

# Kit Carson Middle School

5301 N Street • Sacramento, CA 95819 • 916.277.6750 • Grades 7-11

Santiago Chapa, Principal  
Santiago-Chapa@scusd.edu  
www.kitcarson.scusd.edu

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



### Sacramento City Unified School District

5735 47th Avenue  
Sacramento, CA 95824  
(916) 643-7400  
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  
Mai Vang, Area 5  
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

Kit Carson is a fully authorized International Baccalaureate World School offering the Middle Years Program in grades 7-10. The school is in the process of seeking authorization to offer the IB Diploma Programme for grades 11 and 12. We expect to graduate our first class of seniors during the 2017-18 school year. The IB Learner Profile characteristics are woven through our curriculum and students learn important lessons that will serve them well throughout life.

The school climate at Kit Carson supports a multi-culturally rich environment where diversity is celebrated and we believe that diversity enhances the positive experiences of our students. Our campus is home to many different languages and cultures that truly reflect the diversity of our city. Currently we serve a student population from many communities of the greater Sacramento area.

Long-time residents of the East Sac community have fond memories of the original building which was constructed in 1933, and of the storied past of the school. The “new” Kit Carson, built in 1976, recognizes time-honored Pioneer traditions while at the same time focusing on progressive, forward thinking instructional practices which have led us to this IB path. Innovation, creativity and collaboration are valued at Kit Carson. Our work is guided by a focus on improving achievement through student centered instruction. With college and career readiness through an International Baccalaureate educational experience being the goal for all Kit Carson students, our unifying slogan is, “The road to college begins here.”

#### Our Mission Statement:

Kit Carson seeks to develop students who express themselves confidently and creatively, who use their knowledge to improve their local and global communities, and who thoughtfully consider the perspectives of other individuals and groups.

Through collaborative, interdisciplinary instruction, our students endeavor to explore highly engaging, rigorous and meaningful learning experiences that will encourage achievement at the highest level.

Kit Carson strives to foster students who demonstrate integrity and compassion, who share a global view of the world and who understand our inter-dependence with others.

## 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 |
| Grade 7                                   | 161                |
| Grade 8                                   | 134                |
| Grade 9                                   | 53                 |
| Grade 10                                  | 44                 |
| <b>Total Enrollment</b>                   | <b>392</b>         |

| 2015-16 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 13.5                        |
| American Indian or Alaska Native    | 1                           |
| Asian                               | 6.6                         |
| Filipino                            | 1.3                         |
| Hispanic or Latino                  | 50.8                        |
| Native Hawaiian or Pacific Islander | 1.3                         |
| White                               | 20.4                        |
| Two or More Races                   | 5.1                         |
| Socioeconomically Disadvantaged     | 85.2                        |
| English Learners                    | 17.3                        |
| Students with Disabilities          | 20.2                        |
| Foster Youth                        | 2.3                         |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Kit Carson Middle School                    | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | 15    | 21    | 18    |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 1     |
| 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 |       |       |       |
|--|-------|-------|-------|
| Kit Carson Middle 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<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 80.8                                | 19.2                                    |
| 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<br>Year and month in which data were collected: December 2016 |   |
|---|---|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
| Reading/Language Arts   | Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston Language Arts 2003<br>Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston Language Arts 2003<br><br><b>Percent of students lacking their own assigned textbook: 0%</b>                            |
| Mathematics   | Larson BIG IDEAS California Course 2, 2015-Houghton Mifflin Mathematics 2014<br>Larson BIG IDEAS California Course 3, 2015-Houghton Mifflin Mathematics 2014<br>Geometry, McDougal Littell Mathematics 2004<br><br><b>Percent of students lacking their own assigned textbook: 0%</b> |
| Science   | Life Science, Holt, Rinehart and Winston Science 2007<br>Focus on Physical Science, Glencoe/McGraw-Hill Science 2007<br><br><b>Percent of students lacking their own assigned textbook: 0%</b>  |
| History-Social Science  | History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI) History 2005<br>History Alive! The United States Through Industrialism, Teachers' Curriculum Institute (TCI) History 2005<br><br><b>Percent of students lacking their own assigned textbook: 0%</b>    |
| Foreign Language  | High Point, Hampton Brown English Language Development 2001<br><br><b>Percent of students lacking their own assigned textbook: 0%</b>   |

### School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1976. This school has 29 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 7 portables. During the 2005 modernization, renovations and upgrades were made in the following areas: site interior, exterior, plumbing, HVAC, roofing 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 26, 2016**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X                |             |             |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X                |             |             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             |   |
| <b>Electrical:</b><br>Electrical   | X                |             |             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |   |
| <b>External:</b><br>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>  | 45   | 50    | 51    | 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>7</b>    | 18.8  | 6.2    | 2.7    |
| <b>9</b>    | 19  | 4.8    |        |

\* 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>                              | 24   | 26    | 35       | 39    | 44    | 48    |
| <b>Math</b>                             | 10   | 10    | 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 |
| All Students                    | 192                | 175               | 91.2                | 51.4                   |
| Male                            | 118                | 112               | 94.9                | 50.9                   |
| Female                          | 74                 | 63                | 85.1                | 52.4                   |
| Black or African American       | 20                 | 20                | 100.0               | 20.0                   |
| Asian                           | 11                 | 8                 | 72.7                | 87.5                   |
| Hispanic or Latino              | 98                 | 90                | 91.8                | 44.4                   |
| White                           | 47                 | 44                | 93.6                | 72.7                   |
| Two or More Races               | 12                 | 9                 | 75.0                | 55.6                   |
| Socioeconomically Disadvantaged | 148                | 137               | 92.6                | 48.2                   |
| English Learners                | 29                 | 28                | 96.6                | 28.6                   |
| Students with Disabilities      | 36                 | 35                | 97.2                | 22.9                   |

\* 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                    | 7     | 166                | 165    | 99.4                | 25.4                     |
|                                 | 8     | 149                | 135    | 90.6                | 26.7                     |
| Male                            | 7     | 78                 | 77     | 98.7                | 11.7                     |
|                                 | 8     | 90                 | 85     | 94.4                | 21.2                     |
| Female                          | 7     | 88                 | 88     | 100.0               | 37.5                     |
|                                 | 8     | 59                 | 50     | 84.8                | 36.0                     |
| Black or African American       | 7     | 36                 | 36     | 100.0               | 8.3                      |
|                                 | 8     | 17                 | 17     | 100.0               |                          |
| Hispanic or Latino              | 7     | 79                 | 78     | 98.7                | 24.4                     |
|                                 | 8     | 71                 | 65     | 91.5                | 16.9                     |
| White                           | 7     | 27                 | 27     | 100.0               | 37.0                     |
|                                 | 8     | 38                 | 35     | 92.1                | 48.6                     |
| Two or More Races               | 8     | 12                 | 9      | 75.0                | 22.2                     |
| Socioeconomically Disadvantaged | 7     | 146                | 146    | 100.0               | 26.7                     |
|                                 | 8     | 114                | 104    | 91.2                | 21.1                     |
| English Learners                | 7     | 26                 | 26     | 100.0               | 11.5                     |
|                                 | 8     | 21                 | 21     | 100.0               | 4.8                      |
| Students with Disabilities      | 7     | 38                 | 38     | 100.0               | 2.6                      |
|                                 | 8     | 31                 | 30     | 96.8                | 10.0                     |

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<br>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  | 7     | 166                | 165    | 99.4                | 11.6                     |
|   | 8     | 166                | 165    | 99.4                | 11.6                     |
| Male  | 7     | 78                 | 77     | 98.7                | 9.2                      |
|   | 8     | 78                 | 77     | 98.7                | 9.2                      |
| Female  | 7     | 88                 | 88     | 100.0               | 13.6                     |
|   | 8     | 88                 | 88     | 100.0               | 13.6                     |
| Black or African American   | 7     | 36                 | 36     | 100.0               |                          |
|   | 8     | 36                 | 36     | 100.0               |                          |
| Hispanic or Latino  | 7     | 79                 | 78     | 98.7                | 9.1                      |
|   | 8     | 79                 | 78     | 98.7                | 9.1                      |
| White   | 7     | 27                 | 27     | 100.0               | 18.5                     |
|   | 8     | 27                 | 27     | 100.0               | 18.5                     |
| Socioeconomically Disadvantaged   | 7     | 146                | 146    | 100.0               | 11.0                     |
|   | 8     | 146                | 146    | 100.0               | 11.0                     |
| English Learners  | 7     | 26                 | 26     | 100.0               | 7.7                      |
|   | 8     | 26                 | 26     | 100.0               | 7.7                      |
| Students with Disabilities  | 7     | 38                 | 38     | 100.0               | 2.6                      |
|   | 8     | 38                 | 38     | 100.0               | 2.6                      |

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)

Parent involvement is essential to student success and we encourage parents to participate actively in their child's education at Kit Carson. This year, PTSO has evolved into a PTSA and we have over 40 paid members. We expect to increase membership with the IB momentum that we are gaining. We are proud of our efforts and continue to seek additional opportunities for deeper and broader participation. Some of the other ongoing parent involvement committees are the School Site Council (SSC) and the English Learners Advisory Committee (ELAC). Parents also volunteer in classrooms, help supervise field trips, and support the school in many other ways.

**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     | 9.1     | 27.6    |
| Expulsions Rate            | 13.3    | 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                   | 2008-2009 | 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   | 1.000  |
| Counselor (Social/Behavioral or Career Development)        | 0.0000 |
| Library Media Teacher (Librarian)                          | 0.5000 |
| Library Media Services Staff (Paraprofessional)            | 0.0000 |
| Psychologist   | 0.2000 |
| Social Worker  | 0.0000 |
| Nurse  | 0.3000 |
| Speech/Language/Hearing Specialist                         | 0.2000 |
| Resource Specialist  | 0.0000 |
| Other  | 0.0000 |
| Average Number of Students per Staff Member                |        |
| Academic Counselor   | 400    |

\* 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 (Secondary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 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 |
| English  | 21                 | 20      | 15      | 10                    | 13      | 18      | 3       | 7       | 32      | 4       | 1       | 1       |
| Mathematics  | 21                 | 21      | 18      | 7                     | 8       | 36      |         | 9       | 7       | 4       | 1       | 12      |
| Science  | 31                 | 23      | 18      | 2                     | 6       | 3       | 3       | 8       | 8       | 6       |         | 4       |
| Social Science   | 28                 | 26      | 23      | 2                     | 4       | 4       | 5       | 8       | 8       | 6       | 2       | 2       |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college 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.

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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 Reductions
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- 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
- 10th Grade Counseling
- 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 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  | 8900.4                 | 2200.3     | 6700.00      | 71673.14               |
| District   | ♦                      | ♦          | \$4,556      | \$67,009               |
| State  | ♦                      | ♦          | \$5,677      | \$75,837               |
| Percent Difference: School Site/District                           |                        |            | 47.1         | 9.1                    |
| Percent Difference: School Site/ State                             |                        |            | 25.3         | -1.8                   |

\* Cells with ♦ do not require data.