New Joseph Bonnheim Community Charter School

7300 Marin Avenue • Sacramento, CA 95820 • 916.277.6294 • Grades K-6
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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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José L. Banda, Superintendent
Superintendent

José L. Banda
Superintendent

Lisa Allen
Interim Deputy Sup.

School Description

I. NEW JOSEPH BONNHEIM COMMUNITY CHARTER VISION STATEMENT: "Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare scholars for the 21st Century."

1. Improve academic and social outcomes through ethical practices.

2. Create a school culture that emits social and educational responsibility and involves parents, scholars and staff.

3. Foster communication and positive relationships between school personnel, scholars, parents and community.

4. All persons will take personal responsibility and accountability for their actions and the actions of others.

5. Have a school climate in which every scholar, parent, and teacher is willing to help one's neighbor, respectful of all people around them, and is willing to be the light in the darkness.

II. NEW JOSEPH BONNHEIM COMMUNITY CHARTER MISSION STATEMENT: Our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

To succeed in accomplishing our mission, we will abide by our NJB Standards, utilizing the Five B's, implementing a positive character education program, and creating a scholar- centered learning environment.

III. NEW JOSEPH BONNHEIM COMMUNITY CHARTER STANDARDS:

1. Commitment--- We will uphold a commitment to high academic and social expectations for all scholars.

We will encourage a positive school climate and a strong sense of community.

We will create an environment of trust and respect.

2. Duty---We will work diligently with school personnel, parents and scholars to reinforce our vision.

We will report improper conduct with procedural fairness and due process.

3. Equity---We will strive for fairness and equity.

We will consider the rights and needs of all parties affected.

4. Integrity---We will remind those facing an ethical decision about the impact of its outcome, while at the same time provide them with the courage and support to make difficult decisions.

We will uphold confidentiality.

5. Ethical Responsibility---We will model appropriate ethical behavior(s) that will have an impact in the lives of others.

We will abide by policies, procedures and school rules.

6. Respect---We will recognize and acknowledge the worth of our school community members and remember to value them through what we say and do.

We will maintain appropriate relationship with staff, scholars and parents/guardians.

IV. NJB: Our 5 B's (Basic School Rules)

1. Be Safe,

2. Be Productive

3. Be Attentive, Listen and Follow Staff Directions

4. Be Respectful and Responsible to Everyone and Their Property

5. Be Kind to Other People

The Joseph Bonnheim School Mission: As Joseph Bonnheim educators, we will provide standards-based curriculum and instruction that supports the learning of all students so that they meet or exceed grade level expectations.

NJB is an excellent neighborhood charter school that is centered on agriculture and science, and on the very community it serves. With a dedicated and caring team of highly qualified teachers, support staff, wonderful children, involved and supportive parents, and partnerships, our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

NJB is deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

Our scholars receive a challenging and rigorous academic curriculum that is thematic and based in science and agriculture. Our project based learning and inquiry is supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community partnerships are encouraged and continue to provide vital assistance to our educational program.

In addition to instruction in the core curriculum and units of study in science, scholars are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.
To further optimize our scholars' learning and development of staff, this year we are utilizing a year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day.

Other staff members at NJB provide support and are instrumental in helping scholars with their academic and social and emotional needs. These services include a speech and language specialist, resource specialist, counseling services and mentoring, and school psychologist.

Scholars receive special recognition in monthly Super Bee assemblies, Perfect Attendance assemblies (monthly, trimester, and year-long), recognition for achieving benchmarks on periodic benchmark assessments in English Language Arts and Mathematics, and grade level standards in English Language Arts, Mathematics and Science based on the I-ready, SBAC, Science CST, and various data. Scholars' academic improvement is also acknowledged and highlighted throughout the school year.

Our school's Steering Committee, PTA, and other site committees are very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

New Joseph Bonnheim Community Charter is a wonderful neighborhood school establishing a tradition of curious intellectual learners, high scholar achievement and academic success for all scholars, and outstanding parent and community involvement. We believe in our scholars and their educational success is our priority.

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 916.277.6294 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	47
Grade 1	42
Grade 2	42
Grade 3	33
Grade 4	42
Grade 5	27
Grade 6	27
Total Enrollment	260

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	12.7
American Indian or Alaska Native	0.8
Asian	6.5
Filipino	0.4
Hispanic or Latino	63.8
White	10.8
Two or More Races	5
Socioeconomically Disadvantaged	91.5
English Learners	30.8
Students with Disabilities	6.5
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			
New Joseph Bonnheim Community Charter	**13-14**	**14-15**	**15-16**
With Full Credential		10	10
Without Full Credential		1	0
Teaching Outside Subject Area of Competence		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			
New Joseph Bonnheim	**13-14**	**14-15**	**15-16**
Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			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	90.0	10.0
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 1951. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables. During the 2000 modernization, renovations and upgrades were made in the following areas: health and safety, HVAC, 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: 8\31\15				
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			Multi-Purpose Room: Restain and seal stage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8\31\15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			Classroom 10: 1 LIGHT OUT Classroom 12: 2 LIGHTS OUT Classroom 1KINDER: 2 LIGHTS OUT Classroom 6: 4 LIGHTS OUT Classroom 8: 2 LIGHTS OUT Multi-Purpose Room: 2 LIGHTS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 23: Leaky faucet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 11: Shades came off the runner Classroom 7: Door frame has dry rot Classroom 8: Missing blinds/Cant secure room in lock down Girls Restroom by Classroom 8: Door rubs when closing
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		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

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	13	35	44
Math	12	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.

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			22			47			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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	26.10	13.00	17.40

* 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 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	22
Male	27
Female	18
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	21
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.

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	34	34	100.0	71	21	3	3
	4	36	36	100.0	58	31	6	6
	5	24	22	91.7	50	32	14	5
	6	25	23	92.0	26	48	17	4
Male	3		15	44.1	80	20	0	0
	4		21	58.3	62	33	5	0
	5		11	45.8	64	27	9	0
	6		7	28.0	--	--	--	--
Female	3		19	55.9	63	21	5	5
	4		15	41.7	53	27	7	13
	5		11	45.8	36	36	18	9
	6		16	64.0	31	38	25	6
Black or African American	3		4	11.8	--	--	--	--
	4		5	13.9	--	--	--	--
	5		5	20.8	--	--	--	--
	6		4	16.0	--	--	--	--
American Indian or Alaska Native	3		1	2.9	--	--	--	--
	5		0	0.0	--	--	--	--
Asian	3		2	5.9	--	--	--	--
	4		3	8.3	--	--	--	--
	5		4	16.7	--	--	--	--
	6		3	12.0	--	--	--	--
Filipino	3		1	2.9	--	--	--	--
	4		1	2.8	--	--	--	--
Hispanic or Latino	3		23	67.6	65	26	4	4
	4		21	58.3	57	33	5	5
	5		8	33.3	--	--	--	--
	6		13	52.0	38	46	15	0
White	3		2	5.9	--	--	--	--
	4		4	11.1	--	--	--	--
	5		5	20.8	--	--	--	--
	6		2	8.0	--	--	--	--
Two or More Races	3		1	2.9	--	--	--	--
	4		2	5.6	--	--	--	--
	6		1	4.0	--	--	--	--

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

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
Socioeconomically Disadvantaged	3		32	94.1	72	22	3	3
	4		35	97.2	60	29	6	6
	5		19	79.2	53	32	16	0
	6		21	84.0	29	48	14	5
English Learners	3		12	35.3	67	33	0	0
	4		13	36.1	69	23	8	0
	5		6	25.0	--	--	--	--
	6		8	32.0	--	--	--	--
Students with Disabilities	3		3	8.8	--	--	--	--
	4		4	11.1	--	--	--	--
	5		2	8.3	--	--	--	--
	6		1	4.0	--	--	--	--
Students Receiving Migrant Education Services	6		1	4.0	--	--	--	--
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	34	34	100.0	62	21	12	3
	4	36	36	100.0	53	39	8	0
	5	24	22	91.7	59	32	9	0
	6	25	24	96.0	33	50	17	0
Male	3		15	44.1	60	20	20	0
	4		21	58.3	52	38	10	0
	5		11	45.8	64	27	9	0
	6		7	28.0	--	--	--	--
Female	3		19	55.9	63	21	5	5
	4		15	41.7	53	40	7	0
	5		11	45.8	55	36	9	0
	6		17	68.0	24	53	24	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		4	11.8	--	--	--	--
	4		5	13.9	--	--	--	--
	5		5	20.8	--	--	--	--
	6		4	16.0	--	--	--	--
American Indian or Alaska Native	3		1	2.9	--	--	--	--
	5		0	0.0	--	--	--	--
Asian	3		2	5.9	--	--	--	--
	4		3	8.3	--	--	--	--
	5		4	16.7	--	--	--	--
	6		3	12.0	--	--	--	--
Filipino	3		1	2.9	--	--	--	--
	4		1	2.8	--	--	--	--
Hispanic or Latino	3		23	67.6	61	17	17	4
	4		21	58.3	52	48	0	0
	5		8	33.3	--	--	--	--
	6		14	56.0	29	64	7	0
White	3		2	5.9	--	--	--	--
	4		4	11.1	--	--	--	--
	5		5	20.8	--	--	--	--
	6		2	8.0	--	--	--	--
Two or More Races	3		1	2.9	--	--	--	--
	4		2	5.6	--	--	--	--
	6		1	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		32	94.1	63	22	13	3
	4		35	97.2	54	37	9	0
	5		19	79.2	58	32	11	0
	6		21	84.0	33	48	19	0
English Learners	3		12	35.3	58	8	33	0
	4		13	36.1	62	31	8	0
	5		6	25.0	--	--	--	--
	6		8	32.0	--	--	--	--
Students with Disabilities	3		3	8.8	--	--	--	--
	4		4	11.1	--	--	--	--
	5		2	8.3	--	--	--	--
	6		1	4.0	--	--	--	--
Students Receiving Migrant Education Services	6		1	4.0	--	--	--	--

Table header:

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

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
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
Parent engagement opportunities include providing assistance in the school, classroom, on field trips and at home with school work. In addition, parent involvement also includes participation and membership on the P.T.A., the School Site Council and English Learner Advisory Committee. Adult English classes are provided on-campus daily from, Monday through Thursday, 8:30 – 11:30 a.m.

For more information, contact Dr. Mary L. Alvarez Jett, Principal at (916) 277-6294.

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			3.55
Expulsions Rate			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	Not in PI	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 (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	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			24						2			
1			21						2			
2			21						2			
3			27						1			
4			24			1			1			
5			27						1			
6			27						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)	0.0000
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				Average Teacher Salary
Level	Expenditures Per Pupil			Average Teacher Salary
Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,982	$1,600	$4,382	$71,821
District	♦	♦	$4,556	$65,695
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			7.6	25.0
Percent Difference: School Site/ State			-5.5	21.4

* 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

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.

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.