

# Ethel Phillips Elementary School

2930 21st Avenue • Sacramento, CA 95820 • 916.277.6277 • Grades K-6

Daniel Hernandez, Principal

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<http://ethelphillips.scusd.edu/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Sacramento City Unified School District

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[www.scusd.edu](http://www.scusd.edu)

#### District Governing Board

Jay Hansen President, Area 1  
Jessie Ryan, 1st VP, Area 7  
Darrel Woo 2nd VP, Area 6  
Ellen Cochrane, Area 2  
Christina Pritchett, Area 3  
Michael Minnick, Area 4  
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Natalie Rosas, Student Member

#### District Administration

José L. Banda, Superintendent  
**Superintendent**  
Lisa Allen  
**Deputy Superintendent**  
Chad Sweitzer  
**Area Assistant Superintendent**  
Tu Moua-Carroz  
**Area Assistant Superintendent**  
Olga L. Simms  
**Area Assistant Superintendent**  
Mary Hardin Young  
**Area Assistant Superintendent**

### School Description

Mission Statement: In Order to bring our vision into reality, we will:

- \*Develop cooperation within the community
  - \*Foster students' creativity
  - \*Teach responsibility
  - \*Provide quality instruction of California Common Core Standards.
- Encourage opportunities for students to think critically and solve problems.

Vision: The students, families, staff and surrounding neighbors of Ethel Phillips School are working together to support all students to develop cooperation with peers, creativity, personal responsibility and accountability. Students will achieve academically and develop critical thinking and problem-solving strategies that will lead to success in an ever-changing world.

Description: Ethel Phillips is tucked away in the City Farms neighborhood near the Northern Franklin business district. The school has many generations of our families that attended and continue to attend as part of tradition and some for loyalty. Our student population has and continues to be largely Hispanic, but always diverse. Recently (2013), due to a neighboring school closure, we have an increased student population that is now broadened the area which our students are from. Over 50% of the population is bilingual, most of which are Spanish speaking families. The needs of the neighborhood continue to warrant the need and support for our Bilingual Early Exit Transitional program.

We offer a K-3 bilingual program which is to support families of Spanish speaking homes. The opportunity to use the Spanish support at home to acquire academic language in Spanish until a full transition is made toward the end of 3rd grade year. The ultimate goal of the program is to acquire academic English by having a strong foundation in academic Spanish while working with the same content areas as their peers in other grade levels. Instruction in English exists as part of the English Language Development time in each grade level, in other subject areas depending on the grade level, and informal English exists during recess and other interactions with classes from traditional classrooms.

Ethel Phillips is one of the districts early adopters of Balanced Literacy, which is a structure to support reading and writing with specific teaching points, independent work and sharing opportunities. Students are working toward increasing the rigor of academic conversations in all content areas as is the school district. Many of the lessons are part of larger units of genre studies which are deepening the understanding of students knowledge. Even during math instruction, the structure of lessons follows the pattern within Balanced Literacy. The goal is to have students discussing solutions, working collaboratively and thinking critically about the possible solutions in a positive, responsible but with a critical eye.

With the ever-changing world, it has been an area of interest for the school to allow more access to relevant technology. With some district support, classrooms are now providing opportunities for students to use technology such as iPod, iPad, laptops (Mac and PC) as intervention and often as part of the curriculum. Access currently varies between classrooms, but is now available to all students. Additional tutoring and clubs have also begun to use technology as a tool in class. The Balanced Literacy structure is incorporating more technology as part of the tools of the trade.

Over the past few years, the community has asked for ongoing support for students in need of interventions which thus far include, but are not limited to; academic, social-emotional and some mental health. This has been an additional focal area with differing levels of intervention. First, at a universal level, students in need of intervention (of any kind) are exposed to the classroom 'first instruction' with our core academic curriculum, and also with Social Emotional Learning (SEL) with the curriculum of Second Step. The staff has had training with Second Step instruction and provides weekly lessons to all students. Beyond these in class supports, Ethel Phillips also provides intervention with small groups for academic support in the areas of Reading, in English and Spanish (when in bilingual classes) provided by our Intervention and resource teachers and instructional aides. There are also supports in place for non-academic interventions with the Student support Center which is staffed (.5 FTE) with a Coordinator and matched with district support with a social worker. Additionally, social work interns, and nursing interns functioning as mentors are coordinated to work with students. Parent meetings are also conducted by District personnel to reach out further into our community.

Beyond these supports, there is also support for the use of the intervention known as Reading Partners which provides one-on-one support at the reading level of each student referred to the program.

Community support exists in various ways, including but not limited to Reading Partners volunteers working with individual students. The volunteers are from various agencies, including the following:

- \* Sir-optimist Metro Sacramento (SIMS)
- \* Sac State
- \* News 10
- \* Local High Schools (public and private)
- \* Other private individuals not affiliated with agencies.
- \* Sac city

The after school program at Ethel Phillips offers families an opportunity to have students participate in the START program which has a curriculum including physical recreation, science, health, nutrition and more, as well as homework time for students. In addition to START, other engaging activities provide enrichment or extra-curricular activities after school such as: Intel PC Pals, Knitting club, Art club, and sports. As a provider of Supplemental Education Services (SES), the district also supports tutoring which often is on site after school as well.

## 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	84
Grade 2	81
Grade 3	84
Grade 4	70
Grade 5	87
Grade 6	84
<b>Total Enrollment</b>	<b>565</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	0.4
Asian	6.9
Filipino	0.4
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.7
White	4.1
Two or More Races	3.9
Socioeconomically Disadvantaged	85.8
English Learners	44.8
Students with Disabilities	14.3
Foster Youth	0.7

## 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			
Ethel Phillips Elementary School	14-15	15-16	16-17
With Full Credential	19	22	19
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Ethel Phillips Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	2

\* "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

2015-16 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	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

\* 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 2016-17)

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: December 2016	
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 25 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 8 portables. During the 1999 modernization, renovations and upgrades were made in the following areas: health and safety, 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: September 15, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Carpet needs repair WO #80740
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: September 15, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical		X			Bad ballasts WO #84022
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	13	18	23	53	47	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	24.7	27.3	6.5

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	16	17	35	39	44	48
<b>Math</b>	14	16	28	30	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	84	81	96.4	23.5
<b>Male</b>	43	40	93.0	25.0
<b>Female</b>	41	41	100.0	22.0
<b>Hispanic or Latino</b>	63	61	96.8	19.7
<b>Socioeconomically Disadvantaged</b>	76	74	97.4	20.3
<b>English Learners</b>	44	43	97.7	18.6
<b>Students with Disabilities</b>	15	13	86.7	38.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
<b>All Students</b>	<b>3</b>	83	83	100.0	8.4
	<b>4</b>	72	70	97.2	14.7
	<b>5</b>	84	81	96.4	21.0
	<b>6</b>	84	83	98.8	21.7
<b>Male</b>	<b>3</b>	43	43	100.0	4.7
	<b>4</b>	41	40	97.6	18.4
	<b>5</b>	43	40	93.0	12.5
	<b>6</b>	51	51	100.0	21.6
<b>Female</b>	<b>3</b>	40	40	100.0	12.5
	<b>4</b>	31	30	96.8	10.0
	<b>5</b>	41	41	100.0	29.3
	<b>6</b>	33	32	97.0	21.9
<b>Black or African American</b>	<b>4</b>	11	11	100.0	
	<b>6</b>	13	13	100.0	7.7
<b>Hispanic or Latino</b>	<b>3</b>	66	66	100.0	10.6
	<b>4</b>	49	47	95.9	22.2
	<b>5</b>	63	61	96.8	24.6
	<b>6</b>	54	53	98.2	24.5
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	70	70	100.0	5.7
	<b>4</b>	64	63	98.4	14.8
	<b>5</b>	76	74	97.4	20.3
	<b>6</b>	79	78	98.7	20.5

**School Year 2015-16 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 Met or Exceeded
English Learners	3	54	54	100.0	9.3
	4	37	35	94.6	9.1
	5	44	43	97.7	11.6
	6	34	33	97.1	12.1
Students with Disabilities	3	13	13	100.0	
	4	17	17	100.0	6.3
	5	15	13	86.7	
	6	25	25	100.0	4.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	3	83	83	100.0	16.9
	4	72	70	97.2	13.2
	5	84	81	96.4	7.6
	6	84	83	98.8	24.4
Male	3	43	43	100.0	11.6
	4	41	40	97.6	15.8
	5	43	40	93.0	5.1
	6	51	51	100.0	24.0
Female	3	40	40	100.0	22.5
	4	31	30	96.8	10.0
	5	41	41	100.0	10.0
	6	33	32	97.0	25.0
Black or African American	4	11	11	100.0	
	6	13	13	100.0	15.4
Hispanic or Latino	3	66	66	100.0	19.7
	4	49	47	95.9	15.2
	5	63	61	96.8	6.8
	6	54	53	98.2	26.9

**School Year 2015-16 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 Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	70	70	100.0	14.3
	<b>4</b>	64	63	98.4	13.1
	<b>5</b>	76	74	97.4	5.6
	<b>6</b>	79	78	98.7	23.4
<b>English Learners</b>	<b>3</b>	54	54	100.0	22.2
	<b>4</b>	37	35	94.6	8.8
	<b>5</b>	44	43	97.7	4.8
	<b>6</b>	34	33	97.1	18.2
<b>Students with Disabilities</b>	<b>3</b>	13	13	100.0	
	<b>4</b>	17	17	100.0	6.7
	<b>5</b>	15	13	86.7	
	<b>6</b>	25	25	100.0	4.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 Year 2016-17)

Classroom Assistance (school or home)	Parent-Teacher Association
Field Trip Support	Home Visit Project/Community Meetings
ELAC/SSC Meetings	Student Safety & Supervision
Parent Training	Library Volunteer
Parent Meetings	After-school Programs

For more information, contact Daniel Hernandez, Principal at (916) 277-6277.

#### 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 2016-2017

- 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, Approval of CSSP

Section 18.....Staff Handbook

Section 19.....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 32262 of the 2016 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	5.3	4.0
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	76.5	

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	.2
Social Worker	0.0000
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5000
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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>K</b>	33	27	18			2	1	6	1	2		
<b>1</b>	31	29	27				1	3	3			
<b>2</b>	28	30	25				3	2	3			
<b>3</b>	21	28	28	1			3	3	3			
<b>4</b>	30	31	22			2	2	3	1			
<b>5</b>	32	30	18			2	1	2	1	2		
<b>6</b>	26	91	20	1	2	2	1	3	3	1	1	2
<b>Other</b>	22			1			2					

**Professional Development provided for Teachers**

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, 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 the ELA and math Common Core State Standards, the Next Generation Science 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. Most recently a partnership with WEST Ed and the district support work integrating ELD standards in Science and Social Science.

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FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,683	\$45,092
Mid-Range Teacher Salary	\$53,467	\$71,627
Highest Teacher Salary	\$87,749	\$93,288
Average Principal Salary (ES)	\$102,681	\$115,631
Average Principal Salary (MS)	\$104,918	\$120,915
Average Principal Salary (HS)	\$120,601	\$132,029
Superintendent Salary	\$290,000	\$249,537
Percent of District Budget		
Teacher Salaries	31%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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
- Free breakfast and lunch for all students
- 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 Educational Services (SES)
- 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 and the county. 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6920.7	1550.7	5370.	74331.34
District	♦	♦	\$4,556	\$67,009
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			17.9	13.1
Percent Difference: School Site/ State			0.4	1.9

\* Cells with ♦ do not require data.