

Alice Birney Public Waldorf EK-8 School

6251 13th Street • Sacramento, CA 95831 • 916.395.4510 • Grades K-8

Mechelle Horning, Principal
mechelle-horning@scusd.edu
<http://alicebirneywaldorf.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board

Jessie Ryan, President, Area 7
Darrel Woo, 1st VP, Area 6
Michael Minnick, 2nd VP, Area 4
Lisa Murawski, Area 1
Leticia Garcia, Area 2
Christina Pritchett, Area 3
Mai Vang, Area 5
Rachel Halbo, Student Member

District Administration

Jorge Aguilar
Superintendent
Lisa Allen
Deputy Superintendent
Iris Taylor, EdD
Chief Academic Officer
John Quinto
Chief Business Officer
Cancy McArn
Chief Human Resources Officer
Alex Barrios
Chief Communication Officer
Cathy Allen
Chief Operations Officer
Vincent Harris
**Chief Continuous Improvement &
Accountability Officer**
Elliot Lopez
Chief Information Officer
Mary Harding Young
Instructional Assistant Superintendent

School Description

The mission at Alice Birney Public Waldorf EK-8 School is to accept children with honor and respect, educate them with love and prepare them for lives of freedom and responsibility. Children of all capabilities will learn and develop their strengths, master their weaknesses and exit Alice Birney prepared to excel in all subject areas as they apply to the high school of their choice. By graduation, students are expected to be proficient in core academic areas as well as visual and performing arts as demonstrated in their culminating 8th grade projects. Alice Birney students will be prepared and motivated to continue as life-long learners.

Alice Birney Public Waldorf EK-8 School offers a unique educational environment using an innovative teaching approach that seeks to build a balance in students' capacities of intellect, imagination, and will. This balance is achieved through stimulating academic studies, challenging activities in the arts and the development of physical and practical skills. As part of this experiential curriculum, Alice Birney offers hands on specialty programs that include Movement, Spanish, Strings Orchestra, Handwork, Gardening, Woodworking, Athletics, and Multi-Cultural Folk Dance. Alice Birney students are diverse and are supported by an involved and committed parent community who volunteer to sponsor school field trips, seasonal festivals and celebrations.

Alice Birney Public Waldorf EK-8 School has a rigorous academic program that fully integrates the arts. The artistic work brings joy and depth daily to student learning.

The dedicated teachers at Alice Birney hold public school credentials and have training in Waldorf methods and curriculum. Teachers loop with their students from grades 1-8, whenever possible.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	48
Grade 2	53
Grade 3	62
Grade 4	59
Grade 5	60
Grade 6	60
Grade 7	48
Grade 8	56
Total Enrollment	528

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	0.2
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.4
White	58.5
Socioeconomically Disadvantaged	31.4
English Learners	2.8
Students with Disabilities	18.8
Foster Youth	0.4

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			
Alice Birney Public Waldorf EK-8 School	16-17	17-18	18-19
With Full Credential	24	24	26
Without Full Credential	3	0	0
Teaching Outside Subject Area of Competence	1	0	0
Sacramento City Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	2007
Without Full Credential	♦	♦	116
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Alice Birney Public Waldorf EK-8	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "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 2018-19)

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Tal: His Marvelous Adventures 2009, Grade 1 Adopted 2018Aesop's Fables 2013, Grade 2 Adopted 2018The King of Ireland's Son 1997, Grade 2 Adopted 2018Farmer Boy (Little House) 2017, Grade 3 Adopted 2018Little House in the Big Woods 2017, Grade 3 Adopted 2018Little House on the Prairie 2017, Grade 3 Adopted 2018Long Winter (Ingles) 1976, Grade 4 Adopted 2018On the Banks of Plum Creek 1953, Grade 4 Adopted 2018Charlotte's Web 2001, Grade 4 Adopted 2018Betsy-Tracy 1991, Grade 4 Adopted 2018Phantom Tollbooth 1988, Grade 5 Adopted 2018Golden Goblet 1990, Grade 5 Adopted 2018Seedfolks 1999, Grade 5 Adopted 2018Iron Rings 1999, Grade 5 Adopted 2018Arkadians 1997, Grade 5 Adopted 2018My Side of the Mountain 2004, Grade 5 Adopted 2018Crispin the Cross of Lead 2004, Grade 6 Adopted 2018The Eagle of the Ninth 2010, Grade 6 Adopted 2018Adam of the Road 2006, Grade 6 Adopted 2018Door in the Wall 1998, Grade 6 Adopted 2018Catherine Called Birdy 2012, Grade 6 Adopted 2018Secret of Andes 1970, Grade 6 Adopted 2018Good Master! Sweet Ladies! 2007, Grade 6 Adopted 2018To Kill A Mockingbird 2002, Grade 8 Adopted 2018Walk to the Moon , Grade 8 Adopted 2018As my Heart Awakes: A Waldorf Reader 2007, Grades 3 & 4 Adopted 2018Fee Fi Fo Fum: A Waldorf Reader 2007, Grades 3 & 4 Adopted 2018When I Hear My Heart Wonder: A Waldorf Reader 2007, Grades 3 & 4 Adopted 2018A Journey Through Time in Verse and Rhyme 1998, All Grades Adopted 2018Indian Tales 1997, Grade 2 Adopted 2018The Poetic Edda: Stories of the Norse Gods and Heroes 2015, Grade 4 Adopted 2018Norse Mythology (Waldorf Education) 2009, Grade 4 Adopted 2018D'Aulaires' Book of Norse Myth 2005, Grade 4 Adopted 2018Ancient Mythologies: India, Persia, Babylon and Egypt 1999, Grade 5 Adopted 2018A Long Walk to Water: Based on A True Story 2010, Grade 8 Adopted 2018Waldorf Education in Practice 2011, Grade 2 Adopted 2018The Task and Content of the Steiner-Waldorf Curriculum 2014, All Grades Adopted 2018The Soul of Discipline 2015, Kindergarten Adopted 2018Simplicity Parenting 2010, Kindergarten Adopted 2018Games Children Play 2001, All Grade Adopted 2018The Out of Sync Child Has Fun 2006, All Grades Adopted 2018 Painting and Drawing in Waldorf 2012, All Grades Adopted 2018The Waldorf Book of Poetry 2012, All Grades Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Active Arithmetic! Movement 2014, Grade 2 Adopted 2018 Geometry Lessons in the Waldorf School 2014, Grade 4 Adopted 2018 Keys to Fractions, Book 1: Fractions 2012, Grade 4 Adopted 2018 Keys to Fractions, Book 2: Multiplication 2012, Grade 4 Adopted 2018 Keys to Fractions, Book 3: Addition 2012, Grade 4 Adopted 2018 Keys to Fractions; Book 4: Mixed 2012, Grade 4 Adopted 2018 Keys to Decimals 1985, Grade 4 Adopted 2018 Key to Measurements, Book 1: English Units of Length 2012, Grade 4 Adopted 2018 Key to Measurements, Book 2: Measuring Length and Perimeter Using English 2012, Grade 4 Adopted 2018 Key to Measurements, Book 3: Finding Area and Volume Using English Units 2012, Grade 4 Adopted 2018 Key to Measurement, Book 4: English Units for Weight, Capacity, Temperature, and Time 2012, Grade 4 Adopted 2018 Workbook for Keys to Decimals, Book 1 1986, Grade 5 Adopted 2018 Workbook for Keys to Decimals, Book 2 1986, Grade 5 Adopted 2018 Workbook for Keys to Decimals, Book 3 1986, Grade 5 Adopted 2018 Workbook for Keys to Decimals, Book 4 1986, Grade 5 Adopted 2018 Key to Algebra: Book 1 Operations on Integers 1991, Grade 7 Adopted 2018 Key to Algebra: Book 2 Variable: Terms and Expressions 1990, Grade 7 Adopted 2018 Key to Algebra: Book 3 Equations 1990, Grade 7 Adopted 2018 Key to Algebra: Book 4 Polynomials 1990, Grade 7 Adopted 2018 Key to Geometry: Book 1 Lines and Segments 2012, Grade 8 Adopted 2018 Key to Geometry: Book 2 Circles 2012, Grade 8 Adopted 2018 Key to Geometry: Book 3 Constructions 2012, Grade 8 Adopted 2018 Key to Geometry: Book 4 Perpendiculars 2012, Grade 8 Adopted 2018 Key to Geometry: Book 5 Squares and Rectangles 2012, Grade 8 Adopted 2018</p>

Textbooks and Instructional Materials
Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Key to Geometry: Book 6 Angles 2012, Grade 8 Adopted 2018 Key to Geometry: Answers and Notes 2005, Grade 8 Adopted 2018 Keys to Geometry: Answers and Notes, Book 8 2005, Grade 8 Adopted 2018 Keys to Percent, Book 1 2012, Adopted 2018 Keys to percent, Book 2 2012, Adopted 2018 Keys to percent, Book 3 2012, Adopted 2018 The Soul of Discipline 2015, Kindergarten Adopted 2018 Simplicity Parenting 2010, Kindergarten Adopted 2018 Games Children Play 2001, All Grade Adopted 2018 The Out of Sync Child Has Fun 2006, All Grades Adopted 2018 Painting and Drawing in Waldorf 2012, All Grades Adopted 2018 The Waldorf Book of Poetry 2012, All Grades Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>The Human Being and the Animal 2008, Grade 4 Adopted 2018 Sky Phenomena: A Guide to Naked Eye Observation of the Sky 2001, Grade 6 Adopted 2018 Geology and Astronomy 2011, Grade 6 Adopted 2018 Muscles and Bones 2006, Grade 7 Adopted 2018 Sensible Physics Teaching 2017, Grade 7 Adopted 2018 Safe and Simple Electrical Experiments 1973, Grades 7 & 8 Adopted 2018 Find the Constellations 2016, Adopted 2018 The Age of Discovery 2004, Grade 7 Adopted 2018 Ancient Greece (Waldorf Education) 2004, Grade 5 Adopted 2018 The Soul of Discipline 2015, Kindergarten Adopted 2018 Simplicity Parenting 2010, Kindergarten Adopted 2018 Games Children Play 2001, All Grade Adopted 2018 The Out of Sync Child Has Fun 2006, All Grades Adopted 2018 Painting and Drawing in Waldorf 2012, All Grades Adopted 2018 The Waldorf Book of Poetry 2012, All Grades Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>The Story of the World: Vol. I 2006, Grade 5 Adopted 2018 Chapters from Ancient History 2016, Grade 5 Adopted 2018 Roman Lives 2016, Grade 6 Adopted 2018 Ancient Rome (Waldorf Education) 2005, Grade 6 Adopted 2018 Augustus Caesar's World 1996, Grade 6 Adopted 2018 The Story of the World 2000, Grade 7 Adopted 2018 >The World of Columbus and Sons 1998, Grade 8 Adopted 2018 The Age of Revolution 2003, Grade 8 Adopted 2018 George Washington's World 1997, Grade 8 Adopted 2018 Abraham Lincoln 's World 2003, Grade 8 Adopted 2018 China: Land of the Dragons and Emperors 2011, Grade 8 Adopted 2018 The Story of the World: History for the Classical Child 2005, Grade 8 Adopted 2018 The Age of Discovery 2004, Grade 7 Adopted 2018 Indian Tales 1997, Grade 2 Adopted 2018 The Poetic Edda: Stories of the Norse Gods and Heroes 2015, Grade 4 Adopted 2018 Norse Mythology (Waldorf Education) 2009, Grade 4 Adopted 2018 D'Aulaires' Book of Norse Myth 2005, Grade 4 Adopted 2018 Ancient Mythologies: India, Persia, Babylon and Egypt 1999, Grade 5 Adopted 2018 A Long Walk to Water: Based on A True Story 2010, Grade 8 Adopted 2018 Waldorf Education in Practice 2011, Grade 2 Adopted 2018 The Task and Content of the Steiner-Waldorf Curriculum 2014, All Grades Adopted 2018 The Omnivore's Dilemma 2015, Grade 8 Adopted 2018 Ancient Greece (Waldorf Education) 2004, Grade 5 Adopted 2018 The Soul of Discipline 2015, Kindergarten Adopted 2018 Simplicity Parenting 2010, Kindergarten Adopted 2018 Games Children Play 2001, All Grade Adopted 2018 The Out of Sync Child Has Fun 2006, All Grades Adopted 2018 Painting and Drawing in Waldorf 2012, All Grades Adopted 2018 The Waldorf Book of Poetry 2012, All Grades Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Alice Birney Public Waldorf School, built in 1961, received Facility Inspection Tool (FIT) overall repair rating score of “exemplary” from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	48.0	49.0	39.0	40.0	48.0	50.0
Math	23.0	28.0	31.0	32.0	37.0	38.0

Note: 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.

Note: ELA and 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

School Year 2017-18 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	343	324	94.46	49.07
Male	167	159	95.21	39.62
Female	176	165	93.75	58.18
Black or African American	25	25	100.00	32.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	66	92.96	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	189	94.50	52.38
Two or More Races	33	32	96.97	40.63
Socioeconomically Disadvantaged	106	95	89.62	26.32
English Learners	14	13	92.86	46.15
Students with Disabilities	81	72	88.89	34.72

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.

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	23.7	50.8
7	19.1	17.0	55.3

* 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.

-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 2017-18 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	344	323	93.9	27.55
Male	168	158	94.05	26.58
Female	176	165	93.75	28.48
Black or African American	25	25	100	4
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	66	92.96	24.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	189	94.03	30.69
Two or More Races	33	31	93.94	22.58
Socioeconomically Disadvantaged	106	94	88.68	14.89
English Learners	14	13	92.86	30.77
Students with Disabilities	82	72	87.8	16.67

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parent participation is necessary to the successful education of all children at Alice Birney. It is well known that when parents are involved with their child's school, the child has a better school experience and outcome. In addition, an important aspect of Waldorf education is that children learn through imitation of the nurturing adults around them. When children see parents and teachers working together in the classroom, the gardens, and at school meetings and festivals, children learn directly the values of group cooperation, dedication, problem-solving and hard work. In addition to providing this healthy example to our children, parent participation is integral to various aspects of the school curriculum including handwork, gardening, cooking, and woodworking. Parent participation is necessary in order to envision, develop and maintain a naturally beautiful environment for the children, both in and out of the classroom. Parent involvement also provides opportunities to increase understanding of the Waldorf curriculum.

Parents are encouraged to become an active member of the Parent/Teacher Organization called the Guild, and other Parent Advisory Committees such as the School Site Council. These are wonderful opportunities to get to know other Alice Birney families and enjoy the camaraderie of working together for a common purpose.

There are numerous opportunities for parent involvement including:

- Parent /Teacher Guild
- School Site Council/Safe School Committee
- Classroom and Office Volunteering
- Fundraising
- Monthly/Bi-monthly Parent Education Meetings
- Gardening
- Festivals (Harvest, Winter Faire, Earth and Vine, Whole World Festival)
- Parent Speaker Series Evenings

For more information, contact Alice Birney at (916) 395-4510

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 2018-2019

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.....* 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 All Rooms)
 Section 20.....OPTIONAL-Additional Site-Specific Safety Information

- Confidential

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 2018 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	2.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.8	6.3	6.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	16	16	4	8	7	4		1			
1	30	18	24		2		4	4	4			
2	32	16	18		4	2	4	4	4			
3	31	16	16		4	4	4	4	4			
4	32	30	30				4	4	4			
5	32	31	30				4	4	4			
6	31	30	30				4	4	4			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. 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.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,472	\$47,903
Mid-Range Teacher Salary	\$62,117	\$74,481
Highest Teacher Salary	\$93,765	\$98,269
Average Principal Salary (ES)	\$120,748	\$123,495
Average Principal Salary (MS)	\$127,364	\$129,482
Average Principal Salary (HS)	\$139,247	\$142,414
Superintendent Salary	\$290,000	\$271,429
Percent of District Budget		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,702	\$475	\$6,227	\$67,858
District	◆	◆	\$6,048	\$72,113
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-12.7	5.2
Percent Difference: School Site/ State			-21.0	-6.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Alice Birney offers special education services, including speech & language, school psychologist and adaptive P.E. as needed. English language learners are provided additional instruction to support their general education. Teachers make periodic home visits. Additional district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.