

John Bidwell Elementary School

1730 65th Avenue • Sacramento, CA 95822 • 916.433.5047 • Grades K-6

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



Sacramento City Unified School District

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District Governing Board

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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

Vision Statement:

The Bidwell school community is united in the academic and social success of our diverse learners. Bidwell students are collaborative and independent problem solvers; who are intrinsically motivated to reach high academic expectations, make positive impacts on others and affect positive social change in their community and the world.

Mission Statement:

To provide a safe environment and challenging curriculum which will enable all students to become independent life-long learners and responsible citizens.

John Bidwell's programs include:

Rigorous and developmentally appropriate curriculum
GATE Cluster classes for 2nd through 6th grade
Safe learning community

John Bidwell Elementary has high expectations for students. Teachers work as a team to encourage students to be independent learners and use a variety of small group methods to develop problem-solving skills, cooperation, and higher-level thinking skills, instead of the standard textbook format. The staff works closely with parents and other community members to be responsive to the needs of students and the community.

School Description:

John Bidwell School is a school where unity and dedicated effort translate into high student achievement. Since 1998, when California began monitoring student achievement through Academic Performance Index (API) scores, our school has seen a steady increase of 276 API points, an achievement that has been recognized by Governor Davis, as well as officials from the United States Department of Education.

Our school has approximately 420 students in a pre-school through sixth grade program. A morning and afternoon pre-school (Head Start and State) program is conducted on the campus. Special education services are offered to identified students as well as a departmental program for our fifth and sixth graders. We offer a 5 day a week after school program that features assistance with homework, recreational reading, and athletic activities.

We proudly provide all students with a rigorous curriculum, extensive interventions, a wide array of authentic assessment measures, individualized student action plans, and ongoing monitoring of student progress. Yet at the core, lies the foundation of our school's success: unity and purpose driven by a dedicated staff. Our staff provides intensive and differentiated instruction, wins teaching honors, furthers their own education, conducts classroom action research, mentors new teachers, presents at local and national conferences, and are considered leaders in the district.

Our staff creates a collegial and supportive environment and works collaboratively in grade level teams, primary and intermediate segments, and various committees. Through these collaborative processes, we have built a strong system of peer recognition and celebration. Teachers also collaborate to develop and provide Common Core State Standards aligned instruction. Intel is major partner and has provided technological equipment as well as ongoing for our children, families, and teachers.

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 | 42 |
| Grade 1 | 47 |
| Grade 2 | 48 |
| Grade 3 | 55 |
| Grade 4 | 51 |
| Grade 5 | 65 |
| Grade 6 | 60 |
| Total Enrollment | 368 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 29.6 |
| American Indian or Alaska Native | 0.5 |
| Asian | 11.4 |
| Filipino | 0.8 |
| Hispanic or Latino | 46.5 |
| Native Hawaiian or Pacific Islander | 3.5 |
| White | 4.3 |
| Two or More Races | 3.3 |
| Socioeconomically Disadvantaged | 92.1 |
| English Learners | 25.8 |
| Students with Disabilities | 14.7 |
| Foster Youth | 2.7 |

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 | | | |
|---|-------|-------|-------|
| John Bidwell Elementary School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 12 | 17 | 15 |
| Without Full Credential | 0 | 0 | 0 |
| 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 | | | |
|--|-------|-------|-------|
| John Bidwell 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 | 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

| 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 | 92.9 | 7.1 |
| 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 1957. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 8 portables. During the 2000 and 2001 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: 10/5/16

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | Classroom 3: work order #65992 blowing out unhealthy air Classroom 4: work order #65992 blowing out unhealthy air Classroom 5: work order #65992 blowing out unhealthy air Classroom 6: work order #65992 blowing out unhealthy air Classroom 7: work order |
| Interior: Interior Surfaces | | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | | | | X | Classroom 13: work order #66061 13A-phone lines not working Classroom 15: work order #66052 light ballast Classroom10: work order #66052 light ballast Multi-Purpose: wrok order #66063 wires left hanging by the Fire Alarms |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | | Boys Restroom by Classroom 8: URNAL LAST ONE IS BROKEN |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | Stage: work order #66064 wood floor is rotting |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | | |
| Overall Rating | Exemplary | Good | Fair | Poor | Work orders made for all deficiencies. Repairs made. |
| | | 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

| 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 |
| ELA | 31 | 36 | 35 | 39 | 44 | 48 |
| Math | 33 | 36 | 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.

| 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 |
| Science | 58 | 51 | 38 | 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 |
| 5 | 15.7 | 43.1 | 15.7 |

* 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 |
| All Students | 70 | 69 | 98.6 | 37.7 |
| Male | 38 | 38 | 100.0 | 52.6 |
| Female | 32 | 31 | 96.9 | 19.4 |
| Black or African American | 28 | 27 | 96.4 | 33.3 |
| Asian | 11 | 11 | 100.0 | 27.3 |
| Hispanic or Latino | 26 | 26 | 100.0 | 46.2 |
| Socioeconomically Disadvantaged | 65 | 64 | 98.5 | 37.5 |
| English Learners | 18 | 18 | 100.0 | 22.2 |
| Students with Disabilities | 14 | 14 | 100.0 | 64.3 |

* 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 |
| All Students | 3 | 56 | 53 | 94.6 | 24.5 |
| | 4 | 49 | 47 | 95.9 | 27.7 |
| | 5 | 71 | 70 | 98.6 | 40.0 |
| | 6 | 58 | 55 | 94.8 | 47.3 |
| Male | 3 | 27 | 26 | 96.3 | 19.2 |
| | 4 | 27 | 27 | 100.0 | 22.2 |
| | 5 | 39 | 39 | 100.0 | 30.8 |
| | 6 | 26 | 26 | 100.0 | 38.5 |
| Female | 3 | 29 | 27 | 93.1 | 29.6 |
| | 4 | 22 | 20 | 90.9 | 35.0 |
| | 5 | 32 | 31 | 96.9 | 51.6 |
| | 6 | 32 | 29 | 90.6 | 55.2 |
| Black or African American | 3 | 19 | 17 | 89.5 | 35.3 |
| | 4 | 13 | 11 | 84.6 | 18.2 |
| | 5 | 28 | 27 | 96.4 | 29.6 |
| | 6 | 26 | 25 | 96.2 | 52.0 |
| Asian | 5 | 11 | 11 | 100.0 | 54.5 |
| Hispanic or Latino | 3 | 25 | 25 | 100.0 | 28.0 |
| | 4 | 23 | 23 | 100.0 | 39.1 |
| | 5 | 26 | 26 | 100.0 | 42.3 |
| | 6 | 20 | 20 | 100.0 | 50.0 |
| Socioeconomically Disadvantaged | 3 | 51 | 48 | 94.1 | 22.9 |
| | 4 | 45 | 43 | 95.6 | 27.9 |
| | 5 | 66 | 65 | 98.5 | 38.5 |
| | 6 | 54 | 51 | 94.4 | 45.1 |
| English Learners | 3 | 16 | 16 | 100.0 | 6.3 |
| | 4 | 16 | 16 | 100.0 | 6.3 |
| | 5 | 18 | 18 | 100.0 | 27.8 |
| Students with Disabilities | 4 | 11 | 10 | 90.9 | |
| | 5 | 14 | 14 | 100.0 | |
| | 6 | 13 | 12 | 92.3 | 8.3 |

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 | 56 | 53 | 94.6 | 35.9 |
| | 4 | 49 | 47 | 95.9 | 34.0 |
| | 5 | 71 | 70 | 98.6 | 32.9 |
| | 6 | 58 | 56 | 96.5 | 42.9 |
| Male | 3 | 27 | 26 | 96.3 | 38.5 |
| | 4 | 27 | 27 | 100.0 | 37.0 |
| | 5 | 39 | 39 | 100.0 | 38.5 |
| | 6 | 26 | 26 | 100.0 | 38.5 |
| Female | 3 | 29 | 27 | 93.1 | 33.3 |
| | 4 | 22 | 20 | 90.9 | 30.0 |
| | 5 | 32 | 31 | 96.9 | 25.8 |
| | 6 | 32 | 30 | 93.8 | 46.7 |
| Black or African American | 3 | 19 | 17 | 89.5 | 41.2 |
| | 4 | 13 | 11 | 84.6 | 36.4 |
| | 5 | 28 | 27 | 96.4 | 29.6 |
| | 6 | 26 | 25 | 96.2 | 44.0 |
| Asian | 5 | 11 | 11 | 100.0 | 27.3 |
| Hispanic or Latino | 3 | 25 | 25 | 100.0 | 40.0 |
| | 4 | 23 | 23 | 100.0 | 39.1 |
| | 5 | 26 | 26 | 100.0 | 34.6 |
| | 6 | 20 | 20 | 100.0 | 50.0 |
| Socioeconomically Disadvantaged | 3 | 51 | 48 | 94.1 | 35.4 |
| | 4 | 45 | 43 | 95.6 | 32.6 |
| | 5 | 66 | 65 | 98.5 | 32.3 |
| | 6 | 54 | 52 | 96.3 | 42.3 |
| English Learners | 3 | 16 | 16 | 100.0 | 25.0 |
| | 4 | 16 | 16 | 100.0 | 18.8 |
| | 5 | 18 | 18 | 100.0 | 16.7 |
| Students with Disabilities | 4 | 11 | 10 | 90.9 | |
| | 5 | 14 | 14 | 100.0 | 7.1 |
| | 6 | 13 | 12 | 92.3 | 8.3 |

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)

John Bidwell is committed to strong partnerships with parents and community. Parents are invited to participate as active members in our school community in many ways. We have several governing boards on site that are represented by parents, teachers and staff. These committees include School Site Council, English Language Advisory Committee and the Parent Teacher Family Organization. We have a growing number of parents that attend these meetings as elected council members and/or diverse voices in our school community. This year, we opened up the Bidwell Parent Resource Room which is equipped with computers, work stations, child care space and technology for presentations. An ongoing parent workshop series takes place in the Parent Room; which unpacks the tools and resources available to ensure a quality learning experience for our children. Our Parent Liaison is also available in the Parent Resource Room part-time to support parents with accessing parenting and student resources, translations and assist parents to advocate for their child's needs.

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 | 2.5 | 3.4 |
| Expulsions Rate | 0.3 | 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 | 2010-2011 | 2008-2009 |
| Year in Program Improvement | Year 4 | 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 | 0.0000 |
| Social Worker | 0.0000 |
| Nurse | 0.0000 |
| Speech/Language/Hearing Specialist | 0.0000 |
| Resource Specialist | .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 |
| K | 33 | 142 | 21 | | | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| 1 | 31 | 28 | 11 | | | 2 | 1 | 1 | 3 | | | |
| 2 | 32 | 27 | 24 | | | | 1 | 2 | 1 | | | |
| 3 | 32 | 31 | 27 | | | | 2 | 1 | 2 | | | |
| 4 | 34 | 32 | 17 | | | 2 | | 1 | 1 | 2 | 1 | 2 |
| 5 | 24 | 33 | 16 | | | 1 | 2 | 1 | 3 | | 1 | 1 |
| 6 | 25 | 21 | 20 | 1 | 1 | 1 | 2 | 2 | 1 | | | |

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.

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.

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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/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 6495.8 | 998.59 | 5497.2 | 76885.46 |
| District | ◆ | ◆ | \$4,556 | \$67,009 |
| State | ◆ | ◆ | \$5,677 | \$75,837 |
| Percent Difference: School Site/District | | | 20.7 | 17.0 |
| Percent Difference: School Site/ State | | | 2.8 | 5.4 |

* Cells with ◆ do not require data.

Types of Services Funded

Class Size Reduction for Primary grades as well as Intermediate

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

Enrichment programs

Access to technology

Science Programs

Parent Education/Family Nights

Healthy Start

Student/Family Primary Language Support

Translation for Home-School Communication

Reading Specialist

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.