SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#___10.6___

Meeting Date:　　　June 21, 2012

Subject:　　　**Coherent Governance Policy Operational Expectations 12 (OE-12) - Learning Environment - Monitoring Report**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☒ Conference/Action
☐ Action
☐ Public Hearing

Division: Superintendent's Office

Recommendation: Approve Coherent Governance Policy Operational Expectations 12 (OE-12) – Learning Environment - Monitoring Report.

Background/Rationale: The Board has directed the Superintendent to provide Monitoring Reports on a regular schedule at open session Board meetings. Monitoring determines the degree to which Board policies are being met. This report is designed to share progress toward the results the Board expects to see for the school system, as well as the effectiveness of the system's operations. This report, therefore, is a review of the organization's performance as it relates to Operational Expectations 12 – Learning Environment.

The report includes the following information:
- The policy.
- The Superintendent's certification.
- Reasonable Interpretation of the policy.
- Evidence of compliance.

After the Board meets in open session to discuss the report, two additional sections of the report will be completed by the Board chair:
- Disposition of the Board. (The policy is found by the Board to be "in compliance," "in compliance with exceptions," or "not in compliance.")
- Comments.

The Board will discuss the data and conclusions from the Monitoring Report in open session. At the end of the discussion, the Board will vote as to whether it will accept the report, as presented, as evidence of reasonable interpretation and reasonable progress toward achieving the Board's policy. The Board will determine whether the policy is "in compliance," "in compliance with exceptions," or "not in compliance." If the policy is found to be "in compliance

with exceptions," or "not in compliance," the Board has the option to direct the Superintendent to correct the non-compliance indicators and report back to the Board at a time outside the regular monitoring schedule.

Financial Considerations: None.

Documents Attached:

1. OE-12 Monitoring Report

Estimated Time of Presentation: 5 minutes
Submitted by: Jonathan P. Raymond, Superintendent
Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE-12: Learning Environment
June, 2012

PART I: THE POLICY

OE-12: Learning Environment

The Superintendent shall assure that the Board is fully and adequately informed about matters relating to Board work and significant organizational concern.

PART II: SUPERINTENDENT'S CERTIFICATION

I certify that the information in this report is true.

        Beginning __January 6, 2011__ and ending __June 11, 2012__ .

Signed: _____ Date: _____
        Jonathan P. Raymond, Superintendent

Disposition of the Board

___ Compliance
___ Not in compliance
___ Compliance with Exception

PART III: DISPOSITION OF THE BOARD

Based on this report and our discussion, the Board of Education finds this OE policy to be

        ___ In compliance
        ___ In compliance with exceptions
        ___ Not in compliance

Signed: _____ Date: _____
        Diana Rodriguez, Board President

PART IV: COMMENTS

OE-12: The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

PART V: INTERPRETATION

I interpret this to mean that the District's role is to develop and maintain schools that keep students safe and secure from physical or emotional danger or harm. Further, I interpret this to mean that our campuses will be places of mutual respect, where adults and students in our school system have a strong sense of belonging and regard each other with consideration and appreciation. Finally, I interpret "environment…conducive to effective learning" to mean that schools will establish and maintain physical and socio-emotional conditions that support students in learning the habits, skills and knowledge necessary to become lifelong learners ready for college and 21st century careers.

OE-12.1 The Superintendent will maintain a climate that is characterized by support and encouragement for high student achievement.

Interpretation:

"Climate" is interpreted to mean the physical conditions and culture of a school, which includes organizational attitudes and behaviors that result in a safe, respectful and positive learning environment conducive to academic success for all students.

I interpret "support and encouragement" to mean those interactions and interventions that have a positive impact on learning and promote positive habits and behaviors.

I interpret "high student achievement" to mean, as stated in Board Results Policy 2, that students are "self-directed and engaged learners, achieving at their level of individual capacity."

Indicators for Compliance:

- Analysis of the climate survey results
- Analysis of the California Healthy Kids Survey (CHKS) results
- Community engagement activities
- School Quality Review results
- State and federal accountability measures for student achievement

EVIDENCE OF COMPLIANCE
January 6, 2011 – June 11, 2012
- The California Healthy Kids survey (CHKS) was administered in the spring (February 21 and March 30, 2012). Results are available on district website at www.scusd.edu/california-healthy-kids-survey.   - CHKS results will be analyzed by WestEd. WestEd will send raw data as well as school site level reports for use in coming weeks.   - WestEd's analysis will be shared out with stakeholders and schools.

- The Family and Community Engagement Office (FACE) is working with K12 Insight to administer a Climate Survey to assess areas not included in CHKS. This work will close out K-12's obligation to the district under a contract that was not renewed.
- Youth Development Support Services (YDSS), Integrated Support Service (ISS), and Assessment Research and Evaluation (ARE) are to collaborate regarding appropriateness of all survey tools.
- Climate Survey data will be analyzed along same timeline with CHKS. (N/A)

The SCUSD Office of School, Family and Community Partnerships supports families and schools in building capacity for achievement-focused family engagement through the following programs:
- Sacramento Goes Back To School, a district-wide parent involvement awareness campaign. All SCUSD school sites participated in the 2011 campaign.
- The 10-week Leadership Academy series, a yearly leadership development program for SCUSD parents and community partners. Please see the attached brochure which details the dates and topics for each session.
- Parents as Partners, a nine-week series of parent workshops. Ten schools participated in the 2011-12 school year (see attachment list of schools and number of participants).
- Additional workshops for parents offered through the school-site Parent Resource Centers and provided by both SCUSD and community partners such as Legal Services of Northern California; CalWorks; Sacramento City College; WIC; Sacramento Food Bank and Partners in Health. List the workshop dates/titles or attach list with workshop names/dates.
- Welcoming Schools Certification Program. Seventeen schools went through the certification process. Eleven schools were certified by the end of June 2012. Please see the attach list of schools and their progress.
- Currently there are 40 Parent Resource Centers in operation district-wide with six new sites opened as of June 2012.
- Professional development workshops for school administrators and staff can be found listed in the SCUSD website, Professional Development Calendar 2011-12 (http://www.scusd.edu/professional-development)
- SCUSD volunteer procedures and opportunities trainings were held on: January 13, 2012; January 17, 2012; February 15, 2012; and February 24, 2012.
- Monthly Parent Information Exchange (PIE) meetings which bring together 60 parents and community service providers for learning workshops and to engage in meaningful dialogue that leads to the development of collaborative opportunities. Schedule attached.
- The Partnerships Office also coordinates the District Advisory Council; provides training and support to School Site Councils; and works in partnership with the Sacramento Council of PTAs. Schedules attached.

- Thirty school sites were given School Quality Review's (SQR), 15 in the fall and 15 in the spring, results of the SQRs are given to the Chief Accountability Officer, Area Assistant Superintendents and site Principals.
- State and Federal accountability results will be available in August.

Compliance Status	In Compliance

OE-12.2 The Superintendent shall assure that all confidential student information is properly used and protected.

Interpretation:

I interpret that "confidential student information" to mean cumulative records, Special Education records and data that is in the student database system. Further, I interpret this provision to mean that only relevant and needed records are collected and that access to data is limited to staff with passwords or keys. Also, I interpret this to mean that the transmittal of this data through email, text messages, mail and phone conversation and storage of records (in locked areas or on password protected computers) shall be protected against access by:

- Adult volunteers
- The general public
- Student assistants in offices and classrooms
- Staff with no clear professional interest in a student matter of record

Indicators for Compliance:

Student records management and retention are controlled by statute; state guidelines for destruction of student records are dictated by the California Education Code. In addition, I interpret SCUSD Board Policy to require that files be purged periodically to ensure that inappropriate (unofficial) materials are not allowed to accumulate. This includes correspondence and email files relating to students. While this is current practice within the District, it must be monitored systematically if practices are to be sustained at established levels at all sites.

EVIDENCE OF COMPLIANCE January 6, 2011 – June 11, 2012
- Each school has a designated official records custodian who is responsible for the maintenance, care and security of all school student records, whether or not such records are in his/her personal custody or control. The records custodian takes all reasonable measures to prevent unauthorized access to or dissemination of school student records. All records are stored and maintained in a designated secure room and file cabinet accessible only to "school officials and employees." - Student Records in the Student Hearing and Placement Department maintains inactive student records. "Inactive" is defined as students who have left the Sacramento City Unified School District. Records are stored both in a locked room and in electronic format. The records room can only be accessed by Student Records personnel with the authority to access the records. The records stored electronically are password protected with access granted only to authorize records personnel. - The Special Education department maintains student records in locked file cabinets within the Special Education Department. Files are maintained until the student leaves the district. When the student leaves the district the contents of the student's file are scanned and stored in electronic form which is password protected. To prevent from files from accumulating they are purged on a regular basis each year. - At the high school level the Registrar is the designated records custodian. Current student records are stored in a vault or secured room in the main office. Recent graduate students over the past three years, official transcripts for all students since 1967, and cum folders from students who checked out and transcripts that were never requested are stored in a locked office on campus. Non-essential information is purged after three years.

OE-12.3 The Superintendent may not tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

Interpretation:

I interpret "adults who have contact with students" to be all employees including volunteers. This includes administrators, teachers, substitute teachers, classified employees, volunteers and community members. I interpret any actions that communicate disrespectful or non-supportive behavior to be unacceptable. Disrespectful means failing to demonstrate regard for the reasonable needs and viewpoints of students.

Indicators for Compliance:

- Student/staff discipline records
- Staff evaluations
- Climate surveys
- Evidence of student achievement

EVIDENCE OF COMPLIANCE January 6, 2011 – June 11, 2012
- Student discipline records are maintained in the Zangle student Database.   - In addition, student discipline records that may result in transfers are maintained in the Student Hearing and Placement Department.   - Staff disciplinary records are contained in an electronic employee personnel files and are confidential records that can be accessed by Administration for review purposes and/or to review the history of disciplinary documentation.
- Annual evaluations for all permanent and probationary employees. (see attached)   - We are in discussion with the bargaining units about the design and development of evaluation instruments that use multiple measures of student performance and promote continuous improvement and development that are aligned with the district's *Strategic Plan 2010-2014: Putting Children First,* Board Result policies and collective bargaining agreements.
- Climate surveys for teachers, administration, and staff are administered in conjunction with the California Healthy Kids Survey. [There is a specific survey for adults that provide information on their perspective on the school and district climate. The survey was developed as a complimenting component of the California Healthy Kids Survey.] The California Healthy Kids survey was administered in spring (February 21 and March 30, 2012). Results are available at www.scusd.edu/california-healthy-kids-survey   - Survey results will be analyzed by WestEd and shared with the schools.
- Progress report cards detailing student academic progress are available at the end of each term. (see attached)   - School Accountability Report Cards (SARC) summaries student achievement data from standardized test results by school, grade, and various student groups are provided February 1st of the school year. (see attached)

Compliance Status	In Compliance

OE-12.4 The Superintendent may not permit unnecessary or irrelevant collection of student information.

Interpretation:

I interpret this to mean that the District will only allow the collection or retention of students records or database information as controlled by statute; state guidelines for retention and destruction of student records are dictated by the California Education Code. In addition, I interpret SCUSD Board Policy to require that files be purged periodically to ensure that unofficial materials are not allowed to accumulate. While this is current practice, it is to be sustained at established levels at all sites.

Indicators for Compliance:

- Communication with staff regarding California Education Code policies governing student record and database information and retention.
- Procedures and Protocols for Data Sharing with Research projects
- Student information data system procedures and protocols

EVIDENCE OF COMPLIANCE January 6, 2011 – June 11, 2012
• Special Education procedures are discussed during teacher trainings and staff meetings yearly (meetings are held in September, January and April). • Communication to staff regarding securing student records is instructed in the main office of the school.
• The Assessment, Research and Evaluation office provides a Research Request Packet detailing the research process. The requestor completes research request forms, describing the research/data request: purpose, scope, research design, who will participate, how confidentiality is ensured, use of project results, benefits to district, timetable, Institutional Review Board (IRB) approval, and submission of pertinent documents. An Impact Summary is completed detailing who will participate (principals, students, a central office, etc.), task, amount of time/frequency each will spend, dates, and any compensation provided. The request is reviewed by district administrators for interest to the district and feasibility given the time of year and current projects scheduled. If accepted, a research agreement is provided for signature followed by a letter to support the project.
• Tech Services grants, monitors and audits secure and appropriate access to data by individual users and groups. Tech Services relies on district departments to provide training to their staff to be current on data practice laws.

Compliance Status	In Compliance

School, Family and Community Partnership Leadership Academy

Sacramento City Unified School District

Sacramento City Unified School District

Board of Education

Gustavo Arroyo, President, Area 4
Patrick Kennedy, Vice President, Area 7
Ellyne Bell, MA, LMSW, 2nd Vice President, Area 1
Jeff Cuneo, Area 2
Donald Terry, Area 3
Diana Rodriguez, Area 5
Darrel Woo, Area 6
Isaac Gordon, Student Board Member

Executive Cabinet

Jonathan P. Raymond, Superintendent
Mary Shelton, Chief Accountability Officer
Olivine Roberts, Ed.D, Chief Academic Officer
Jess Serna, Chief Human Resource Officer
Koua Franz, Chief Family and Community Engagement Officer
Patricia Hagemeyer, Chief Business Officer
Gabe Ross, Chief Communications Officer
Teresa Cummings, Ph.D, Chief of Staff

Leadership Academy graduating class of 2011
PUTTING CHILDREN FIRST

The Leadership Academy is a nine-session leadership training in education designed for parents, school staff, and community leaders who want to gain greater skills in leadership and deepen their understanding of the issues, policies and the functions of our k-12 educational system. The Leadership Program's nine-session training cycle is offered to a maximum of 25 participants each school year. At each session, participants have an opportunity to meet and interact with top leaders in education who are experts in areas such as educational policy, administration, curriculum, and school finance.

The program makes every attempt to accommodate the busy life-style of many parents, school personnel and community members by holding only a few evening sessions a month and by providing childcare, and meals. There is no cost for participants who are admitted to the program.

Who Should Apply?

- Current members of district and school advisory committees or parent organizations such as the PTA, School Site Council (SSC), English Learners Advisory Committee (ELAC), etc.
- Parents, school administrators or community members interested in building school, family, and partnerships are also encouraged to apply.

Goals:

- Raise participant awareness of how the educational system works.
- Develop the leadership capacity of participants to lead effectively and strategically.
- Enhance communication and collaboration with school and district staff.
- Promote interaction and networking among parent and community leaders to promote excellence in education.

For an application or more information, please contact the Office of School, Family and Community Partnerships at (916) 643-7912
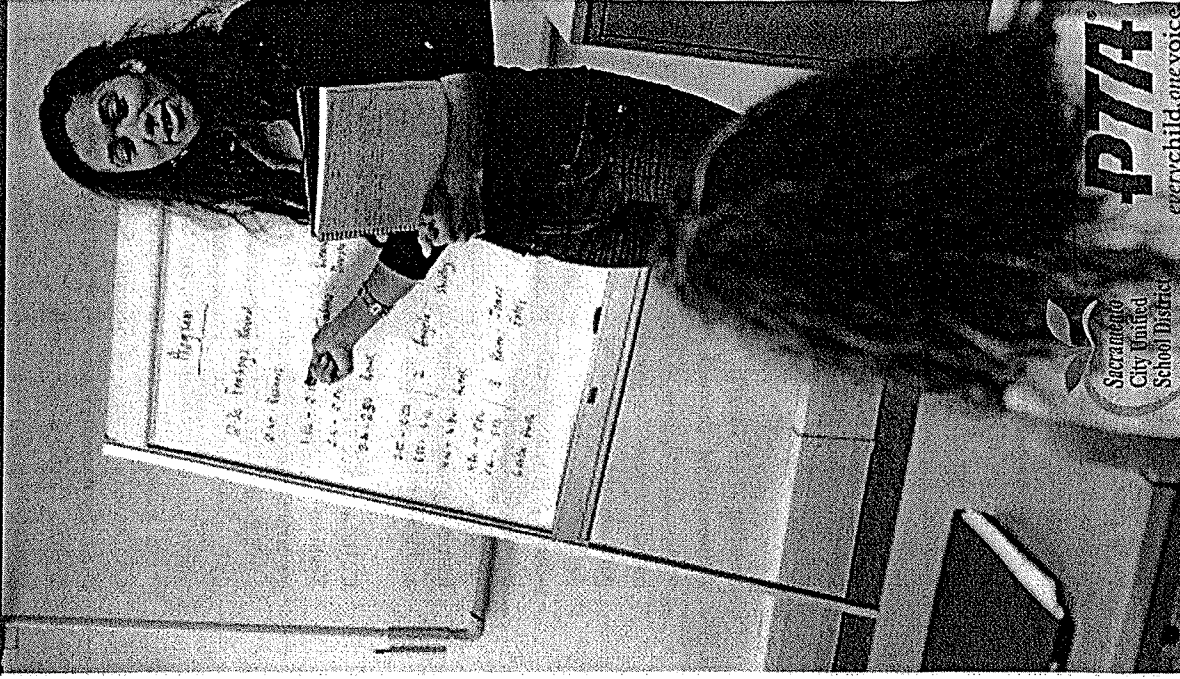
Start and end dates: January 23, 2011 through April 9, 2012
Time and Location: From 6:00 to 8:00 p.m. at the Serna Center

Session 1 - January 23, 2012: Introduction and Program Orientation: In this session, participants will receive an orientation to the Leadership Academy's program goals and objectives. After an icebreaker activity, participants will be asked to share their own leadership journey (experiences and challenges) and what they expect to receive from the program to help them become more effective leaders.

Session 2 – January 30, 2012: High Performing Schools: Research on school improvement indicates that improving schools requires coherent, orchestrated action across five essential supports. The focus of this session is to provide participants with an understanding of these supports (regardless of the family income of the students) and to examine actual cases of schools in the district who have turned schools around.

Collaborative Leadership Module I: Assessing the Environment

Session 3 – February 6, 2012: The Structure and Function of the School & Parent Groups on Campus: The focus of this session is to familiarize participants with the function and structure of schools. Participants will examine and discuss various school missions and their planning process (such as the School, Development and Improvement Plan) and the instructional program. Information will also be provided on the principal's role as instructional leader, school budget process, school's decision making committees, and the role of the Elementary and Secondary Education Act (formerly known as NCLB). A school principal will be invited as a guest speaker.

Collaborative Leadership Module II: Creating Clarity

Session 4 – February 27, 2012: The Structure and Function of the School District & District Parent Advisory Committees: This session is designed to help parents understand the educational system by discussing the role of the school district and school board. Discussion will take place on school finance, the budgetary process, and the allocation of resources. In addition, participants will receive information on the school district administrative structure, and a snap shot of the district test scores, dropout rates, expulsion rates, graduation rates. Finally, participants will learn about the role of district parent advisory committees and groups such as the District Advisory Committee, the PTA, etc.

Collaborative Leadership Module III: Building Trust

Session 5 - March 5, 2012: The School Curriculum: What Should Your Child Know: In this session, participants will gain an understanding of California State Content Standards and Testing. Invited speakers will discuss issues related to standard based curriculums, reading and math programs in the district, college readiness, and what students need in order to succeed in a 21st Century global economy.

Collaborative Leadership Module IV: Sharing Power and Influence

Session 6 – March 12, 2012: Parent Rights and Advocacy: In this session participants will receive information on parents' rights in relation to classroom observation, their children's school records, due process in discipline policies, testing, and access to information from a campus level to the district level. Information is provided on categorical programs such as Title I, Title III, Gifted and Talented, Special Education, and Migrant Programs. A discussion is held on the process for resolving a school-related problem, how to exercise your rights, and the District's Uniform Complaint Process.

Collaborative Leadership Module V: Developing People

Session 7 – March 19, 2012: Raising Academic Achievement through Parent Engagement: In this session participants will become familiar with research-based frameworks for school, family and community partnerships. Participants will discuss the theory of partnerships, and the elements for creating an effective school partnership action plan. Participants will discuss the role of schools and parents in the development of seven key areas: home/school communication, parenting, home-learning, advocacy, volunteering, decision making and leadership, and partnering with community.

Collaborative Leadership Module IV: Self Reflection

Session 8 – March 26, 2012: The SCUSD Family Engagement Process & Leadership Options: In this session, participants will become familiar with the District's Family Engagement Process. Participants will discuss the elements of a partnership school, and the process of getting there. Elements discussed in this process will include the Community Review of Schools, School Development and Improvement Plan's parent components, Welcoming Schools Certification and the School Partnership Team process.

Session 9 - April 9, 2012: Group Project Presentations: In this session, participants will present their group project to school officials.
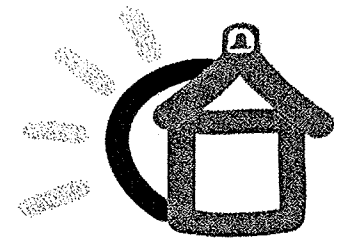
Parents as Partners in Schools

Date	Location	# of Attendees	# of Staff attendees
1/17/2012	Maple	11	2
1/23/2012	Maple	13	1
1/20/2012	Rosa Parks	11	2
1/27/2012	Rosa Parks	12	2
1/30/2012	Golden Empire	17	1
1/30/2012	Maple	11	1
2/3/2012	Oak Ridge	29	1
2/3/2012	Rosa Parks	10	1
2/6/2012	Maple	17	1
2/6/2012	Golden Empire	12	1
2/15/2012	Will C Wood	7	1
2/10/2012	Oak Ridge	25	1
2/10/2012	Rosa Parks	11	1
2/16/2012	Oak Ridge	24	1
2/17/2012	Rosa Parks	8	1
2/22/2012	Will C Wood	10	1
2/24/2012	Oak Ridge	28	1
2/24/2012	Oak Ridge	29	1
2/24/2024	Rosa Parks	10	1
2/27/2012	Golden Empire	14	1
2/27/2012	Maple	14	1
2/29/2012	Will C Wood	6	1
3/1/2012	Oak Ridge	24	2
3/5/2012	Golden Empire	12	2
3/5/2012	Maple	6	1
3/7/2012	Will C Wood	6	1
3/8/2012	Oak Ridge	20	1
3/9/2012	Rosa Parks	10	1
3/12/2012	Golden Empire	16	2
3/12/2012	Maple	13	1
3/13/2012	James Marshall	5	1
3/14/2012	Will C Wood	6	1
3/15/2012	Sutterville	7	2
3/16/2012	Oak Ridge	17	2
3/16/2012	Rosa Parks	10	1
3/19/2012	Golden Empire	17	2
3/19/2012	Maple	16	1
3/20/2012	James Marshall	5	1
3/21/2012	Will C Wood	5	1
3/22/2012	Sutterville	11	1
3/23/2012	Rosa Parks	10	1
3/23/2012	Oak Ridge	20	1
3/26/2012	Golden Empire	17	2
3/26/2012	CP Huntington	7	1

3/27/2012	James Marshall	2	1
3/28/2012	Will C Wood	6	1
3/29/2012	Sutterville	8	1
3/30/2012	Oak Ridge	22	1
4/9/2012	Golden Empire	15	2
4/9/2012	CP Huntington	8	1
4/10/2012	James Marshall	5	1
4/11/2012	Will C Wood	6	1
4/12/2012	Sutterville	7	1
4/16/2012	Golden Empire	18	2
4/16/2012	CP Huntington	4	2
4/17/2012	Sutterville	7	1
4/17/2012	James Marshall	5	1
4/20/2012	Joseph Bonnheim	10	1
4/20/2012	Will C Wood	6	1
4/23/2012	CP Huntington	9	1
4/24/2012	James Marshall	4	1
4/27/2012	Joseph Bonnheim	11	1
4/26/2012	Sutterville	7	1
4/30/2012	CP Huntington	8	1
5/1/2012	James Marshall	3	1
5/3/2012	Sutterville	8	1
5/4/2012	Joseph Bonnheim	14	1
5/7/2012	CP Huntington	5	1
5/8/2012	James Marshall	3	1
5/10/2012	Sutterville	9	1
5/11/2012	Joseph Bonnheim	13	1
5/14/2012	CP Huntington	5	1
5/15/2012	James Marshall	4	1
5/17/2012	Sutterville	9	1
5/18/2012	Joseph Bonnheim	11	1
5/21/2012	CP Huntington	6	1
5/25/2012	Joseph Bonnheim	13	1

Parents As Partners In Schools

Parents as Partners in Schools

consist of nine, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at Will C. Wood Middle School.

Contact Us!

SCUSD- Family Partnership Facilitator

Angelica Rodriguez   916.643.9102
angelica-rodriguez@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   2/15/2012
2. **Positive Parenting**
   2/22/2012
3. **Why is Education Important?**
   2/29/2012
4. **The Home Connection**
   3/07/2012
5. **Communication**
   3/14/2012
6. **School Structure**
   3/21/2012
7. **Parent Involvement**
   3/28/2012
8. **Organizing Parent Networks**
   4/11/2012
9. **Group Dynamics**
   4/18/2012

All Workshops ~ 8:30AM-10:30AM

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

*Yes! I am interested in the P.A.P. Workshops.*

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
Will C. Wood Middle School
6201 Lemon Hill Ave.
Sacramento, CA 95824
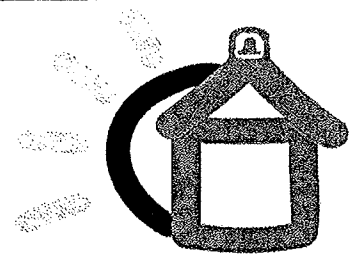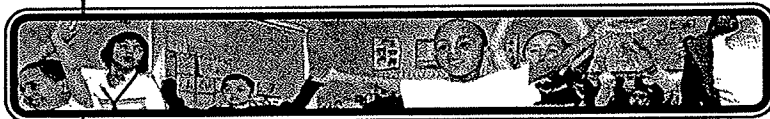
Parents As Partners In Schools

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training, child care, food, materials and

graduation certificate are provided

FREE OF CHARGE FOR PARENTS

with children enrolled at

Rosa Parks Elementary School.

Contact Us!

SCUSD- Family Partnership Facilitators

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

Cathy Morrison 916.643.9222
cathy-Morrison@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   1/20/2012
2. **Positive Parenting**
   1/27/2012
3. **Why is Education Important?**
   2/03/2012
4. **The Home Connection**
   2/10/2012
5. **Communication**
   2/17/2012
6. **School Structure**
   2/24/2012
7. **Parent Involvement**
   3/02/2012
8. **Organizing Parent Networks**
   3/09/2012
9. **Group Dynamics**
   3/16/2012

All Workshops ~ 8:30AM-10:30AM

*WE LOOK FORWARD
TO SEEING YOU THERE!*

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

*Yes! I am interested in the P.A.P. Workshops.*

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
Rosa Parks Middle School
2250 68th Ave
Sacramento, CA 95822

You are invited to join the Parents As Partners Workshops At Sutterville Elementary
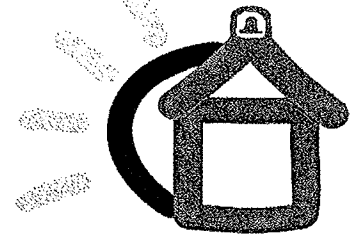
Parents as Partners in Schools

consists of nine, highly interactive **workshops** lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS.**

All workshops are held in the evening in Sutterville's multipurpose room.

Questions? Contact Us!

SCUSD- Family Partnership Facilitators

Cathy Morrison 916.643.9222
cathy-morrison@scusd.edu

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

Workshop Topics & Schedule

Time: 5:30 –7:30 pm

Orientation / Program overview
3/15/12
Positive Parenting
3/22/12
Why is Education Important?
3/29/12
The Home Connection
4/12/12
Communication
4/17/12
School Structure
4/26/12
Parent Involvement
5/3/12
Organizing Parent Networks
5/10/12
Group Dynamics
5/17/12

Graduation: 5/29/12 Location TBA

*WE LOOK FORWARD
TO SEEING YOU!*

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the Parents as Partners Workshops at Sutterville.

NAME_____ Childcare? ____yes ____no

PHONE #_____ Age of children:_____

E-mail_____ Home Language_____

Parents As Partners In Schools
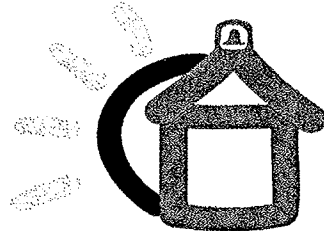
Parents as Partners in Schools

consist of nine, highly interactive

workshops lasting two hours each. The

training, child care, food, materials and

graduation certificate are provided

FREE OF CHARGE FOR PARENTS

with children enrolled at

Oak Ridge Elementary School.

Contact Us!

SCUSD— School, Family & Community Partnerships Trainer

Noue Yang Leung 916.643.7975
Noue-leung@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   2/03/2012
2. **Positive Parenting**
   2/10/2012
3. **Why is Education Important?**
   2/16/2012
4. **The Home Connection**
   2/24/2012
5. **Communication**
   03/02/2012
6. **School Structure**
   3/08/2012
7. **Parent Involvement**
   3/16/2012
8. **Organizing Parent Networks**
   3/23/2012
9. **Group Dynamics**
   3/30/2012

All Workshops ~ 8:30AM-10:30AM

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
NAME_____

PHONE #_____

E-mail_____

My child attends
Oak Ridge Elementary School
4501 Martin Luther King Jr Blvd.
Sacramento, CA 95820
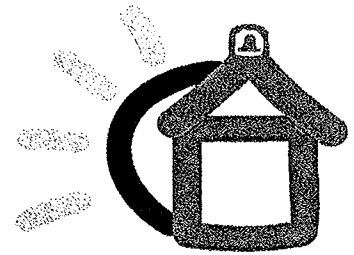
Parents As Partners In Schools

Parents as Partners in Schools

consist of nine, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at Mark Hopkins Elementary School.

Contact Us!

SCUSD- Family Partnership Facilitators

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

Cathy Morrison 916.643.9222
cathy-Morrison@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   1/20/2012
2. **Positive Parenting**
   1/27/2012
3. **Why is Education Important?**
   2/03/2012
4. **The Home Connection**
   2/10/2012
5. **Communication**
   2/17/2012
6. **School Structure**
   2/24/2012
7. **Parent Involvement**
   3/02/2012
8. **Organizing Parent Networks**
   3/09/2012
9. **Group Dynamics**
   3/16/2012

All Workshops ~ 8:30AM-10:30AM

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
*NAME*_____
*PHONE #*_____
*E-mail*_____

My child attends
Mark Hopkins Elementary School
2221 Matson Drive,
Sacramento, CA 95822

Parents As Partners In Schools
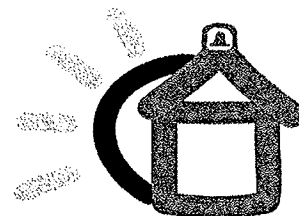
Parents as Partners in Schools

consist of nine, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at Maple Elementary School.

Contact Us!

SCUSD- Family Partnership Facilitators

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   1/17/2012
2. **Positive Parenting**
   1/23/2012
3. **Why is Education Important?**
   1/30/2012
4. **The Home Connection**
   2/06/2012
5. **Communication**
   2/27/2012
6. **School Structure**
   3/05/2012
7. **Parent Involvement**
   3/12/2012
8. **Organizing Parent Networks**
   3/19/2012
9. **Group Dynamics**
   3/26/2012

All Workshops ~ 9:00AM-11:00AM

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
Maple Elementary School
3301 37th Ave,
Sacramento, CA 95824

Parents As Partners In Schools
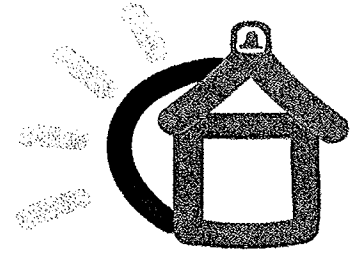
Parents as Partners in Schools

consist of six, highly interactive work-shops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at Joseph Bonnheim Elementary School.

Contact Us!

SCUSD– School, Family & Community Partnerships Facilitators

Cathy Morrison 916.643.9222
cathy-morrison@scusd.edu

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

P.A.P.S Workshop Topics

1. **Orientation/Program overview**
   4/20/2012
2. **Positive Parenting**
   4/27/2012
3. **Why is Education Important?**
   5/4/2012
4. **The Home Connection**
   5/11/2012
5. **Communication**
   5/18/2012
6. **School Structure**
   5/25/2012

All Workshops ~8:30am-10:30am
Room 17

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION NO LATER THAN TUESDAY, APRIL 17, 2012. —THANK YOU

Yes! I am interested in the P.A.P.S. Workshops.

(Please type)

NAME_____

PHONE #_____

E-mail_____

My child attends
Joseph Bonnheim Elementary School
7300 Marin Ave.
Sacramento, CA 95820
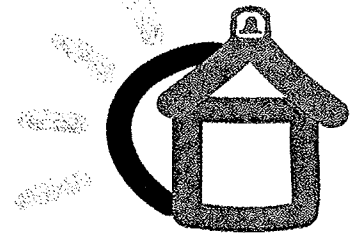
Parents As Partners In Schools

Parents as Partners in Schools

consist of nine, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at James Marshall Elementary School.

Contact Us!

SCUSD– School, Family & Community Partnerships Facilitator

Angelica Rodriguez 916.643.9102
Angelica-rodriguez@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   3/13/2012
2. **Positive Parenting**
   3/20/2012
3. **Why is Education Important?**
   3/27/2012
4. **The Home Connection**
   4/10/2012
5. **Communication**
   4/17/2012
6. **School Structure**
   4/24/2012
7. **Parent Involvement**
   5/1/2012
8. **Organizing Parent Networks**
   5/8/2012
9. **Group Dynamics**
   5/15/2012

All Workshops ~ 6:00PM-8:00PM

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
James Marshall Elementary School
9525 Goethe Road
Sacramento, CA 95827

Parents As Partners will begin at Golden Empire Monday
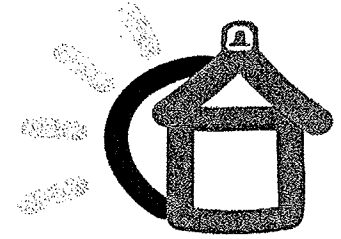
Parents as Partners in Schools

consist of nine, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided

FREE OF CHARGE FOR PARENTS

This exciting program takes place in Golden Empire's Multipurpose Room.

Contact Us!

SCUSD- Family Partnership Facilitators

Angelica Rodriguez 916.643.9102
angelica-rodriguez@scusd.edu

Cathy Morrison 916.643.9222
cathy-Morrison@scusd.edu

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   1/30/2012
2. **Positive Parenting**
   2/06/2012
3. **Why is Education Important?**
   2/27/2012
4. **The Home Connection**
   3/05/2012
5. **Communication**
   03/12/2012
6. **School Structure**
   3/19/2012
7. **Parent Involvement**
   3/26/2012
8. **Organizing Parent Networks**
   4/09/2012
9. **Group Dynamics**
   4/16/2012

All Workshops ~ 8:15AM-10:15AM
LOCATION: Multipurpose Room

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
Golden Empire Elementary School
9045 Canberra Drive
Sacramento, CA 95826

Parents As Partners In Schools
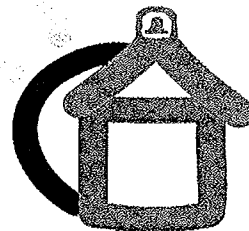
Parents as Partners in Schools

consist of eight, highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS** with children enrolled at C.P. Huntington Elementary School.

P.A.P. Workshop Topics

1. **Orientation/Program overview**
   3/26/2012
2. **Positive Parenting**
   4/09/2012
3. **Why is Education Important?**
   4/16/2012
4. **The Home Connection**
   4/23/2012
5. **Communication**
   4/30/2012
6. **School Structure**
   5/07/2012
7. **Parent Involvement**
   5/14/2012
8. **Organizing Parent Networks**
   5/21/2012

All Workshops ~ 5:00PM-7:00PM

Contact Us!

SCUSD– School, Family & Community Partnerships Facilitator

Angelica Rodriguez 916.643.9102
Angelica-rodriguez@scusd.edu

WE LOOK FORWARD TO SEEING YOU THERE!

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

Yes! I am interested in the P.A.P. Workshops.

(Please type)
NAME_____
PHONE #_____
E-mail_____

My child attends
C.P. Huntington Elementary School
5921 26th St.
Sacramento, CA 95822

Title of Workshop	Date	Location	# of Attendees	# of Staff attendees
PE Standards	2/15/2012	Maple	2	2
Effective Parent-Teacher Conferences	2/21/2012	John Still Elem.	9	1
Health is Wealth	3/28/2012	John Cabrillo	8	3
PE Standards	4/19/2012	Nicholas	38	3
Conducting Effective Meetings	4/11/2012	Will C Wood	2	2
Zangle	4/30/2012	Serna	19	3
Community Presentation	5/1/2012	Serna	13	3
Community Presentation	5/14/2012	Serna	18	3
Conducting Effective Meetings	5/24/2012	Cal Middle	0	2

Standardized Account Code Structure (SACS) Training Phase II

Connecting Spending to Student Outcomes

This training is designed for those who have already completed Phase I training.

At this training, you will review your school's 2010-2011 SDIP and compare it with the 2010-2011 Expenditure Reports.

Upon completion of this training, you will:

♦ Be able to review and evaluate your school's current SDIP fiscal data. Is your actual spending following your planned spending?

♦ Be able to develop your next year's budget based on planned student improvements described in your SDIP.

Date: Tuesday, April 24, 2012

Time: 6:00—7:30 p.m.

Place: John Cabrillo Elementary School, 1141 Seamas Avenue, Sacramento

Parent Resource Center (Room 23)

Free childcare and light snacks will be provided.

**Please RSVP to reserve your place
and receive your school's materials:**
Nora Castro (916) 643-7924
Cathy Morrison (916) 643-9222
or email:
parent-engagement@scusd.edu

*Training is brought to you by SCUSD
Administrative Services and
Family and Community Engagement Offices*

Sacramento
City Unified
School District

Sacramento Council
PTA

Sacramento City Unified School District

School Site Council Training

Offered to Parents, Community Members and Staff of Sacramento City Unified School District

- ➢ Learn more about what a School Site Council is
- ➢ Have a better understanding of the composition & election of School Site Council
- ➢ Learn about the roles and responsibilities for School Site Council
- ➢ Learn about the School Development and Improvement Plan (SDIP)
- ➢ Understand the use of categorical funding and linking expenditures to student achievement
- ➢ Gain knowledge on how to run an effective School Site Council meeting
- ➢ Connect with staff from the Academic Office, Accountability Office and Family and Community Engagement Office that can support your School Site Council

Training Location

Training Dates	Locations	Times
Wednesday, November 30th	Hiram Johnson Cafeteria 6879 14th Ave.	6:00 -7:30 pm

For more information please contact:

Noue Lueng
School, Family and Community Partnerships Trainer
(916) 643-7975
Or email: Noue-Leung@scusd.edu

You do not have to be a School Site Council member to attend

PHYSICAL EDUCATION STANDARDS

Sacramento
City Unified
School District

PARENT WORKSHOP
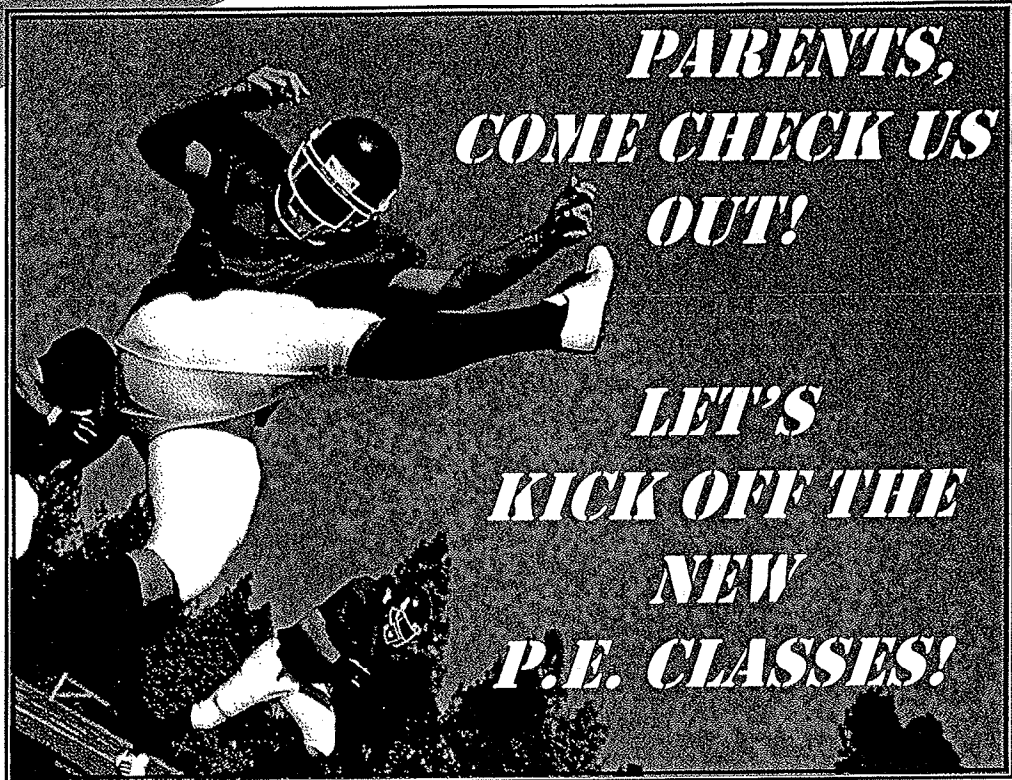
PARENTS, COME CHECK US OUT!

LET'S KICK OFF THE NEW P.E. CLASSES!

Our brand-new PE Curriculum at SCUSD is shaking things up !

Learn about ...

What the school is required to provide for your student in P.E....

What it means to take a "Brain Break"...

How the family can use these new activities at home...

Come find out the answers to these questions and many more.

GRAND PRIZE RAFFLE:
Kings Tickets for the Whole Family!

MAPLE ELEMENTARY (Library)
3301 37th Avenue (at Franklin)
Sacramento, CA 95824

February 15, 2012   6:00 - 7:30 p.m.

For more information
Contact Cathy Morrison
School, Family & Community Partnerships
916-643-9222 cathy-morrison@scusd.edu

WIN KINGS TICKETS

...ING
...SENTATION

Sacramento
City Unified
School District

PARENT WORKSHOP
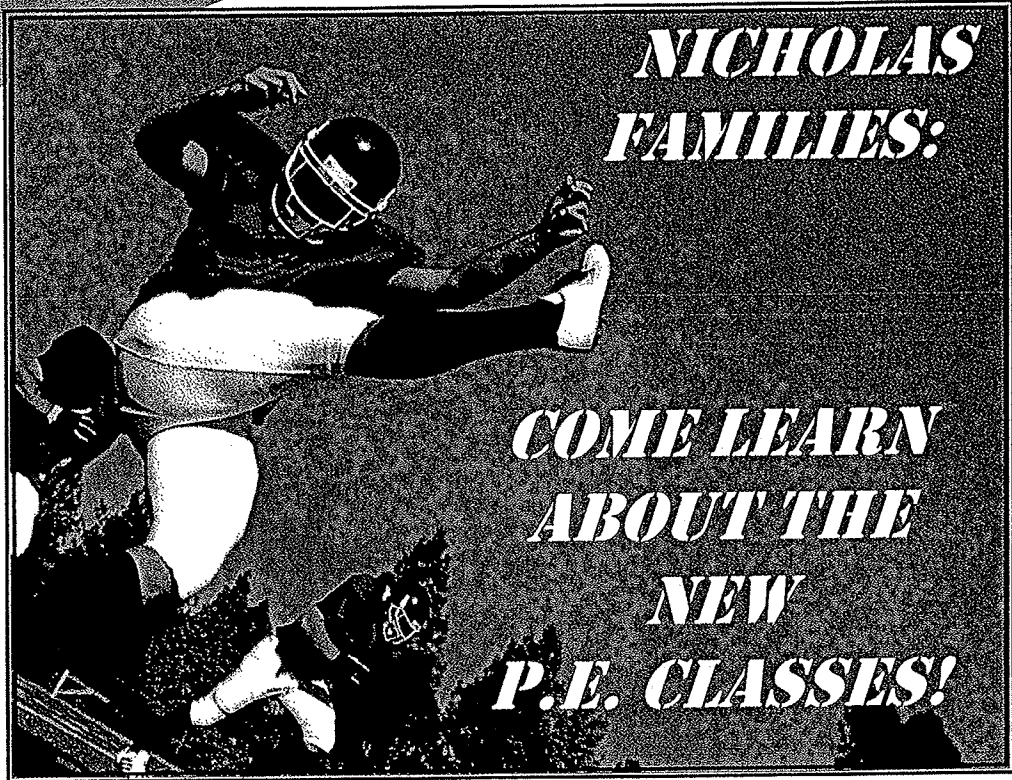
NICHOLAS FAMILIES:

COME LEARN ABOUT THE NEW P.E. CLASSES!

Our brand-new PE Curriculum at SCUSD is shaking things up !

Learn about ...

What the school is required to provide for your student in P.E....

What it means to take a "Brain Break"...

How the family can use these new activities at home...

Come find out the answers to these questions and many more.

GRAND PRIZE RAFFLE:
Kings Tickets for the Whole Family!

NICHOLAS ELEMENTARY
6601 Steiner Drive
Sacramento, CA 95823

April 19, 2012   5:45 to 6:30 p.m.

For more information
Contact Cathy Morrison
School, Family & Community Partnerships
916-643-9222 cathy-morrison@scusd.edu

Sacramento
City Unified
School District

OFFICE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

COME JOIN US FOR A SPECIAL FAMILY NIGHT

"HEALTH IS WEALTH"
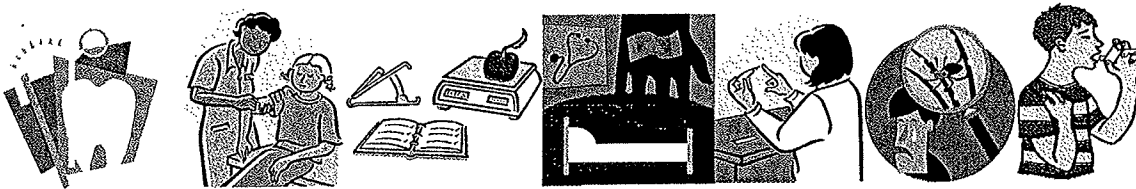
- Helpful up to date information on immunizations, hearing, physical and dental exams

- Where can children and families get health insurance?

- Learn about ways to keep your family healthy with our community partners.

- What else do parents want to discuss? Concussions? Lice? Asthma? Type II diabetes?

WEDNESDAY MARCH 28, 2012
6:00 - 7:30 PM.
John Cabrillo Elementary Parent Resource Center
1141 Seamas Avenue

Free Childcare, Light Snacks and Fun Prizes!

Attention: School Site Council Chairs!

Come join us for an informational and hands-on workshop!

Conducting Effective Meetings

Learn how to:

- Organize a meeting
- Identify objectives for a meeting
- Structure a meeting so that time is used wisely
- Manage challenging participants or situations
- Ensure that the participants are satisfied that the goals of the meeting were met
- Learning to work with different leadership styles

Wednesday, April 11, 2012

6:00pm-7:30pm

Location: Will C. Wood Middle School

Parent Resource Center

6201 Lemon Hill Ave.

FREE Childcare, Light Snacks, and Prizes

For more information, contact: Cathy Morrison (916) 643-9222

Sacramento
City Unified
School District

Training is brought to you by SCUSD

Family and Community Engagement Office

PTA

Attention: School Site Council Chairs!

Come join us for an informational and hands-on workshop!

Conducting Effective Meetings

Learn how to:

- Organize a meeting
- Identify objectives for a meeting
- Structure a meeting so that time is used wisely
- Manage challenging participants or situations
- Ensure that the participants are satisfied that the goals of the meeting were met
- Learning to work with different leadership styles

Thursday, May 24, 2012

6:00pm-7:30pm

. Location: California Middle School
Library
1600 Vallejo Way

FREE Childcare, Light Snacks, and Prizes

For more information, contact: Cathy Morrison (916) 643-9222

Sacramento City Unified School District

Training is brought to you by SCUSD

Family and Community Engagement Office

PTA

Sacramento City Unified School District

OFFICE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

PARENT INFORMATION EXCHANGE (PIE)

April 30, 2012

11:00 A.M. – 12:45 P.M.

SERNA CENTER

Parent Resource Center

5735 47th Avenue

Sacramento, CA

ONLY 10 SPACES LEFT FOR THE SPECIAL APRIL PIE TRAINING!!
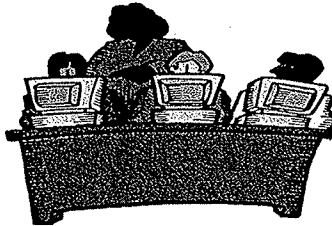
ZANGLE 101

What is Zangle ParentConnection?

How to access Zangle.

How to use Zangle?

What information can I find in Zangle?

This hands-on computer training will provide you with all of the information that you need to effectively use and train others in the SCUSD Zangle information system.

PIE IS MADE POSSIBLE THROUGH THE GENEROSITY OF OUR SPONSORS:

SMUD
Powering forward.
Together.

SEIU LOCAL 1021

SCHOOLS FINANCIAL CREDIT UNION
schools.org

PLEASE RSVP BY APRIL 24, 2012

(916) 643-7924

Community Presentation and Facilitation

Building your school's social capital through the community meeting.

Family and Community Engagement (FACE), SCUSD

Workshop Description

This workshop is for principals and other members of the site leadership. We will focus on techniques that you can use in your SDIP and Welcoming Schools Certification Community Meetings. Through presentation, discussion and peer learning we will explore what methods will be most effective for you and your community – from pre-meeting work, to set up, to key roles and facilitation tools, to follow up. The focus of this workshop is to use the community meeting to strengthen your school's community relationships and tap local assets in addition to conveying important information.

Learning Objectives

1. Ability to present SDIP (School Development Improvement Plan) with findings of CWT (Community Walk Through) and CQR (Community Quality Review) to multiple stakeholders in one meeting.

2. Familiarity with presentation preparation and delivery tools and techniques that effectively communicate information and create an interactive environment that strengthens relationships among and between the school and its community stakeholders.

3. Knowledge of how to use a community meeting to discover and identify local community assets.

Content

- Characteristics of Engaging Community Meetings
- SDIP: Sharing Information & Engaging Community Input
- Who is in the Room Matters
- Effective Techniques & Engaging Facilitation

Workshop Facilitators

Ron Dwyer-Voss
Tara Zagofsky

Sacramento
City Unified
School District

Community Quality Review (CQR) Training

Who: Interested parents and community members

What: Learn how to assess how engaged students are in learning, the quality of partnerships with family and community, and how well informed students, families and community are about the school and its progress.

Where: Will C Wood Middle School
6201 Lemon Hill Avenue (at corner of 65th), Sacramento
Parent Resource Center

When: Wednesday, February 15, 2012   5:30 to 7:30 p.m.
Thursday, February 15, 2012   5:30 to 7:30 p.m.

Why: To increase school and community's shared understanding of key strengths, area(s) for development, challenges and successes of the school. Participate in the review of your school, or another SCUSD school.

Contact: Noue Leung, Trainer   noue-leung@scusd.edu
Dept. of School, Family and Community Partnerships
(916) 643-7975

Yes! I am interested. Contact me for follow up.

Name_____

Email_____

Phone _____

Home Language_____

Sacramento City Unified School District
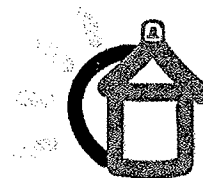
Community Quality Review (CQR) Training

Who: Interested Hiram Johnson parents and community members

What: Learn how to assess how engaged students are in learning, the quality of partnerships with family and community, and how well informed students, families and community are about the school and its progress.

Where: Hiram Johnson High School
6879 14th Avenue, Sacramento 95820
Parent Resource Center

When: Tuesday, March 6, 2012   9 – 11 a.m.
Wednesday, March 7, 2012   9 – 11 a.m.
Childcare will be provided at no charge.

Why: To increase school and community's shared understanding of key strengths, area(s) for development, challenges and successes of the school. Participate in the review of your school or another District school.

Contact: Noue Leung, Trainer   noue-leung@scusd.edu
Dept. of School, Family and Community Partnerships
(916) 643-7975

Oak Ridge Elementary

Yes! I am interested in these trainings. Contact me for follow up.

Name_____

Email_____

Phone _____

Home Language_____
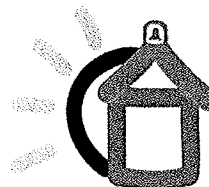
Welcoming Schools Certification Process (WSCP)

	WSCP Milestones						
	Introduction to Principal 1	Asset Map of Community Supports 2	Community Conversations 3	Climate Walk Through (CWT) 4	Community Quality Review (CQR) 5	Community Presentation 6	Certification Date
COHORT I 2010-11							
Maple	X	X	X	X	X	TBA	June 2012
Will C. Wood	X	X	X	X	X	TBA	June 2012
J.F. Kennedy	X	X	X	X	X	TBA	June 2012
COHORT II 2011-12							
Albert Einstein	11/16/2011	12/13/2011 12/14/2011	12/6/2011	3/20/2012	3/26/2012	TBA	June 2012
Camellia Basic	12/6/2011	12/13/2011 12/14/2011	1/19/2012	4/11/2012	4/16/2012	TBA	June 2012
Ethel I. Baker	12/5/2011	12/13/2011 12/14/2011	12/22/2011	3/13/2012	3/29/2012	6/13/12	June 2012
Hiram Johnson	2/6/2012	12/13/2011 12/14/2011	3/2/2012	3/15/2012	4/10/2012	TBA	June 2012
Mark Hopkins	12/8/2011	12/13/2011 12/14/2011	1/13/2012	6/4/2012	6/7/2012	TBA	June 2012
Peter Burnett	12/7/2011	12/13/2011 12/14/2011	12/21/2011	5/15/2012	5/22/2012	TBA	June 2012
Susan B. Anthony	12/5/2011	12/13/2011 12/14/2011	12/7/2011	2/14/2012	3/14/2012	TBA	June 2012
William Land	12/8/2011	12/13/2011 12/14/2011	1/10/2012	4/13/2012	5/24/2012	TBA	June 2012

Welcoming Schools Certification Process (WSCP)

		WSCP Stages					
	Introduction to Principal 1	Asset Map of Community Supports 2	Community Conversations 3	Climate Walk Through (CWT) 4	Community Quality Review (CQR) 5	Community Presentation 6	Certification Date
Caroline Wenzel	12/7/2011	12/13/2011 12/14/2011	12/21/2011				
Earl Warren	12/6/2011						
Edward Kemble		12/13/2011 12/14/2011	12/19/2011				
Father Keith B. Kenny	11/15/2011						
Fern Bacon							
Rosa Parks	12/8/2011	12/13/2011 12/14/2011	12/7/2011				
Selected WSCP schools that chose to defer this initiative at their sites:							

Sacramento
City Unified
School District

FAMILY AND COMMUNITY ENGAGEMENT

OFFICE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

PARENT INFORMATION EXCHANGE (P.I.E.)

2011 -2012 DATES

Time is always 11:30 am -12:45 pm.

10/10/11

11/28/11

12/19/11

1/30/12

2/27/12

3/26/12

4/30/12

5/16/12

SERNA PARENT RESOURCE CENTER

WORKSHOP DATES

SEPTEMBER

DATE	TIME	WORKSHOP
Sept. 20	5:30 – 8:30 p.m.	CAC Min-Resource Fair and Meet
September 27	6:00 p.m. – 8:00 p.m.	Sacramento City College – Enrolling in College and CalWorks
September 28	4:00 – 6:00 p.m.	Legal Services Parent Clinic
September 28	6:30 – 8:30 P.M.	Legal Services Workshop – Housing Rights

OCTOBER

DATE	TIME	WORKSHOP
October 11	1:00 – 3:00 p.m.	Parents As Partners Facilitators Training
October 12	4:00-6:00	Legal Services Parent Clinics
October 12	6:30-8:30 p.m.	Legal Service Workshop – Understanding Public Benefits
October 13	5:30-8:00 p.m.	Understanding School Finances
October 17	3:00-5:00 p.m.	SFCP – Working With Families To Raise Student Achievement
October 18	7:00-9:00 p.m.	CAC-Understanding Individual Education Plans
October 19	3:00-5:00 p.m.	SFCP -Understanding Federal Title 1 Requirements for Parent Involvement
October 20	4:30-8:00p.m.	School Site Council Training
October 25	5:00-8:00 p.m.	Sacramento City College -Enrolling In College (Parents) and CalWorks
October 26	4:00-6:00 p.m.	Legal Services Parent Clinics
October 26	6:30-8:30 p.m.	Legal Services Workshop – Tenant Rights

NOVEMBER

DATE	TIME	WORKSHOP
November 8	5:00-8:00 p.m.	Sacramento City College – Enrolling in College and CalWorks
November 9	4:00-6:00 p.m.	Legal Services Clinic for Parents
November 9	6:30-8:30 p.m.	Legal Services Workshop – Benefits
November 10	5:30-8:00 p.m.	PTA Webinar – Partnership for 21st Century Skills
November 15	7:00-9:00 p.m.	CAC-Personal Safety and Bullying Prevention
November 16	3:00-5:00 p.m.	SFCP- Understanding Federal Title 1 Requirements for Parent Involvement
November 17	3:00-5:00 p.m.	SFCP –School Family Relations
November 17	4:30p.m.-8:00 p.m.	School Site Council Training

DECEMBER

DATE	TIME	WORKSHOP
December 7	4:00-6:00 p.m.	Legal Services Clinic for Parents
December 7	6:30-8:30 p.m.	Legal Services Workshop – Housing
December 8	5:30-8:00 p.m.	PTA- Parent Guide To Middle School Students
December 13	1:00-3:00 p.m.	Parents As Partners Facilitators Training
December 15	4:30 – 8:00 p.m.	School Site Council Training
December		

JANUARY

DATE	TIME	WORKSHOP
January 12, 2012	5:30 p.m. – 8:00 p.m.	Helping Your Child Achieve Academic Success- webinar
January 17	7:00 p.m. – 9:00 p.m.	CAC- Executive Functioning and how it affects planning, organization, attention, time management & emotions
January 18	4:00 p.m. -6:00 p.m.	Legal Services Clinic
January 18	6:30 p.m. – 8:30 p.m.	Legal Services Parent Workshop - Health
January 23	3:00 p.m.– 5:00 p.m.	SFCP Workshop – School/Family Relations
January 25	11:30 a.m. – 2: p.m.	SFCP – Organizing Schools for Achievement Focused Family Engagement

FEBRUARY

DATE	TIME	WORKSHOP
February 1	4:00 p.m. – 6:00 p.m.	Legal Services Clinic
February 1	6:30 p.m. – 8:00 p.m.	Legal Services Parent Workshop -Employment
February 9	5:30 p.m. – 8:30 p.m.	PTA/CSPC – Inspiring Volunteers
February 14	1:00 p.m. – 3:00 p.m.	Parents As Partners – Parent Facilitator Training
February 15	4:00 p.m. – 6:00 p.m.	Legal Services Clinic for Parents
February 15	6:30 p.m. – 8:00 p.m.	Legal Services Workshop- Housing/Tenant Rights
February 16	4:30 p.m. – 8:00 p.m.	School Site Council Training
February 21	7:00 p.m. – 9:00 p.m.	CAC – Modifications and Accommodations
February 29	4:00 p.m. – 6:00 p.m.	Legal Services Clinic for Parents
February 29	6:30 p.m. – 8:00 p.m.	Legal Services Clinic – Understanding Public Benefits and Your Rights

MARCH

DATE	TIME	WORKSHOP
March 8	5:30 p.m. – 8:00 p.m.	PTA - Inspire Children With The Promise Of College webinar
March 13	1:00 p.m. – 3:00 p.m.	Parents As Partners Parent Facilitator Training
March 14	4:00 p.m. – 6:00 p.m.	Legal Services Parent Clinic
March 14	6:30 p.m. – 8:00 p.m.	Legal Services Parent Workshop - TBA
March 15	5:00 p.m. – 8:00 p.m.	School Site Council training
March 28	4:00 p.m. – 6:00 p.m.	Legal Services Clinic
March 28	6:30 p.m. – 8:00 p.m.	Legal Services Workshop -TBA

APRIL

DATE	TIME	WORKSHOP
April 11	4:00 p.m. – 6:00 p.m.	Legal Services Clinic
April 11	6:30 p.m. – 8:00 p.m.	Legal Services Parent Workshop - TBA
April 12	5:30 p.m. – 8:00 p.m.	TBA
April 17	7:00 p.m. – 9:00 p.m.	CAC- Speech/OT/Sensory Support
April 19	4:30 p.m. – 8:00 p.m.	School Site Council Training
April 25	4:00 p.m. – 6:00 p.m.	Legal Services Clinic
April 25	6:30 p.m. – 8:00 p.m.	Legal Services Parent Workshop - TBA

MAY

DATE	TIME	WORKSHOP
May 8	1:00 p.m. -3:00 p.m.	Parents As Partners Parent Facilitator Training
May 9	4:00 p.m. – 6:00 p.m.	Legal Services Clinic
May 9	6:30 p.m. – 8:00 p.m.	Legal Services Parent Workshop
May 10	5:30 p.m. – 8:00 p.m.	PTA Training -TBA
May 15	7:00 p.m. – 9:00 p.m.	CAC- Self-Advocacy

| May 23 | 4:00 p.m. – 6:00 p.m. | Legal Services Clinic |

School-site Parent Resource Center Workshop Examples

Further Records On File at Serna Parent Resource Center

Alice Birney

Introduction to nine year change parent workshop	09/15/2011
Grade Curriculum	9/26/2011
Simplicity Parenting	01/18/2012

Burbank High School-Parent University- Program not with PRC

Introduction to Adult ESL	9/12/2011- Every Tuesday
Introduction to Computer Classes	10/03/2011- every Monday
Parent University	9/27/2011 10/25/2011 11/22/2011 12/13/2011 01/24/2012 02/21/2012 03/20/2012

Cabrillo

Health is Wealth	3/28/2012
SACS	4/22/2012

Camellia Basic

PTA	9/15/2011
Community is my friend	10/ 21/ 2011
Science Night	11/17/2011
Art night	11/ 19/2012
Math Night	3/15/2012

Elder Creek

Public Benefits	12/03/2011

Fern Bacon

Attendance/ZANGLE training	10/15/2011
Journey to High School	11/02/2011
Gang and Violence Prevention	12/07/2011
Open Enrollment	2/1/2012

H. W. Harkness

Bullying Prevention	10/12/2011
Positive Discipline	10/14/2011
Al-Anon	10/19/2011
Self- Defense	11/2/2011
Public Benefits	11/09/2011
Savings and Investing	11/15/2011
Rights as a Tenant	11/30/2011
WEAVE	12/06/2011
Building Leadership Skills	12/14/2011

James Marshall

Parents as Partners in School	12/01/2011
Reading Night	12/6/2011

Edward Kemble

Volunteer Orientation	Nov.02,9,16 Dec. 07,14, Jan. 09,16,23,30 Feb. 13,20,27 Mar. 13,20,27, Apr. 10,17,24
Legal Services	11/03/2011
Safe Car Seat Class	11/10/2011
Parent Connection-Making Parenting a pleasure	Nov. 15,17 Dec. 01,6,8,13,15, Jan. 08,10,14,17,21,24,29, Feb. 4,7,12,14,19,21,26,28 Mar. 5,7,12,14,19,21,26,28 April 9,11,16,18,23,25,
KIVE Workshop: TV as a teaching tool	12/08/2011
KINSHIP Support Services	12/16/2011
Health Net fit for life	Jan /19, 26

	Feb. 2, 9

John F Kennedy High School

Orientation	9/13/2011
Preparing for College	10/11/2011
Peer Pressure/Truancy/Gangs	11/09/2011
Health and Nutrition	12/14/2011
Panacea Services	1/11/2012
Financial Aid/ cash for college	2/8/2012
Reading and Writing in College	3/14/2012
Sac State field Trip	4/11/2012
Questions for Admin.	5/9/2012

Johnson High School

Parent resources	10/07/2011
Progress Reports/report Cards	11/04/2011
Grad. Requirements	12/02/2011
Gang Intervention	2/3/2012
Bullying	3/2/2012
Family Dynamics	5/4/2012

John Still Elementary

Report Cards	2/17/2012

L.D.Vinci

Volunteers Trainings, New Parent Orientations, How to access resources at school site-Every second/third Wednesday & Thursday	Sept. 7,8,14,15
	Oct. 12,13,19,20
	Nov. 9,10,16,17
	Dec.7,8,14,15
	Jan.11,12,18,19
	Feb.8,9,15,16
	Mar.7,8,14,15
	Apr. 11,12,18,19
	May 9,10,16,17

Maple

Parent Volunteers-Every Monday	Sept. 12,19,26
	Oct. 13,10,17,24,31
	Nov. 7,14,28
	Dec. 5,12,19,26
	Jan. 9,23,30
	Feb. 6,14,21,27
	Mar. 5,12,19,26
	Apr. 9,16,16,23,30
	May. 7,14,21

Oak Ridge

Family Night Planning	9/28/2011
Test Scores and Goals	10/18/2011
Parents as Partners in schools Home Visits- Room Parent Volunteers Planning	12/6/2011
Family Art Night Planning	12/14/2011
Community Meeting-Bond Measures	4/10/2012

Pacific Elementary

Parent Volunteer Day-Every Friday	Oct. 7,14,21 Nov. 4,11,18 Dec. 2,9,16 Jan. 13,20,27 Feb. 03,10,17,24 Mar. 02,09,16,23,30 Apr. 13,20,27 May. 04,11,18,25 Jun. 01,08

Peter Burnett

Coupon Club-Money Strategies	9/28/2011
Legal Services	10/12/2011
Salvation Army	11/19/2011
Gang Prevention/Bullying	1/19/2012
Volunteer Training	2/15/2012

Sequoia

Family Night Planning	1/13/2012
PTA	02/18/2012

Will C Wood

	9/7/2011
	11/9/2011
CAL Works	12/14/2011
	1/11/2012
	2/8/2012
	3/7/2012
	4/18/2012
	6/6/2012

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS
PARENT RESOURCE CENTERS

SCHOOL NAME	PARENT RESOURCE CENTER	CONTACT PERSON	TELEPHONE
Alice Birney K-8	Yes	Michelle Horning, Principal	916-433-5544
Albert Einstein Middle	In Development	Garrett Kirkland, Principal	916-228-5800
Abraham Lincoln Elem.	In Development	Laura Butler, Principal	916-228-5830
Bret Harte Elem.	Yes	Lynette Hughes	916-277-6261
C.B.Wire Elem.	Yes	Boa Moua	916-433-5440
California Middle School	Yes	Elizabeth Vigil, Principal	916-264-4550
Camellia Basic	Yes	Laura Rios	916-382-5980
Edward Kemble Elem.	Yes	Beronica Diaz-Ortiz	916-433-5025
Elder Creek Elem.	Yes	Sharon Hicks	916-382-5970
Ethel I. Baker Elem.	Yes	Rose Wong	916-433-5444
Ethel Phillips Elem.	Yes	Danny Hernandez,Principal	916-277-6277
Fern Bacon Middle	Yes	Faustino Chapparro	916-433-5000
Fr. Keith B. Kenny Elem.	Yes	Kitty Griffen	916-277-6500
Freeport Elem.	Yes	Amy Whitten, Principal	916-433-5032
Fruitridge Elem.	Yes	Yee Yang, Principal	916-277-6283
H.W. Harkness Elem.	Yes	Lori Tullgren	916-433-5092
Arthur Benjamin Health Professions	Yes	Darlene Rutledge	916-264-3262
Hiram Johnson H.S	Yes	Stella Degadillo	916-277-6300

School		Contact	Phone
Hollywood Park Elem.	Yes	Hamed Razawi, Principal	916-277-6290
Hubert Bancroft Elem.	Waiting for space	Enrique Flores, Principal	916-382-5940
Isador Cohen Elem.	Yes	Kathy McDonald	916-228-5840
Joseph Bonnheim Elem.	Yes	Mary Alverez Jett, Principal	916-277-6294
James Marshall Elem.	Yes	Lafaya Stallworth	916-228-5860
John Still Middle	Yes	Dorothy Lopez	916-433-5375
John Still Elem.	Yes	Joann Lee	916-433-5191
John Cabrillo Elem.	Yes	Catherine Dennis	916-264-4171
John F. Kennedy High School	Yes	Marida Garboushian	916-433-5000
John Sloat Basic	Yes	Kristen McCarthy	916-433-5051
Luther Burbank High School	Yes	Elisa Gonzalez	916-433-5100
Leonardo da Vinci K-8	Yes	Diane Soule	916-277-6496
Maple Elem.	Yes	Christina Herrera	916-433-5067
Mark Hopkins Elem.	Yes	Salisa Campos	916-433-5072
Nicholas Elem.	Yes	Cyndy Chavez	916-433-5076
Oak Ridge Elem.	Yes	Jessica Wharton	916-277-7015
Pacific Elem.	Yes	Christian Ramirez	916-433-5089
Parkway Elem.	Yes	Angie Gonzales	916-433-5082
Peter Burnett Elem.	Yes	Christine Huizar	916-277-6685
Rosa Parks Middle	Yes	Ly Moua/Sally Villapanda	916-433-5400
Rosemont High School	In Development	Leise Martinez, Principal	916-228-5844
Susan B. Anthony Elem.	Yes	Lisa Barnes	916-433-5353
Sutterville Elem.	Yes	Jen Muchowski	916-277-6693

Tahoe Elem.	Yes	Mr. Ichtertz	916-277-6364
Washington Elem.	Yes	Maria Lowe	916-433-5353
Will C. Wood Middle	Yes	Jessica Torres	916-382-5900
William Land Elem.	Yes	Paula Maranello	916-264-4166
Woodbine Elem.	Yes	Linda Ascencio	916-433-5358

Timeline to administer the survey:

The timeline to administer the survey is as follows:

Monday, Feb. 27	Permission slips to be delivered to schools
Wednesday, Feb. 29	Fifth grade teachers distribute permission slips to students
Monday, March 5	Surveys to be delivered at the school sites
Wednesday, March 7	Deadline to receive the permission slips back from students
Monday, March 12 – Friday, March 23	Teachers administer the survey during these two weeks
Friday, March 23	Last day to administer CHKS and return surveys to the front office

Please Note: It takes only 50 minutes to administer the survey.

CALIFORNIA healthy kids SURVEY

Staff School Climate Survey, 2011/12
Sacramento City Unified/Elementary

Your school needs you to complete this short on-line survey to be in compliance with the *No Child Left Behind Act of 2001 (NCLB).* It is an opportunity to communicate your perceptions about fundamental learning supports and barriers at this school. This letter explains the survey and, at the bottom on the page, provides your login, password and access instructions. If you have any questions about this survey, contact _____.

You will have access to this online survey for 30 days beginning 3/15/2012.

The purpose of this survey is to obtain staff perceptions of student behavior and attitudes, school programs and policies, and the overall school climate as they relate to student well-being and learning. It deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports. The survey is a companion to the California Healthy Kids Survey (CHKS), a comprehensive student health risk and resilience assessment tool (grades 5, 7, 9 & 11) that CDE requires all districts to administer every two years (see www.wested.org/hks for more information). Minimally, it should be completed by all certificated staff working with grades five through twelve, including teachers and all other personnel working in the areas of prevention, student health, and safety.

- **Your participation is voluntary. It is also very important.** The information you provide will help guide district and school efforts to promote safety, enhance learning supports, improve student achievement, and reduce health risks that stand as barriers to learning.

- **This is an anonymous survey.** It is designed so that participating staff cannot be identified from the data. You do not have to respond to any questions that you feel could be used to identify you. Simply skip any such questions.

- **All questions apply to this school only.**

- **The results are for the use of your district.** CDE/CHKS will preserve data confidentiality and refer any data requests to the district. *No Child Left Behind* does require that the district make the results publicly available.

INSTRUCTIONS FOR ACCESSING THE SURVEY
Access the login page for the survey using the following URL:
http://www.wested.org/climate

Use the following login (all numbers) and password (**all lower case letters**) and click the Login button:

Login: 0101040

Password: skzfvzr

Troubleshooting
If you are having trouble taking the survey, please try these solutions:

- Make sure that your web browser has cookies enabled.
- Make sure that you have entered only numerals for the login.
- Make sure that you have entered only lowercase letters for the password.
- Make sure that your survey window is open. You should be able to find the start date on this form. The window is open for 30 days from this date.

Thank you for taking this important survey!

CALIFORNIA healthy kids SURVEY

Elementary School Survey

2011–2012

This survey is voluntary. **You do not have to complete this survey,** but we hope that you will. We need your help!

Your answers will improve health programs.

Please do not write your name on this form or the answer sheet. No one but you will know how you answer these questions.

Please mark only one answer for each question on the answer sheet. Fill in the bubbles neatly with a **#2 pencil**. Please do not write on the survey questionnaire.

Please read every question carefully. Mark one choice on your answer sheet for each question.

Thank you for taking this survey!

CALIFORNIA healthy kids SURVEY

First, write your SCHOOL NAME on the top of the answer sheet.

1. Fill in the bubble for number "3."

2. How old are you?
   A) 7 years old, or younger than 7
   B) 8 years old
   C) 9 years old
   D) 10 years old
   E) 11 years old
   F) 12 years old
   G) 13 years old, or older than 13

3. Are you female or male?
   A) Female
   B) Male

4. What grade are you in?
   A) 3rd grade
   B) 4th grade
   C) 5th grade
   D) 6th grade

5. During the past year, how many times have you moved (changed where you live)?
   A) 0 times
   B) 1 time
   C) 2 or more times

6. Did you eat breakfast this morning?
   A) No
   B) Yes

CALIFORNIA healthy kids S U R V E Y

7. **When you ride in a car do you wear a seat belt?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

8. **When you ride a bicycle do you wear a helmet?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time
    E) I do not ride a bicycle

The next questions ask about your school.

9. **Do you feel close to people at school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

10. **Are you happy to be at this school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

11. **Do you feel like you are part of this school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

CALIFORNIA healthy kids SURVEY

12. **Do teachers treat students fairly at school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

13. **Do you help make class rules or choose things to do at school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

14. **Do the teachers and other grown–ups at school care about you?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

15. **Do the teachers and other grown–ups at school tell you when you do a good job?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

16. **How well do you do in your schoolwork?**
    A) I'm one of the best students
    B) I do better than most students
    C) I do about the same as others
    D) I don't do as well as most others

17. **Do the teachers and other grown–ups at school listen when you have something to say?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

18. **Do the teachers and other grown–ups at school believe that you can do a good job?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

19. **Do you do things to be helpful at school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

20. **Do you plan to go to college or some other school after high school?**
    A) No
    B) Yes

Here are questions about events that may happen at school and after school.

21. **During the past year, how many times have you hit or pushed other kids at school when you were not playing around?**
    A) 0 times
    B) 1 time
    C) 2 times
    D) 3 or more times

22. **During the past year, how many times have you spread mean rumors or lies about other kids at school?**
    A) 0 times
    B) 1 time
    C) 2 times
    D) 3 or more times

23. Do other kids hit or push you at school when they are not just playing around?
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

24. Do other kids at school spread mean rumors or lies about you?
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

25. Do other kids at school spread mean rumors or lies about you on the internet (i.e. Facebook™, MySpace™, email, instant message)?
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

26. During the past year, did you ever bring a gun or knife to school?
    A) No
    B) Yes

27. During the past year, have you ever seen another kid with a gun or knife at school?
    A) No
    B) Yes

28. Are you home alone after school?
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

29. **Do you feel safe at school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

30. **Do you feel safe outside of school?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

The next questions are about cigarettes, alcohol, and other drugs.

31. **Have you ever smoked a cigarette?**
    A) No
    B) Yes, I smoked part of a cigarette, like one or two puffs
    C) Yes, I smoked a whole cigarette

32. **Have you ever chewed tobacco or snuff (dip)?**
    A) No
    B) Yes

33. **Have you ever drunk beer, wine, or other alcohol?**
    A) No
    B) Yes, I drank one or two sips
    C) Yes, I drank a full glass

34. **Have you ever sniffed something through your nose to get "high?"**
    A) No
    B) Yes

35. **Have you ever smoked any marijuana (pot, grass, weed)?**
    A) No
    B) Yes
    C) I don't know what marijuana is

36. Have you ever used alcohol or an illegal drug like marijuana before school or at school?
   A) No
   B) Yes

37. Do you think smoking cigarettes is bad for a person's health?
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad

38. Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad

39. Do you think using marijuana (pot, grass, weed) is bad for a person's health?
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad
   D) I don't know what marijuana is

40. In the past month, did you drink any beer, wine, or other alcohol?
   A) No
   B) Yes, I drank one or two sips
   C) Yes, I drank a full glass

41. In the past month, did you smoke a cigarette?
   A) No
   B) Yes

Below are questions about your health and things you might do.

42. Do you try to understand how other people feel?
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

43. **Do you feel bad when someone else gets their feelings hurt?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

44. **Do you know where to go for help with a problem?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

45. **Do you try to work out your problems by talking or writing about them?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

46. **Do you try to do your best?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

47. **Do you have goals and plans for the future?**
    A) No
    B) Yes

48. **Do you think you are too skinny, about right, or too fat?**
    A) Too skinny
    B) About right
    C) Too fat

49. **Are you doing anything to try to lose weight?**
    A) No
    B) Yes

50. Have other kids at school ever teased you about what your body looks like?
   A) No
   B) Yes

51. How many days each week do you exercise, dance, or play sports?
   A) 0 days
   B) 1 day
   C) 2 days
   D) 3 days
   E) 4 days
   F) 5 days
   G) 6 or 7 days

52. When not exercising, do you ever have trouble breathing (for example, shortness–of–breath, wheezing, or a sense of tightness in your chest)?
   A) No
   B) Yes

53. Has a parent or some other adult ever told you that you have asthma?
   A) No
   B) Yes

54. Yesterday, how much time did you spend watching TV or playing video games?
   A) None, I didn't watch TV yesterday
   B) Less than 1 hour
   C) About 1 hour
   D) About 2 hours
   E) 3 or more hours

The next two questions ask about your friends.

55. Do your best friends get into trouble?
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

56. **Do your best friends try to do the right thing?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

Here are questions about your home.

57. **Does a parent or some other grown–up at home care about your schoolwork?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

58. **Does a parent or some other grown–up at home believe that you can do a good job?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

59. **Does a parent or some other grown–up at home want you to do your best?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

60. **Does a parent or some other grown–up at home listen when you have something to say?**
    A) No, never
    B) Yes, some of the time
    C) Yes, most of the time
    D) Yes, all of the time

61. **Do you help at home?**

   A)   No, never

   B)   Yes, some of the time

   C)   Yes, most of the time

   D)   Yes, all of the time

62. **Do you get to make rules or choose things to do at home?**

   A)   No, never

   B)   Yes, some of the time

   C)   Yes, most of the time

   D)   Yes, all of the time

63. **Did you understand the questions on this survey?**

   A)   No, none of them

   B)   Yes, some of them

   C)   Yes, most of them

   D)   Yes, all of them

64. **Did you answer the questions on this survey honestly and truthfully?**

   A)   No, none of them

   B)   Yes, some of them

   C)   Yes, most of them

   D)   Yes, all of them

65. **What language do you usually speak at home?**

   A)   English (or mostly English)

   B)   Spanish (or mostly Spanish)

   C)   Other

5th Grade
Customized Module

Here are some questions about your school.

66. Do you have at least one trusted friend at school?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

67. Do you think adults at your school stop bullying when they see it happening?
    A. Yes
    B. No
    C. Not Sure

68. Do you get teased at school?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

69. Do kids at school say mean things about other students' race or skin color?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

70. Do kids at school act mean to other students using sexual names, comments, or gestures?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

71. During the past year, have other students left you out of games or ignored you on purpose?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

72. During the past year, have you wanted to stay home from school because students were mean to you?
    A. No, never
    B. Yes, some of the time
    C. Yes, most of the time
    D. Yes, all of the time

5th Grade
Customized Module

73. At your school, how often do you watch bullying and laugh and shout encouragement?
    A. Never
    B. Sometimes
    C. Often

74. At you school how often do you comfort the person bullied or tell others to stop bullying?
    A. Never
    B. Sometimes
    C. Often

75. At your school, how often do you stay away when bullying occurs?
    A. Never
    B. Sometimes
    C. Often

CASEL QUESTIONS

76. I understand my moods and feelings.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

77. I am aware of how my moods affect the way I treat other people.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

78. I control myself when I am frustrated, angry or disappointed.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

79. I stop and think before doing anything when I get angry.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

5th Grade
Customized Module

80. I can tell when someone is getting angry or upset before they say anything.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

81. I care about other people's feelings and points of view
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

82. I get into arguments when I disagree with people.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

83. I try to work out disagreements with other students by talking to them.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

84. If I can't figure something out, I try different solutions until one works.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

85. When I make a decision, I think about what might happen afterwards.
    A. Very much true
    B. Pretty much true
    C. A little true
    D. Not at all true

THANK YOU!

C A L I F O R N I A *healthy kids* S U R V E Y

◆ Module A ◆

Middle School Questionnaire

2011–2012

This survey asks about your behavior, experiences, and attitudes related to health, well–being, and schooling. It includes questions about use of alcohol, tobacco, and other drugs; bullying and violence; and what you do at school and how you feel about it.

You do not have to answer these questions, but your answers will be very helpful in improving school and health programs. **You will be able to answer** whether or not you have done or experienced any of these things.

Please do not write your name on this form or the answer sheet. Do not identify yourself in any other way.

Please mark all of your answers on the answer sheet. Fill in the bubbles neatly with a **#2 pencil**. Do not write on the questionnaire. Mark only one answer unless told to *"Mark all that apply."*

This survey asks about things you may have done during different periods of time, such as during your **lifetime** (for example, did you ever do something?), or the past **12 months**, or **30 days**. Each provides different information. Please pay careful attention to these time periods.

Thank you for taking this survey!

CALIFORNIA healthy kids SURVEY

◆ Module A ◆

Begin by writing your school's name at the top of the answer sheet.

A1. Fill in the bubble for the letter "M."

A2. Fill in the bubble for the number "4."

Next, we would like some background information about you.

A3. How old are you?
- A) 10 years old or younger
- B) 11 years old
- C) 12 years old
- D) 13 years old
- E) 14 years old
- F) 15 years old
- G) 16 years old
- H) 17 years old
- I) 18 years old or older

A4. What is your sex?
- A) Male
- B) Female

A5. What grade are you in?
- A) 6th grade
- B) 7th grade
- C) 8th grade
- D) 9th grade
- E) 10th grade
- F) 11th grade
- G) 12th grade
- H) Other grade
- I) Ungraded

A6. Are you of Hispanic or Latino origin?
- A) No
- B) Yes

A7. What is your race?
- A) American Indian or Alaska Native
- B) Asian
- C) Black or African American
- D) Native Hawaiian or Pacific Islander
- E) White
- F) Mixed (two or more) races

◆ Module A ◆

A8. If you are Asian or Pacific Islander, which groups best describe you? *(Mark all that apply.)* If you are <u>not</u> of Asian/Pacific Islander background, mark "A. Does not apply."

A)	Does not apply; I am not Asian or Pacific Islander	H)	Korean
		I)	Laotian
B)	Asian Indian	J)	Vietnamese
C)	Cambodian	K)	Native Hawaiian, Guamanian, Samoan, Tahitian, or other Pacific Islander
D)	Chinese		
E)	Filipino		
F)	Hmong	L)	Other Asian
G)	Japanese		

A9. In the past three years, were you part of the Migrant Education Program or did your family move to find work in agriculture?
  A) Yes
  B) No
  C) Don't know

Next, please mark on your answer sheet how TRUE you feel each of the following statements are about your SCHOOL and things you might do there.

How strongly do you agree or disagree with the following statements about your school?

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
A10.	I feel close to people at this school.	A	B	C	D	E
A11.	I am happy to be at this school.	A	B	C	D	E
A12.	I feel like I am part of this school.	A	B	C	D	E
A13.	The teachers at this school treat students fairly.	A	B	C	D	E
A14.	I feel safe in my school.	A	B	C	D	E

At my school, there is a teacher or some other adult ...

		Not At All True	A Little True	Pretty Much True	Very Much True
A15.	who really cares about me.	A	B	C	D
A16.	who tells me when I do a good job.	A	B	C	D
A17.	who notices when I'm not there.	A	B	C	D
A18.	who always wants me to do my best.	A	B	C	D
A19.	who listens to me when I have something to say.	A	B	C	D
A20.	who believes that I will be a success.	A	B	C	D

◆ Module A ◆

At school, ...

	Not at All True	A Little True	Pretty Much True	Very Much True
A21. I do interesting activities.	A	B	C	D
A22. I help decide things like class activities or rules.	A	B	C	D
A23. I do things that make a difference.	A	B	C	D

The next statements are about what might occur outside your school or home, such as in your NEIGHBORHOOD, COMMUNITY, or with an ADULT other than your parents or guardian.

Outside of my home and school, there is an adult ...

	Not At All True	A Little True	Pretty Much True	Very Much True
A24. who really cares about me.	A	B	C	D
A25. who tells me when I do a good job.	A	B	C	D
A26. who notices when I am upset about something.	A	B	C	D
A27. who believes that I will be a success.	A	B	C	D
A28. who always wants me to do my best.	A	B	C	D
A29. whom I trust.	A	B	C	D

Outside of my home and school, ...

	Not at All True	A Little True	Pretty Much True	Very Much True
A30. I am part of clubs, sports teams, church/temple, or other group activities.	A	B	C	D
A31. I am involved in music, art, literature, sports, or a hobby.	A	B	C	D
A32. I help other people.	A	B	C	D

A33. Did you eat breakfast today?
   A) No
   B) Yes

CALIFORNIA *healthy kids* S U R V E Y

◆ Module A ◆

The next questions ask about the use of alcohol, tobacco, marijuana, and other drugs *without a doctor's order* (prescription for medical reasons).

Keep the following definitions in mind.

- **One drink of ALCOHOL**, or alcoholic drink (beverage), means one regular size can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor.

- Questions about alcohol do **not** include drinking a few sips of wine for religious purposes.

- **DRUG** means any substance, including pills and medications, used to get "high" ("loaded", "stoned", or "wasted") other than alcohol or tobacco.

During your __life__, how many times have you used or tried ...

		Number of Times					
		0 times	1 time	2 times	3 times	4–6 times	7 or more times
A34.	a cigarette, even one or two puffs?	A	B	C	D	E	F
A35.	a whole cigarette?	A	B	C	D	E	F
A36.	smokeless tobacco (dip, chew or snuff such as Redman™, Skoal™, or Beechnut™)?	A	B	C	D	E	F
A37.	one full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)?	A	B	C	D	E	F
A38.	marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A39.	inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)?	A	B	C	D	E	F
A40.	derbisol (DB, derbs, or dirt)?	A	B	C	D	E	F
A41.	any other illegal drug or pill to get "high"?	A	B	C	D	E	F

During your __life__, how many times have you been ...

		Number of Times					
		0 times	1 time	2 times	3 times	4–6 times	7 or more times
A42.	very drunk or sick after drinking **alcohol**?	A	B	C	D	E	F
A43.	"high" (loaded, stoned, or wasted) from using **drugs**?	A	B	C	D	E	F
A44.	drunk on alcohol or "high" on drugs **on school property**?	A	B	C	D	E	F

◆ Module A ◆

About how old were you the first time you did any of these things?

		Never	10 or under	11	12	13	14	15	16	17	18 or over
						Years of Age					
A45.	Had a drink of an alcoholic beverage (other than a sip or two)	A	B	C	D	E	F	G	H	I	J
A46.	Smoked part or all of a cigarette	A	B	C	D	E	F	G	H	I	J
A47.	Used smokeless tobacco or other tobacco products	A	B	C	D	E	F	G	H	I	J
A48.	Used marijuana or hashish	A	B	C	D	E	F	G	H	I	J
A49.	Used any other illegal drug or pill to get "high"	A	B	C	D	E	F	G	H	I	J

During the past 30 days, on how many days did you use ...

		0 days	1 day	2 days	3 – 9 days	10 – 19 days	20 – 30 days
A50.	cigarettes?	A	B	C	D	E	F
A51.	smokeless tobacco (dip, chew or snuff)?	A	B	C	D	E	F
A52.	at least one drink of alcohol?	A	B	C	D	E	F
A53.	five or more drinks of alcohol in a row, that is, within a couple of hours?	A	B	C	D	E	F
A54.	marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A55.	inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)?	A	B	C	D	E	F
A56.	any other illegal drug or pill to get "high"?	A	B	C	D	E	F

During the past 30 days, on how many days on school property did you ...

		0 days	1 day	2 days	3 – 9 days	10 – 19 days	20 – 30 days
A57.	smoke cigarettes?	A	B	C	D	E	F
A58.	have at least one drink of alcohol?	A	B	C	D	E	F
A59.	smoke marijuana?	A	B	C	D	E	F
A60.	use any other illegal drug or pill to get "high"?	A	B	C	D	E	F

During the past 12 months, ...

		No	Yes
A61.	have you talked with at least one of your parents [or guardians] about the dangers of tobacco, alcohol, or drug use?	A	B
A62.	have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?	A	B

◆ Module A ◆

A63. How do you like to drink alcohol?
  A) I don't drink alcohol
  B) Just a sip or two
  C) Enough to feel it a little
  D) Enough to feel it moderately
  E) Until I feel it a lot or get really drunk

How much do people risk harming themselves physically and in other ways when they do the following?

		Great	Moderate	Slight	None
			How Much Risk or Harm		
A64.	Smoke cigarettes occasionally	A	B	C	D
A65.	Smoke 1–2 packs of cigarettes each day	A	B	C	D
A66.	Drink alcohol occasionally	A	B	C	D
A67.	Have five or more drinks of an alcoholic beverage once or twice a week	A	B	C	D
A68.	Smoke marijuana occasionally	A	B	C	D
A69.	Smoke marijuana once or twice a week	A	B	C	D

How difficult is it for students in your grade to get any of the following substances if they really want them?

		Very Difficult	Fairly Difficult	Fairly Easy	Very Easy	Don't Know
A70.	Cigarettes					
A71.	Alcohol	A	B	C	D	E
A72.	Marijuana	A	B	C	D	E
		A	B	C	D	E

Think about a group of 100 students (about three classrooms) in your grade.
About how many students have done the following?

		0 (none)	10	20	30	40	50 (half)	60	70	80	90	100 (all)
						Number of Students						
A73.	Smoke cigarettes at least once a month	A	B	C	D	E	F	G	H	I	J	K
A74.	Ever tried marijuana	A	B	C	D	E	F	G	H	I	J	K

How do you feel about someone your age doing the following?

		Neither Approve Nor Disapprove	Somewhat Disapprove	Strongly Disapprove
A75.	Smoking one or more packs of cigarettes a day	A	B	C
A76.	Having one or two drinks of any alcoholic beverage nearly every day	A	B	C
A77.	Trying marijuana or hashish once or twice	A	B	C
A78.	Using marijuana once a month or more	A	B	C
A79.	Carry a weapon to school	A	B	C

A80. How do you think your close friends would feel about your smoking one or more packs of cigarettes a day?
   A) Neither approve nor disapprove
   B) Somewhat disapprove
   C) Strongly disapprove

A81. In your **life**, how many times have you ridden in a car driven by someone who had been drinking alcohol?
   A) Never
   B) 1 time
   C) 2 times
   D) 3 to 6 times
   E) 7 or more times

Next are questions about violence, safety, harassment, and bullying.

*During the past **12 months**, how many times **on school property** have you ...*

		0 times	1 time	2 to 3 times	4 or more
A82.	been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	A	B	C	D
A83.	been afraid of being beaten up?	A	B	C	D
A84.	been in a physical fight?	A	B	C	D
A85.	had mean rumors or lies spread about you?	A	B	C	D
A86.	had sexual jokes, comments, or gestures made to you?	A	B	C	D
A87.	been made fun of because of your looks or the way you talk?	A	B	C	D
A88.	had your property stolen or deliberately damaged, such as your car, clothing, or books?	A	B	C	D
A89.	been offered, sold, or given an illegal drug?	A	B	C	D
A90.	damaged school property on purpose?	A	B	C	D
A91.	carried a gun?	A	B	C	D
A92.	carried any other weapon (such as a knife or club)?	A	B	C	D
A93.	been threatened or injured with a weapon (gun, knife, club, etc.)?	A	B	C	D
A94.	seen someone carrying a gun, knife, or other weapon?	A	B	C	D

CALIFORNIA *healthy kids* SURVEY

◆ Module A ◆

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [You were **bullied** if *repeatedly* shoved, hit, threatened, called mean names, teased in a way you didn't like, or had other unpleasant things done to you. It is **not bullying** when two students of about the same strength quarrel or fight.]

		0 times	1 time	2 to 3 times	4 or more
A95.	Your race, ethnicity, or national origin	A	B	C	D
A96.	Your religion	A	B	C	D
A97.	Your gender (being male or female)	A	B	C	D
A98.	Because you are gay or lesbian or someone thought you were	A	B	C	D
A99.	A physical or mental disability	A	B	C	D
A100.	Any other reason	A	B	C	D

A101. **How safe do you feel when you are at school?**
   A) Very safe
   B) Safe
   C) Neither safe or unsafe
   D) Unsafe
   E) Very unsafe

A102. **In a normal week, how many days are you home after school for at least one hour without an adult there?**
   A) Never
   B) 1 day
   C) 2 days
   D) 3 days
   E) 4 days
   F) 5 days

A103. **During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e. Facebook™, MySpace™, email, instant message)?**
   A) 0 times (never)
   B) 1 time
   C) 2–3 times
   D) 4 or more times

A104. **Do you consider yourself a member of a gang?**
   A) No
   B) Yes

A105. **During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?**
   A) Does not apply; I didn't have a boyfriend or girlfriend during the past 12 months
   B) No
   C) Yes

◆ Module A ◆

A106. During the past <u>12 months</u>, did you ever feel so sad or hopeless almost everyday for **two weeks or more** that you stopped doing some usual activities?
  A) No
  B) Yes

A107. During the past <u>12 months</u>, how would you describe the grades you mostly received in school?
  A) Mostly A's
  B) A's and B's
  C) Mostly B's
  D) B's and C's
  E) Mostly C's
  F) C's and D's
  G) Mostly D's
  H) Mostly F's

A108. During the past <u>12 months</u>, about how many times did you skip school or cut classes?
  A) 0 times
  B) 1–2 times
  C) A few times
  D) Once a month
  E) Once a week
  F) More than once a week

During the past __12 months__, how often have you bet/gambled, even casually, for money or valuables in the following ways?

		Not at all	Less than once a month	1 to 3 times a month	Once a week or more
A109.	Card or dice games (such as poker, blackjack, or craps)	A	B	C	D
A110.	Personal skill games (such as pool, darts, or video games)	A	B	C	D
A111.	Betting on sports	A	B	C	D
A112.	Lottery (scratch cards or numbers)	A	B	C	D
A113.	Bet or gambled in any other way	A	B	C	D

A114. How many questions in this survey did you answer honestly?
  A) All of them
  B) Most of them
  C) Only some of them
  D) Hardly any

7th Grade
Customized Module

G1. I understand my moods and feelings.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G2. I am aware of how my moods affect the way I treat other people.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G3. I control myself when I am frustrated, angry or disappointed
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G4. I stop and think before doing anything when I get angry.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G5. I can tell when someone is getting or upset before they say anything.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G6. I care about other people's feelings and points of view
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G7. I get into arguments when I disagree with people.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G8. I try to work out disagreements with other students by talking to them.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G9. If I can't figure something out, I try different solutions until one works.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

G10. When I make a decision, I think about what might happen afterwards.
   A. Very much true
   B. Pretty much true
   C. A little true
   D. Not at all true

THANK YOU!

Caleb Greenwood
5457 Carlson Dr
Sacramento, CA 95819

Report Card
06/12/2012

Student Name:
Student ID:
Counselor:
Grade:
Homeroom:

TO THE PARENT OR GUARDIAN OF

Semester Report Card

MS Quarter 1 Report Card 2011-2012

Grade: 07

Teacher	Per	Course	Acad	Cit	Credits Earned	Comments	Abs
	01	EXP WHEEL 7/8	P	O	2.5000		0
	02	PRE-ALGEBRA 7/8	A+	O	2.5000		0
	03	WORLD HISTORY (7)	A	O	2.5000		0
	04	LANGUAGE ARTS (7)	A	O	2.5000		0
	05	SCIENCE 7	B	O	2.5000		0
	06	PE 7	A	S	2.5000		0
						Totals:	0

Marks Legend:

Academic
A = Excellent
A+ = Excellent
A- = Excellent
B = Above Average
B+ = Above Average
B- = Above Average
C = Average
C+ = Average
C- = Average
CR = Credit
D = Below Average
D+ = Below Average
D- = Below Average
F = Fail
I = Incomplete
NM = No Mark
P = Pass

Citizenship
N = Needs Improvement
O = Outstanding
S = Satisfactory
U = Unsatisfactory

	GPA	GPA Credits Attempted	Grade Points
Term:		0.0000	

Caleb Greenwood

5457 Carlson Dr
Sacramento, CA 95819
(916) 277-6266

ID
Grade:
Counselor:

M - M 032 11/12

Report Card

06/12/2012

Per	Course	QP1 A	QP1 C	MQ1 A	MQ1 C	QP2 A	QP2 C	MQ2 A	MQ2 C	QP3 A	QP3 C	MQ3 A	MQ3 C	QP4 A	QP4 C	MQ4 E	MQ4 P	A	C	Abs
00	HOMEROOM																			3
01	EXP WHEEL 7/8							P	S											0
01	EXP WHEEL 7/8			P	O															0
01	EXP WHEEL 7/8															P		O		0
01	EXP WHEEL 7/8											P	S							3
02	PRE-ALGEBRA 7/8			A+	O			A-	S			A-	S					A+	S	3
03	WORLD HISTORY (7)			A	O			A	S			B	S					A	S	3
04	LANGUAGE ARTS (7)			A	O			A	S			C	S							3
04	WORLD HISTORY (7)																			0
05	SCIENCE 7			B	O			A-	O			B+	S					A+	O	3
06	PE 7			A	S			B	S			B	N					A-		3

Term Averages (Total GPA):			3.8000H			3.8000H			3.0000H				Totals:	
														21

GPA/Credit Summary (HS UC/CSU GPA):	Credit Awarded	GPA	GPA Credit Attempted	Grade Points
CC1:CC Quarter 1:			0	0.0000
			0	0.0000

Legend:

E:	EOC Algebra	(CT)	Citizenship		(EOC)	EOC Score Alg		(LP)	Letter Marks with +/-		(PF)	Pass/Fail
P:	Pass/Fail	O	Outstanding		00	00 F		P	Pass		F	FAIL
A:	Academic	S	Satisfactory		01	01 F		A	Excellent		P	PASS
C:	Citizenship	N	Needs Improvement		02	02 F		A+	Excellent			
		U	Unsatisfactory		03	03 F		A-	Excellent			

```
                                    04  04 F      B   Above Average
                                    05  05 F      B+  Above Average
                                    06  06 F      B-  Above Average
                                    07  07 F      C   Average
                                    08  08 F      C+  Average
                                    09  09 F      C-  Average
                                    10  10 F      D   Below Average
                                    11  11 F      D+  Below Average
                                    12  12 F      D-  Below Average
                                    13  13 F      CR  Credit
                                    14  14 F      F   Fail
                                    15  15 F      I   Incomplete
                                    16  16 F      NM  No Mark
                                    17  17 F
                                    18  18 F
                                    19  19 F
                                    20  20 F
                                    21  21 F
                                    22  22 F
                                    23  23 F
                                    24  24 F
                                    25  25 F
                                    26  26 F
                                    27  27 P
                                    28  28 P
                                    29  29 P
                                    30  30 P
                                    31  31 P
                                    32  32 P
                                    33  33 P
                                    34  34 P
                                    35  35 P
                                    36  36 P
                                    37  37 P
                                    38  38 P
                                    39  39 P
                                    40  40 P
                                    NT  Not Taken
                                    SPR Sr Project
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TO THE PARENT OR GUARDIAN OF

John F. Kennedy High School

6715 Gloria Drive • Sacramento, CA 95831 • 916.433.5200 • Grades 9-12
Chad Sweitzer, Principal
chad-sweitzer@scusd.edu

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Sacramento City Unified School District

Sacramento City Unified School District
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Sacramento, CA 95824
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Jonathan P. Raymond
Superintendent

School Description and Mission Statement

Recognized by the state as a 2005 and 2009 California Distinguished School, John F. Kennedy High School is an outstanding high school, which features both traditional and innovative course offerings presented by caring and dedicated instructors. The students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. At Kennedy, individual and cultural diversity is endorsed and supported so that all students will have the opportunity to become productive citizens.

Kennedy is organized into four Small Learning Communities (SLCs) that promote personalized education for each student. Each (SLC) is theme based and offers students a chance to explore education and career options through specialized courses, guest speakers and field trips.

Parents and community members are a visible presence on campus. They participate in many parent forums and school decision-making committees. Parents support the school by walking the campus at lunch, beautifying, and providing security cameras and extra lighting. PTSA volunteers assist during orientation, testing, dances and support school staff.

The Program in America and California Exploration (PACE), founded by Sen. Gary Hart in 2001, is a four-year college prep history and English program that explores these curricular areas from a uniquely Californian and American perspective. The program features a summer component for incoming freshmen, numerous field trips and outstanding guest speakers from a wide range of career paths.

The Criminal Justice Academy offers a program to students who are interested in exploring the field of law enforcement. Students spend two hours a day with team teachers from Kennedy and the Sacramento Police Department. The curriculum includes in-depth coverage of federal, state and local government and law, plus a rigorous physical education and training program for four years. Community service and parental involvement are required. The Police Department provides cadet uniforms and offers summer employment and assistance with college tuition.

The Academy of Culinary Arts provides students opportunities to learn skills and explore career options in the Food Service and Hospitality, Tourism, and Recreation Industry. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Junior and Senior-level courses provide job shadow and internship opportunities at local restaurants and hotel kitchens. In addition to the academy providing catering to the community, students in the advanced program do all the preparation, serving and cooking for the Cougar Cafe. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people. The Cougar Cafe is open to the public twice a month.

Among Kennedy's other curricular offerings are the Marine Corps Junior ROTC program, automotive technology, engineering, green construction, architectural design and robotics. Kennedy offers numerous advanced placement classes in English, Social Science, Science, Math and World Languages.

Kennedy features a varied physical education program, with sixteen competitive sports available to students.

Opportunities for Parental Involvement

The PTSA promotes parental involvement in many school activities. The organization provides parent volunteers for dance chaperones, Open House, Orientation, Back-to-School Night, Information Night for 8th grade parents, and Grad Night. Historically, they have hosted the Teacher Appreciation Luncheon and the Cornel West Award Night. Pride at Kennedy (PAK), owns and operates the lockers at the school, and seeks to beautify the campus and make it a safer environment. They also seek volunteers available to walk the campus during lunch, providing additional adult supervision. The parent booster clubs provide added support for the music and sports programs and other activities throughout the campus.

For more information, contact Ruby Esparza, President PTSA; Martin Young, PAK.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level

Grade Level	Number of Students
7	2
8	2
9	555
10	514
11	550
12	442
Total Enrollment	2,076

Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	29
Black or African American	17.6
English Learners	23
Filipino	2
Hispanic or Latino	24.9
Native Hawaiian/Pacific Islander	2.4
Socioeconomically Disadvantaged	61
Students with Disabilities	9.4
Two or More Races	10
White	13.1

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	17.4	15.8	14.5	19.74	18.1	17.1
Expulsions	0	0	0.05	0	0	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
English	25.8	23	24	24
Mathematics	27.2	16	23	23
Science	28.2	11	25	22
Social Science	27.9	15	31	26
2009-2010				
English	25	21	45	19
Mathematics	25	17	36	18
Science	28	7	37	18
Social Science	23	34	44	25
2008-2009				
English	27.3	14	44	26
Mathematics	27.6	11	34	21
Science	28.7	6	34	17
Social Science	29.4	16	27	36

* 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.

School Climate

School Safety Plan
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive Safe School Plan (CSSP) was updated on December 13, 2011 and shared it with staff on January 12, 2012. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:
Child abuse reporting procedures
Disaster procedures, routine and emergency
Fire drills
Earthquake emergency procedure system
Campus intruder "lock down"
Flood, evacuation of the site
Parent/student reunification
Policies on suspension, expulsion, or mandatory expulsion recommendations
Procedures to notify teachers of dangerous pupils
Discrimination and harassment policy
School-wide dress code
Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
Safe and orderly environment conducive to learning
Rules and procedures on school discipline
Hate crime reporting procedures

School Facilities

School Facility Conditions and Planned Improvements
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Month and year in which data were collected: September 2011

The main campus was built in 1966. This school has 74 permanent classrooms which include a multipurpose room, small theater, auditorium, a library, and an administrative building. The school also has 22 portables. During the 2006 modernization, renovations and upgrades were made in the following areas: health and safety, fire alarms, HVAC, roofing and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[ ]	[X]	[ ]	[ ]	Work orders made for all deficiencie. Repairs made.

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	94	91	91
Without Full Credential	3	0	0
Outside Subject Area of Competence	5	6	6
District	2008-09	2009-10	2010-11
With Full Credential	---	---	1,969
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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. 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, after-school, as well as on Saturdays, and are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	96.55	3.45
District		
All Schools	91.54	8.46
High-Poverty Schools	91.33	8.67
Low-Poverty Schools	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	415.2
Counselor (Social/Behavioral or	0.0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff	0.0	---
Psychologist	1	---
Social Worker	1	---
Nurse	0.0	---
Speech/Language/Hearing	1	---
Resource Specialist (non-	0.0	---
Other	0.0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: November 2011

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.

High School		
Title	Subject	Date of Publication
Holt Literature and Language Arts, Course 3	English 9	2003
Holt Literature and Language Arts, Course 4	English 10	2003
Holt Literature and Language Arts, Course 5	English 11	2003
Holt Literature and Language Arts, Course 6	English 12	2003
Short Takes, Model Essays for Composition, Ninth edition, Pearson Longman	English 11 AP	2007
The Well Crafted Argument, A Guide and Reader, Third edition, Houghton Mifflin	English 11 AP	2008
Literature: Reading, Fiction, Poetry and Drama, 6th edition, Glencoe/McGraw-Hill	English 12 AP	2007
Perrine's Literature: Structure, Sound, and Sense, Tenth edition, Wadsworth Cengage Learning	English 12 AP	2009
Visions, Levels Basic and A,Student Workbooks, Levels Basic and A, Heinle & Heinle	English Language Development-- Beginning	2003
Visions, Levels Basic and B and C,Student Workbooks, Levels Basic and B and C, Heinle & Heinle	English Language Development-- Intermediate	2003
LANGUAGE! Sopris West	Reading Development	2005
Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall	Algebra 1	2009
Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell	Advanced Algebra	2000
Algebra 2, McDougal Littell	Advanced Algebra	2001
Geometry: Measuring Reasoning, McDougal Littell	Geometry	2004
Algebra 2 (California Edition), Pearson Prentice Hall	Algebra 2 and/or Advanced Geometry	2004
Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole	Pre Calculus	2006
Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall	Pre Calculus	2007

High School		
Title	Subject	Date of Publication
Precalculus with Limits 5[th] ed., Larsen, Hostetler and Edwards, Houghton Mifflin	Pre Calculus	2008
Algebra and Trigonometry with Analytic Geometry, 9[th] Edition, Brooks and Cole	Advanced Pre Calculus	1997
Calculus: Graphical, Numerical, Algebraic, 3[rd] ed (AP edition) Pearson Prentice Hall	Calculus AB or BC	2007
Calculus: Single Variable with Vector Functions, 1[st] ed. Thomson Brooks/Cole	Calculus AB or BC	2007
Calculus of a Single Variable, 8[th] edition, Houghton Mifflin	Calculus AB or BC	2006
World Geography, McDougal Littell	Geography	2006
World Cultures and Geography, McDougal Littell	Geography SDAIE	2003
World Geography and Cultures, Globe Fearon	Geography SDAIE	2002
World History Human Legacy, Holt, Rinehart and Winston	World History	2008
World History, 5[th] ed. Duiker and Spielvogel, Thomson Wadsworth	World History AP	2007
Document Exercise Workbook for World History, Volume I & II, Thomson Wadsworth	World History AP	2007
American Anthem Modern American History, Holt, Rinehart and Winston	U.S. History	2007
The American Journey: A History of the United States, Prentice Hall	U.S. History AP	2001
Magruder's American Government, Pearson Prentice Hall	U.S. Government	2005
American Government, 9[th] Edition, Houghton Mifflin	U.S. Government AP	2004
Economics Principles in Action, Pearson Prentice Hall	Modern Economics	2007
Invitation to Psychology. Prentice Hall	Psychology AP	2008
Holt Earth Science, Holt, Rinehart and Winston	Physical Science	2006
Biology: The Dynamics of Life, Glencoe	Biology/Biophysical Science	2005
Modern Biology, Holt, Reinhart, and Winston	Biology/Biophysical Science	2002
Biology, Prentice Hall	Biology/Biophysical Science	2004
BSCS Biology: A Molecular Approach, Glencoe	Molecular Biology	2001
Biology, 8[th] ed. (AP) Pearson, Benjamin Cummings	Biology AP	2008
Chemistry, Matters and Change, Glencoe/McGraw-Hill	Chemistry	2005
Holt Modern Chemistry, Holt, Rinehart and Winston	Chemistry	2006
Chemistry: The Central Science, 11[th] edition, Prentice Hall	Chemistry AP	2008
Chemistry, 7[th] ed, (AP Edition), Houghton Mifflin	Chemistry AP	2007
Conceptual Physics, 9[th] Edition, (Addison Wesley)	Physics	2002
Physics: Principles and Problems, Glencoe/McGraw-Hill	Physics	2005
Physics, 6[th] edition, John Wiley and Son, Inc.	Physics AP	2004
Hole's Essentials of Human Anatomy and Physiology, 8[th] Edition, McGraw-Hill	Human Anatomy and Physiology	2003

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,989	$1,401	$4,588	$66,113
District	---	---	$4,467	$62,499
State	---	---	$5,455	$69,207
Percent Difference: School Site and District			2.7%	3.5%
Percent Difference: School Site and State			-15.9%	-2.3%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:
Class Size Reduction
Tutoring
Supplemental instructional materials and books in mathematics, reading/language arts and ELD
Extended Day/Year/ Summer school
Enrichment programs-Assets: After School Safety Enrichment for Teens
Access to technology
Parent Education/Family Nights
Student/Family Primary Language Support
Translation for Home-School Communication
Counseling (academic and career)
Gifted and Talented Education (GATE)
Special Education
10th Grade Counseling
AB 1802 at risk student counseling (11th grade counseling)
Professional Development
Support Staff, such as nurses, instructional assistants, parent advisors, counselors and two social workers
Supplemental Education Services
School Choice
Four theme based small learning community providing access to many community partners, event and internships

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

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	$39,885	$42,017
Mid-Range Teacher	$52,419	$67,294
Highest Teacher	$86,028	$86,776
Average Principal (ES)	$100,430	$108,534
Average Principal (MS)	$102,617	$112,893
Average Principal (HS)	$118,237	$123,331
Superintendent	$245,000	$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	34%	38%
Administrative Salaries	5%	5%

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

*   California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

*   California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

*   California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	55	59	53
Mathematics	29	27	28
Science	49	56	49
History-Social Science	N/A	N/A	N/A
STAR Results for All Students --District			
English-Language Arts	46	48	48
Mathematics	44	46	48
Science	42	46	49
History-Social Science	39	41	44
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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.

STAR Results by Student Group - Most Recent Year			
Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	48	49	44
All Student at the School	53	28	49	N/A
Male	50	29	54	N/A
Female	57	26	44	N/A
Black or African American	33	14	36	N/A
American Indian or Alaska Native	36	36	0	N/A
Asian	62	43	55	N/A
Filipino	50	32	0	N/A
Hispanic or Latino	51	19	45	N/A
Native Hawaiian/Pacific Islander	33	17	25	N/A
White	62	28	60	N/A
Two or More Races	60	24	56	N/A
Socioeconomically Disadvantaged	46	23	44	N/A
English Learners	15	10	10	N/A
Students with Disabilities	22	16	45	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
9	20.2	24.7	20.2

* 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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	7	7
Similar Schools	8	9	9

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,413	762	31,839	759	4,683,676	778
Black or African American	216	667	4,980	683	317,856	696
American Indian or Alaska Native	11	728	281	700	33,774	733
Asian	431	816	6,178	805	398,869	898
Filipino	27	790	345	840	123,245	859
Hispanic or Latino	365	726	11,561	723	2,406,749	729
Native Hawaiian/Pacific Islander	28	706	522	714	26,953	764
White	178	808	6,122	830	1,258,831	845
Two or More Races	156	791	1,779	809	76,766	836
Socioeconomically Disadvantaged	815	726	23,412	727	2,731,843	726
English Learners	354	664	11,210	723	1,521,844	707
Students with Disabilities	126	524	3,919	577	521,815	595

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	6	19	-23
Black or African American	-22	32	-11
American Indian or Alaska Native			
Asian	34	9	-30
Filipino			
Hispanic or Latino	-2	25	-14
Native Hawaiian/Pacific Islander			
White	3	7	-23
Two or More Races	N/D	45	-20
Socioeconomically Disadvantaged	12	35	-26
English Learners	12	-4	-18
Students with Disabilities	2	30	30

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Federal Intervention Program
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		59.3

School Completion and Postsecondary Preparation

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students - School			
English-Language Arts	56	60	61
Mathematics	58	67	59
CAHSEE Results for All Students - District			
English-Language Arts	44	49	54
Mathematics	50	53	53
CAHSEE Results for All Students - State			
English-Language Arts	52	54	59
Mathematics	53	54	56

* 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.

CAHSEE Grade Ten Results by Student Group - Most Recent Year						
	Enlish-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	25	29	47	34	19
All Students at the School	39	22	39	41	37	22
Male	42	23	35	40	36	24
Female	36	21	43	43	37	20
Black or African American	61	22	17	66	30	4
American Indian or Alaska Native	0	0	0	0	0	0
Asian	32	23	45	22	43	34
Filipino	0	0	0	0	0	0
Hispanic or Latino	44	23	34	47	34	19
Native Hawaiian/Pacific Islander	33	17	50	50	50	0
White	26	23	51	42	31	28
Two or More Races	32	20	49	32	39	29
Socioeconomically Disadvantaged	48	24	27	47	36	16
English Learners	81	15	4	71	24	5
Students with Disabilities	80	10	10	78	20	2
Receiving Migrant Education Services	0	0	0	0	0	0

*   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.

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

* Specific high school courses
* Grades in specified courses and test scores
* Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate			
Indicator	School		
	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.7	3.1	2.4
Graduation Rate	95.6	92.87	89.19
District			
Dropout Rate (1-year)	3.6	6.9	5.9
Graduation Rate	84.5	78.71	74.31
Dropout Rate (1-year)	4.9	5.7	4.6
Graduation Rate	80.21	78.59	80.44

*   The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	414	2,399	N/D
Black or African American	81	385	N/D
American Indian or Alaska Native	8	31	N/D
Asian	81	738	N/D
Filipino	12	36	N/D
Hispanic or Latino	78	684	N/D
Native Hawaiian/Pacific Islander	12	49	N/D
White	54	473	N/D
Socioeconomically Disadvantaged	184	1,488	N/D
English Learners	49	454	N/D
Students with Disabilities	26	159	N/D

*   "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

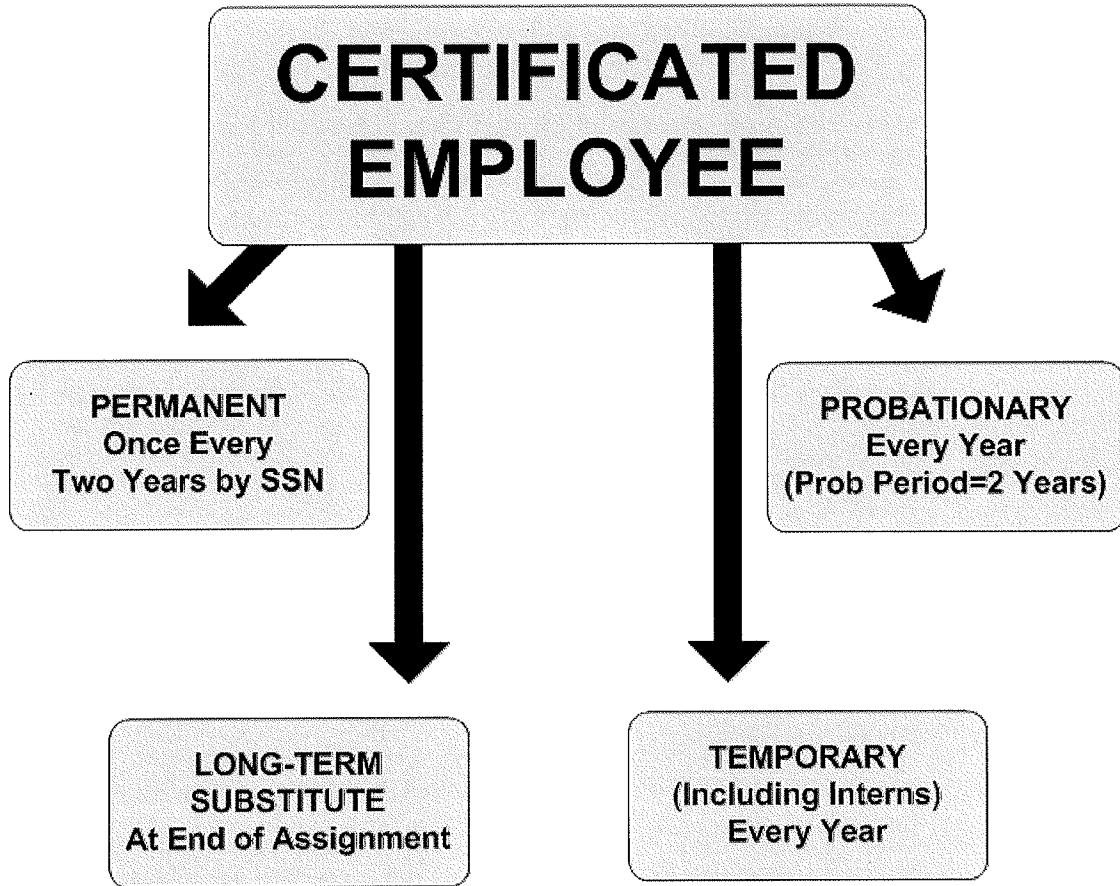| Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	300
% of pupils completing a CTE program and earning a high school diploma	91
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for UC/CSU Admission (School Year 2009-10)	
UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for Admission	76.7
Graduates Who Completed All Courses Required Admission	14.3

Advanced Placement Courses		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	10	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	6	---
Science	6	---
Social Science	14	---
All courses	38	8.5

CERTIFICATED
PERFORMANCE EVALUATION REQUIREMENTS
August 7, 2007

CERTIFICATED EMPLOYEE

PERMANENT
Once Every
Two Years by SSN

PROBATIONARY
Every Year
(Prob Period=2 Years)

LONG-TERM SUBSTITUTE
At End of Assignment

TEMPORARY
(Including Interns)
Every Year

CLASSIFIED
PERFORMANCE EVALUATION REQUIREMENTS
August 7, 2007

CLASSIFIED EMPLOYEE

PERMANENT
Once Every
Two Years by SSN

LONG-TERM SUBSTITUTE
At End of Assignment

PROBATIONARY
First–After 90 Days
Special–If First is
Unsatisfactory
Final–60 days
Prior to End of
Probationary Period
(Prob Period=1 Year)