

Capital City Independent School

7222 24th Street • Sacramento, CA 95822 • 916.433.5187 • Grades K-12

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



Sacramento City Unified School District
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District Governing Board

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Darrel Woo, 1st VP, Area 6
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District Administration

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School Description

Capital City School is one of the most innovative schools in the Sacramento City Unified School District (SCUSD). Our goal is to customize a quality education program for students whose needs are best met through study outside the traditional setting. Our independent study strategy allows teachers and students to confer one-on-one focusing on the student's educational needs, interests, aptitudes and abilities.

Capital City School serves students in grades K-12. Full accreditation (six years) from the Western Association of Schools and Colleges (WASC) was granted to Capital City School in the year 2000. In February 2013, we completed our WASC review and received six years accreditation with a renewal date of June 30, 2019. Course material, assignment criteria, textbooks and standards adhere to a continuity that allows students to return to the traditional school setting if they wish to do so. However, many students do make Capital City School their school of choice.

Students and parents value the small school environment, one-on-one teaching strategy, individualized educational plans and high standards. Capital City School has proven to be a catalyst for building self-esteem and motivating students to get back on track. The staff's hard work is evident in the changed attitudes and beliefs of students who were once underachievers. More than simply a means by which many students make up lost credits and complete their requirements for graduation, Capital City's safe, caring environment fosters academic and personal growth.

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	1
Grade 1	7
Grade 2	3
Grade 3	6
Grade 4	5
Grade 5	7
Grade 6	11
Grade 7	11
Grade 8	15
Grade 9	16
Grade 10	32
Grade 11	45
Grade 12	104
Total Enrollment	263

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.5
American Indian or Alaska Native	1.5
Asian	16.3
Filipino	0.8
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	4.6
White	11.8
Socioeconomically Disadvantaged	88.2
English Learners	15.2
Students with Disabilities	1.9
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			
Capital City Independent School	16-17	17-18	18-19
With Full Credential	17	17	20
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	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			
Capital City Independent School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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: February, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Edge Reading, Writing & Language Fundamentals 2014 Adopted 2018 Edge Reading, Writing & Language Level A 2014 Adopted 2018 Edge Reading, Writing & Language Level B 2014 Adopted 2018 Inside the USA Level: Newcomer 2009 Adopted 2018 Inside Phonics 2009 Adopted 2018 Basic English: AGS 2002 Adopted Myerspectives English Language Arts 9th 2017 Adopted 2018 Myerspectives English Language Arts 10th 2017 Adopted 2018 Myerspectives English Language Arts 11th 2017 Adopted 2018 Myerspectives English Language Arts 12th 2017 Adopted 2018 Language of Composition AP 2018 Adopted 2018 Literature & Composition: Reading, Writing, Thinking AP 2017 Adopted 2018 American Literature: AGS 2007 Adopted Prior to 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mathematics I Integrated Pathway [Replaced by Publisher, adopted 2015] 2017 Adopted 2014 Mathematics II Integrated Pathway Volume 1 Units 1-4 2014 Adopted 2014 Mathematics II Integrated Pathway Volume 2 Units 5-6 2014 Adopted 2014 Mathematics III Integrated Pathway Volume 1 Units 1-2B 2015 Adopted 2015 Mathematics III Integrated Pathway Volume 2 Units 3-4B 2015 Adopted 2015 Calculus for AP 2017 Adopted 2018 Fast Track to a 5: Preparation for the AP Calculus AB and Calculus BC Examinations Workbook 2017 Adopted 2018 Introduction To Statistics and Data Analysis AP 2010 Adopted 2014 Practice of Statistics AP 2018 Adopted 2018 Basic Math Skills: AGS 2003 Algebra: AGS 2004 Geometry: AGS 2001 Algebra 1 Common Core 2015 Adopted Site Purchase The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: February, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Hole's Essentials of Human Anatomy and Physiology 2003, 2006 Adopted Prior to 2007 Biology AP - 8th ed 2008 Adopted Prior to 2007 Biology: AGS 2003 Adopted Prior to 2007 Chemistry AP-7th ed 2005 Adopted Prior to 2007 Earth Science 2006 Adopted Prior to 2007 Earth Science: AGS 2004 Adopted Prior to 2007 Physical Science: AGS 2004 Adopted Prior to 2007 Physics: Principles and Problems 2005 Adopted Prior to 2007</p> <p>Modern Biology 2002 Adopted Prior to 2007 Biology: Dynamics of Life 2004 Adopted Prior to 2007 Chemistry: Matter and Change 2005 Adopted Prior to 2007 Biology [Peason/Prentice Hall] 2004 Adopted Prior to 2007</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>Magruder's American Government 2005 Adopted Prior to 2007 American Government: Advanced High School Course AP 2004 Adopted Prior to 2007 Economics Principles in Action 2007 Adopted Prior to 2007 Economics: AGS 2005 Adopted Prior to 2007 World Geography 2003 Adopted Prior to 2007 World Geography: AGS 2001 Adopted Prior to 2007 Our Stories in Our Voices 2017 Adopted 2015 United States Government : AGS 2004 Adopted Prior to 2007 American Anthem: Modern American History 2007 Adopted Prior to 2007 America's History for the AP Course 2014 Adopted 2014 Strive for a 5 for America's History: Preparing for the AP United States History Exam 2014 Adopted 2016 United States History: Preparing for the Advanced Placement Examination AP 2018 Adopted 2018 Human Legacy: World History, Modern Era 2008 Adopted 2007 World History Human Legacy: Modern Era 2008 Adopted 2007 World History: AGS 2001 Adopted Prior to 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Discovering French Blanc (two) 2001 Adopted Prior to 2007 Discovering French Bleu (one) 2001 Adopted Prior to 2007 Discovering French Nouveau!/Rouge 3/4 2004 Adopted Prior to 2007 Discovering French Rouge (3/4) 2004 Adopted Prior to 2007 Abriendo Paso: Gramatica 1995 & 2000 Adopted Prior to 2007 Abriendo Paso: Lectura 1995 & 2000 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 1995 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 Level 3 1997 Adopted Prior to 2007 En Espanol 2 (dos) 2004 Adopted Prior to 2007 En Espanol 3 (tres) 2004 Adopted Prior to 2007 En Espanol 1 (uno) 2004 Adopted Prior to 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Lifetime Health, Holt 2004</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)

Capital City Independent Study School, built in 2004, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in August 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) supported 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: 8/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Main Office: Replace cracked tiles - W.O. #128752. Multi-Purpose Room: Replace cracked tiles - W.O. #128752. Boys and Girls Restrooms by Staff Lounge: Repaint door - W.O. #128728.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room A5, Room A6 and Testing Room: Repair bad ballast - W.O. #128730.
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	Good	Work orders have been submitted for all reported issues

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	20.0	15.0	39.0	40.0	48.0	50.0
Math	4.0	5.0	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

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	**	**	**
7	**	**	**
9	18.8	12.5	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	208	168	80.77	14.88
Male	117	99	84.62	12.12
Female	91	69	75.82	18.84
Black or African American	42	27	64.29	3.70
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100.00	15.15
Filipino	--	--	--	--
Hispanic or Latino	79	64	81.01	15.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	26	74.29	26.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	117	80.69	13.68
English Learners	42	38	90.48	13.16
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 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	209	165	78.95	5.45
Male	118	97	82.2	6.19
Female	91	68	74.73	4.41
Black or African American	42	28	66.67	0
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	11.76
Filipino	--	--	--	--
Hispanic or Latino	79	59	74.68	1.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	27	77.14	11.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	115	78.77	4.35
English Learners	43	38	88.37	5.26
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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)

Community resource information is available for parents, students and community members. The school is surveying parents in order to set up parenting workshops and classes for all teen parents and parents of Capital City School students. Parents are encouraged to participate in the School Site and Bilingual Advisory Councils. We have a parent resource room located in the office where we have college and work information along with access to the internet.

All parents are encouraged to come to their student's appointments so that they may engage in the learning process. For more information, contact Darrell Amerine at (916) 433- 5187, Ext. 1011.

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	0.0	0.2
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	1.8
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	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	250

* 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		356										1
4			1			1						
6		1			1							

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	13.0	15.0	10.0	22	15	23	1	3	1	4	4	
Mathematics	14.0	11.0	12.0	12	8	19	5		2	1	1	3
Science	12.0	11.0	8.0	12	7	10		2				
Social Science	9.0	12.0	11.0	50	25	28	2	1	3	1	3	

* 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 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	\$8,748	\$135	\$8,613	\$79,789
District	◆	◆	\$6,048	\$72,113
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			29.3	11.1
Percent Difference: School Site/ State			21.1	-0.8

* 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. Capital Independent Study School and 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
- 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Capital City Independent School	2014-15	2015-16	2016-17
Dropout Rate	33.5	36.6	35.8
Graduation Rate	34.5	42.7	46.0
Sacramento City Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.9	9.9	8.8
Graduation Rate	80.3	81.4	82.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	74.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	74.7	82.7	88.7
Black or African American	48.3	74.1	82.2
American Indian or Alaska Native	50.0	76.9	82.8
Asian	69.2	91.0	94.9
Filipino	100.0	95.7	93.5
Hispanic or Latino	85.5	82.8	86.5
Native Hawaiian/Pacific Islander	50.0	73.1	88.6
White	73.7	81.1	92.1
Two or More Races	100.0	86.3	91.2
Socioeconomically Disadvantaged	78.4	84.6	88.6
English Learners	72.2	64.9	56.7
Students with Disabilities	100.0	58.5	67.1
Foster Youth	0.0	60.9	74.1

Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified as they move to adopt a “Linked Learning” approach preparing students for career and post-secondary experiences. The department also works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation.

Linked Learning is a career-themed approach to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. No matter which professional interest they choose, Linked Learning students develop into adults who are prepared for college, career, and life after high school.

The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

CTE programs and courses are reviewed by CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

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.