



Fern Bacon Middle School "A New Era of Excellence"

4140 Cuny Avenue • Sacramento, CA 95823 • (916) 395-5340 • Grades 7-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Sacramento City Unified School District

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Instructional Assistant
Superintendent
Olga L. Simms
Instructional Assistant
Superintendent
Mary Hardin Young
Instructional Assistant
Superintendent

School Description

HISTORY / DESCRIPTION:

In early spring 2010 a call to action was made for change at Fern Bacon Middle School. The incoming principal conducted focus groups with students and staff; held department meetings and one-on-one meetings with key staff; and collected qualitative data by surveying students, staff, and parents. Subsequent analysis of student performance data and SQR findings predicated the structure of the program and selected curriculum.

A collaborative leadership team including the principal, vice principals, instructional training specialists, site staff, and parent volunteers began planning the summer pre-service and professional development that would lay the foundation for the school's "New Era of Excellence."

During the August pre-service that year, members of the teaching staff led colleagues through a data analysis protocol and strategic visioning session to help identify school priorities. These priorities became the essence of the school's vision and continue to provide the overarching frame for school improvement.

As a result, Fern Bacon made significant academic growth and gained 146 API points in three years on the CST. Moving forward, a strong foundation has been laid at Fern Bacon Middle School. The transition into a new system of accountability has been seamless with an increase of proficiency in our SBAC scores in both English Language Arts and Mathematics.

OUR VISION AT FERN BACON MIDDLE SCHOOL TO DATE:

Our people and their strengths, both individually and collectively, have been the most important factors in the transformation of Fern Bacon Middle School. It is their commitment, ownership, and hard work together that has helped us reach our desired results; a destination / vision predicated on a culture of high expectations for student achievement and behavior conduct.

To that end, our staff has generated the following vision statement to guide their work:

As a result of rigorous, high quality first instruction, evidence-based practices, and authentic relationships, students will achieve tremendous academic growth and demonstrate preparedness for college/career pathways.

The work will be integrated, interdependent, interactive, and inter-related to ensure congruence between teaching and learning. As a true learning organization, we will reach our vision by aligning our work to produce college/career ready students, strengthening family and community engagement, and fostering organizational transformation for continuous improvement.

To reach our vision Fern Bacon Middle School's conditions that provide the framework for our success are:

- Provide standards-based curriculum that is designed to provide intensive, strategic and benchmark support for students to achieve mastery of grade level content;
- Utilize student achievement data to drive all decision making in the classroom and programmatically;

- Monitor student progress to ensure timely and systematic instructional and intervention response;
- Provide structures for teacher reflection, collaboration, and planning to ensure the delivery of high-quality, rigorous instruction in every classroom;
- Provide instructional coaching support to develop teaching and learning;
- Develop and promote authentic relationships with students, families and the community to support excellence and achievement.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	384
Grade 8	375
Total Enrollment	759

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	0.4
Asian	20
Filipino	0.8
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	3.2
White	2.6
Two or More Races	2.1
Socioeconomically Disadvantaged	95.7
English Learners	34.9
Students with Disabilities	14.1
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Fern Bacon Middle School "A New Era of	15-16	16-17	17-18
With Full Credential	28	22	27
Without Full Credential	2	6	3
Teaching Outside Subject Area of Competence	0	3	0
Sacramento City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Fern Bacon Middle School "A	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	5	1	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston Language Arts 2003 Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston Language Arts 2003 Percent of students lacking their own assigned textbook: 0%
Mathematics	Larson BIG IDEAS California Course 2, 2015-Houghton Mifflin Mathematics 2014 Larson BIG IDEAS California Course 3, 2015-Houghton Mifflin Mathematics 2014 Geometry, McDougal Littell Mathematics 2004 Percent of students lacking their own assigned textbook: 0%
Science	Life Science, Holt, Rinehart and Winston Science 2007 Focus on Physical Science, Glencoe/McGraw-Hill Science 2007 Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI) History 2005 History Alive! The United States Through Industrialism, Teachers' Curriculum Institute (TCI) History 2005 Percent of students lacking their own assigned textbook: 0%
Foreign Language	High Point, Hampton Brown English Language Development 2001 Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1960. This school has 40 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 8 portables. During the 2005 modernization, renovations and upgrades were made in the following areas: site interior, exterior, plumbing, roofing and miscellaneous upgrades. In the summer of 2010, Priority School upgrades included new paint, new landscaping, parking lot overlay and maintenance to the school security camera system.

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 28, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	All repairs noted on the inspection have had work orders submitted for repair
	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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	60	50	47	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	37	38	39	39	48	48
Math	25	24	30	31	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.6	23.1	14.8

* 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 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	362	354	97.8	50.3
Male	179	175	97.8	45.1
Female	183	179	97.8	55.3
Black or African American	62	60	96.8	36.7
Asian	73	72	98.6	66.7
Hispanic or Latino	186	183	98.4	44.8
Native Hawaiian or Pacific Islander	13	12	92.3	50.0
White	14	14	100.0	57.1
Socioeconomically Disadvantaged	327	321	98.2	49.2
English Learners	114	112	98.3	32.1
Students with Disabilities	40	40	100.0	30.0

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	770	759	98.57	37.81
Male	404	395	97.77	29.37
Female	366	364	99.45	46.98
Black or African American	142	140	98.59	22.14
American Indian or Alaska Native	--	--	--	--
Asian	150	147	98	42.86
Filipino	--	--	--	--
Hispanic or Latino	407	405	99.51	40.49
Native Hawaiian or Pacific Islander	25	25	100	20
White	20	18	90	55.56
Two or More Races	17	15	88.24	46.67
Socioeconomically Disadvantaged	732	724	98.91	37.43
English Learners	382	376	98.43	30.05
Students with Disabilities	119	118	99.16	5.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	0

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	770	760	98.7	24.21
Male	404	396	98.02	23.99
Female	366	364	99.45	24.45
Black or African American	142	139	97.89	10.07
American Indian or Alaska Native	--	--	--	--
Asian	150	149	99.33	36.24
Filipino	--	--	--	--
Hispanic or Latino	407	404	99.26	24.5
Native Hawaiian or Pacific Islander	25	25	100	16
White	20	18	90	33.33
Two or More Races	17	16	94.12	18.75
Socioeconomically Disadvantaged	732	723	98.77	24.2
English Learners	382	380	99.48	20.26
Students with Disabilities	119	116	97.48	6.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	0

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

Relationships with our parents and community are a cornerstone of our work at Fern Bacon Middle School. Teachers participate in the nationally acclaimed Parent Teacher Home Visit Project designed to strengthen relationships with students and families, in addition to hosting a variety of activities during the year focused on academics and student achievement. Parents are also an important part of and actively participate on our School Site Council and English Learner Advisory Committee to help provide school governance.

A monthly meeting designed especially for parents, "Bulldog Cafe," is a great opportunity to socialize and learn about important school programs and student access to success. Parents are informed about how to monitor student success in school, high school choice options, college awareness, and multiple academic and program items that lead to success in school.

Parents are also provided with adult learning opportunities to strengthen parenting skills and literacy at home. "Parents as Partners" is an eight week academy offered at Fern Bacon Middle School that helps parents learn about community resources, access to higher education and important skills to strengthen their role as a parent. "The Latino Literacy Project" is another parent education opportunity offered at Fern Bacon. Parents and students come together for six weeks to learn about the importance of literacy in the home and ways that families can celebrate learning together.

Back-to-School Night and Open House are annual school-wide events for parents to be connected to the school staff and learn about student progress. Fern Bacon is committed to honoring cultural diversity through our annual Heritage Festival and other student activities. Quality customer service and increasing parent engagement are a cornerstone initiative of Fern Bacon Middle School.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 2017-2018

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter

(e) Chemical Accident

(f) Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

Section 4..... Site Level Use of Schools as a Community Shelter **

Section 5.....District Policies Related to Safety and Missing Student Protocol:

(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting

(c) Suicide Risk Assessment

(d) Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

** To be determined by The American Red Cross and the Office of Emergency Services

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team

Section 12..... Site Level Communication Procedures

Section 12 (a).....Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15.....Site Level Family Reunification Plans

Section 15 (a)..... Reunification Logs

Section 16.....(Confidential) Site Level Provisions for Students/Staff

With Special Needs

Section 16 (a).....Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18.....Staff / School Handbook

Section 19.....Site Map (Please Label Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2017 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	2014-15	2015-16	2016-17
Suspensions Rate	8.1	5.1	6.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	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	73.2	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	350

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	23	32	5	16	2	8	1	3	15	3	26
Mathematics	28	23	31	5	5	1	19	2	13	4	2	14
Science	32	27	31	1	4	2	6	2	8	14	2	9
Social Science	29	21	34	6	6	1	8	8	3	15	15	23

* 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 complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of

responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,986	1,956	5,030	56,384
District	◆	◆	\$5,744	\$70,343
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-12.4	-19.8
Percent Difference: School Site/ State			-23.5	-28.8

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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:

- Tutoring & extended day opportunities
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Enrichment programs
- Access to technology
- College and Career Readiness
- Parent Education (Parent Center)
- Parent Education through ESL and Introduction to Computing
- Newcomer ELD classes
- Social Services Support
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Home visitation program
- Special Education
- Project Family
- Professional Development
- Support Staff: Counselor(s), Instructional Aides, Parent Advisors, Resource Teacher, Computer Technician
- Supplemental Education Services
- School Choice
- School Resource Officer (Sacramento City Police)

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.