | 16 | 6 |
| | 5 | 38 | 36 | 94.7 | 50 | 19 | 22 | 8 |
| | 6 | 40 | 40 | 100.0 | 45 | 25 | 20 | 10 |
| Male | 3 | | 16 | 45.7 | 44 | 25 | 6 | 25 |
| | 4 | | 26 | 50.0 | 65 | 23 | 8 | 4 |
| | 5 | | 21 | 55.3 | 62 | 10 | 29 | 0 |
| | 6 | | 23 | 57.5 | 52 | 9 | 22 | 17 |
| Female | 3 | | 17 | 48.6 | 35 | 18 | 0 | 47 |
| | 4 | | 23 | 44.2 | 52 | 9 | 26 | 9 |
| | 5 | | 15 | 39.5 | 33 | 33 | 13 | 20 |
| | 6 | | 17 | 42.5 | 35 | 47 | 18 | 0 |
| Black or African American | 3 | | 7 | 20.0 | -- | -- | -- | -- |
| | 4 | | 11 | 21.2 | 82 | 9 | 9 | 0 |
| | 5 | | 12 | 31.6 | 50 | 33 | 8 | 8 |
| | 6 | | 20 | 50.0 | 60 | 25 | 15 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 2.9 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 4 | | 2 | 3.8 | -- | -- | -- | -- |
| | 5 | | 2 | 5.3 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Filipino | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 13 | 37.1 | 38 | 31 | 0 | 31 |
| | 4 | | 22 | 42.3 | 59 | 23 | 14 | 0 |
| | 5 | | 10 | 26.3 | -- | -- | -- | -- |
| | 6 | | 10 | 25.0 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| White | 3 | | 6 | 17.1 | -- | -- | -- | -- |
| | 4 | | 8 | 15.4 | -- | -- | -- | -- |
| | 5 | | 9 | 23.7 | -- | -- | -- | -- |
| | 6 | | 6 | 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 |
| Two or More Races | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 4 | | 6 | 11.5 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 27 | 77.1 | 44 | 22 | 4 | 30 |
| | 4 | | 44 | 84.6 | 61 | 18 | 14 | 5 |
| | 5 | | 29 | 76.3 | 55 | 14 | 21 | 10 |
| | 6 | | 34 | 85.0 | 47 | 29 | 18 | 6 |
| English Learners | 3 | | 5 | 14.3 | -- | -- | -- | -- |
| | 4 | | 8 | 15.4 | -- | -- | -- | -- |
| | 5 | | 4 | 10.5 | -- | -- | -- | -- |
| | 6 | | 3 | 7.5 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 25.7 | -- | -- | -- | -- |
| | 4 | | 11 | 21.2 | 64 | 9 | 9 | 18 |
| | 5 | | 14 | 36.8 | 79 | 14 | 7 | 0 |
| | 6 | | 9 | 22.5 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 | 35 | 33 | 94.3 | 39 | 9 | 12 | 33 |
| | 4 | 52 | 47 | 90.4 | 45 | 26 | 23 | 6 |
| | 5 | 38 | 36 | 94.7 | 56 | 17 | 14 | 11 |
| | 6 | 40 | 40 | 100.0 | 50 | 18 | 15 | 18 |
| Male | 3 | | 16 | 45.7 | 44 | 13 | 19 | 19 |
| | 4 | | 25 | 48.1 | 44 | 24 | 20 | 12 |
| | 5 | | 21 | 55.3 | 62 | 19 | 10 | 10 |
| | 6 | | 23 | 57.5 | 57 | 4 | 17 | 22 |

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 | | 17 | 48.6 | 35 | 6 | 6 | 47 |
| | 4 | | 22 | 42.3 | 45 | 27 | 27 | 0 |
| | 5 | | 15 | 39.5 | 47 | 13 | 20 | 13 |
| | 6 | | 17 | 42.5 | 41 | 35 | 12 | 12 |
| Black or African American | 3 | | 7 | 20.0 | -- | -- | -- | -- |
| | 4 | | 11 | 21.2 | 73 | 18 | 9 | 0 |
| | 5 | | 12 | 31.6 | 75 | 8 | 8 | 0 |
| | 6 | | 20 | 50.0 | 70 | 15 | 15 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 2.9 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 4 | | 2 | 3.8 | -- | -- | -- | -- |
| | 5 | | 2 | 5.3 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Filipino | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 13 | 37.1 | 31 | 15 | 8 | 31 |
| | 4 | | 20 | 38.5 | 40 | 30 | 25 | 5 |
| | 5 | | 10 | 26.3 | -- | -- | -- | -- |
| | 6 | | 10 | 25.0 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| White | 3 | | 6 | 17.1 | -- | -- | -- | -- |
| | 4 | | 8 | 15.4 | -- | -- | -- | -- |
| | 5 | | 9 | 23.7 | -- | -- | -- | -- |
| | 6 | | 6 | 15.0 | -- | -- | -- | -- |
| Two or More Races | 3 | | 2 | 5.7 | -- | -- | -- | -- |
| | 4 | | 6 | 11.5 | -- | -- | -- | -- |
| | 5 | | 1 | 2.6 | -- | -- | -- | -- |
| | 6 | | 1 | 2.5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 27 | 77.1 | 48 | 11 | 7 | 30 |
| | 4 | | 42 | 80.8 | 48 | 26 | 21 | 5 |
| | 5 | | 29 | 76.3 | 66 | 10 | 7 | 14 |
| | 6 | | 34 | 85.0 | 53 | 21 | 18 | 9 |

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 |
| English Learners | 3 | | 5 | 14.3 | -- | -- | -- | -- |
| | 4 | | 7 | 13.5 | -- | -- | -- | -- |
| | 5 | | 4 | 10.5 | -- | -- | -- | -- |
| | 6 | | 3 | 7.5 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 25.7 | -- | -- | -- | -- |
| | 4 | | 11 | 21.2 | 64 | 18 | 9 | 9 |
| | 5 | | 14 | 36.8 | 86 | 0 | 14 | 0 |
| | 6 | | 9 | 22.5 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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

School Site Council, ELAC, PTO membership, volunteerism (yard duty, library, classroom, copy room, and committees), Back to School Night, Open House, Book Fair, Fall Festival, parent nights, fall and spring parent conferences, Science Fair, Skate Nights, Cultural Festivals, Jog-A-Thon, and GATE Advisory Committee.

For more information, contact Dr. Torie England, Principal at (916) 228-5840.

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 | 16.42 | 1.36 | 12.66 |
| 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 | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2008-2009 |
| Year in Program Improvement | Year 2 | 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 (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 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 |
| K | 27 | 32 | 31 | | | | 2 | 1 | 1 | | | |
| 1 | 27 | 23 | 30 | | 1 | | 1 | | 1 | | 1 | |
| 2 | 26 | 36 | 27 | | | | 1 | | 1 | | 1 | |
| 3 | 28 | 28 | 22 | | | 1 | 2 | 2 | 1 | | | |
| 4 | 22 | 20 | | 1 | 1 | | 2 | 2 | | | | |
| 5 | 30 | 26 | 25 | | | 1 | 2 | 2 | 1 | | | 1 |
| 6 | 29 | 24 | 98 | | | | 2 | 2 | 2 | | | 1 |

| 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) | 2.5313 |
| 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.

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.

| 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 | \$7,268 | \$1,637.74 | \$5,630.15 | \$73,809.31 |
| District | ♦ | ♦ | \$4,556 | \$65,695 |
| State | ♦ | ♦ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | 8.1 | 14.4 |
| Percent Difference: School Site/ State | | | -5.1 | 11.2 |

* 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:

Gifted and Talented Education (GATE)

Daily morning openings with students' and Principal

Resource Teacher

Tutoring

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

Enrichment programs

Access to technology—computer lab

Benchmark tests—regularly

Weekly library schedule

AVID/MESA Programs

Annual Show Time

Annual Spring and Fall Music Concerts
Annual Jog-a-thon
Annual Jump for heart fundraiser
Parent Education/Family Nights
Student/Family Primary Language Support
Translation for Home-School Communication
Bilingual aide support for ELD students'
Counseling (academic and career)
Special Education (RSP)
Parent Counseling
Professional Development
Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
Supplemental Education Services
School Choice
START after school program
Annual District Spelling Bee
Annual District Math Contest
Family Bingo Night

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

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.