

Sacramento Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Michelle Seijas

📍 Principal, Sacramento Charter High

About Our School

Michelle Seijas started her career as an elementary school teacher and then entered administration as an elementary school Vice Principal. She later worked with middle and high schools as a District Coordinator of Interventions and Enrichment programs, and after as a high school principal. Principal Seijas completed her Doctorate in Educational Leadership this year from UC Davis.

Principal Seijas joined St. HOPE as the Sac High principal in the 2015-16 school year.

Contact

Sacramento Charter High
2315 34th St.
Sacramento, CA 95820-1211

Phone: 916-277-6200
E-mail: info@sachigh.org

About This School

Contact Information (School Year 2016-17)

Throughout this document "district" data references Sacramento City Unified School District, NOT St. HOPE Public Schools as a whole.

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Sacramento City Unified |
| Phone Number | (916) 643-9000 |
| Superintendent | Jose Banda |
| E-mail Address | superintendent@scusd.edu |
| Web Site | http://www.scusd.edu |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Sacramento Charter High |
| Street | 2315 34th St. |
| City, State, Zip | Sacramento, Ca, 95820-1211 |
| Phone Number | 916-277-6200 |
| Principal | Michelle Seijas |
| E-mail Address | info@sachigh.org |
| Web Site | www.sachigh.org |
| County-District-School (CDS) Code | 34674390102038 |

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Sacramento Charter High School is a college-prep, public charter school serving students in grades 9 – 12. Sac High's college-going culture is designed to give all students the opportunity to be accepted to and attend college.

Vision

To create one of the finest urban high schools in America.

Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Five Pillars

Underlying the vision and mission are the principles guiding the day-to-day instruction at Sac High, referred to as the 5 Pillars:

1. High Expectations

Sac High has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Choice and Commitment

Students, their parents, and the staff of Sac High choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. More Time

Sac High knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. Focus on Results

Sac High focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

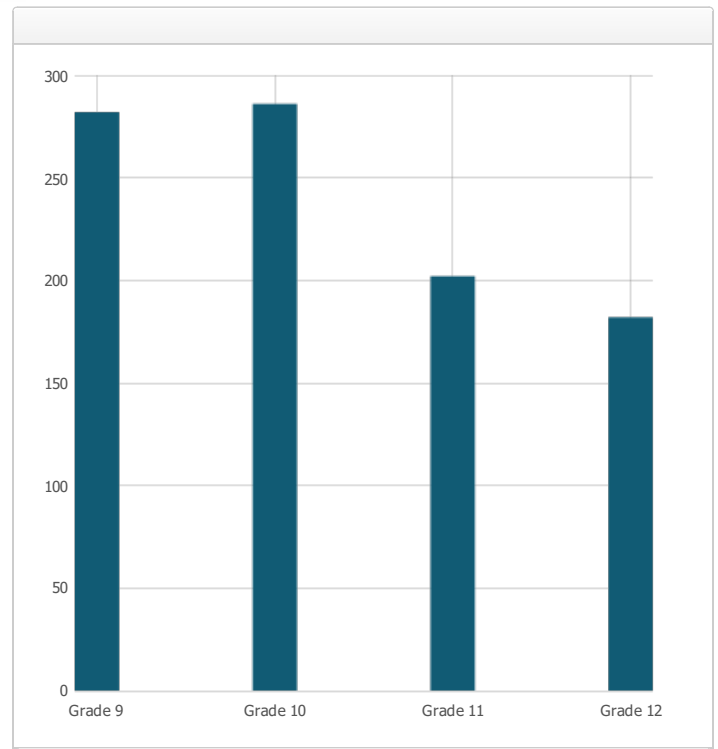
5. Power to Lead

Sac High trains all students to become leaders and models leadership qualities through all staff members. Principals are given independent control of staffing and budget decisions. In addition to Principals, staff members who demonstrate necessary leadership potential are given responsibility extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills inside and outside of the classroom.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 282 |
| Grade 10 | 286 |
| Grade 11 | 202 |
| Grade 12 | 182 |
| Total Enrollment | 952 |



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 60.9 % |
| American Indian or Alaska Native | 0.4 % |
| Asian | 1.3 % |
| Filipino | 0.2 % |
| Hispanic or Latino | 26.1 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 1.5 % |
| Two or More Races | 9.3 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 74.1 % |
| English Learners | 5.7 % |
| Students with Disabilities | 11.6 % |
| Foster Youth | 1.2 % |

Last updated: 1/17/2017

A. Conditions of Learning

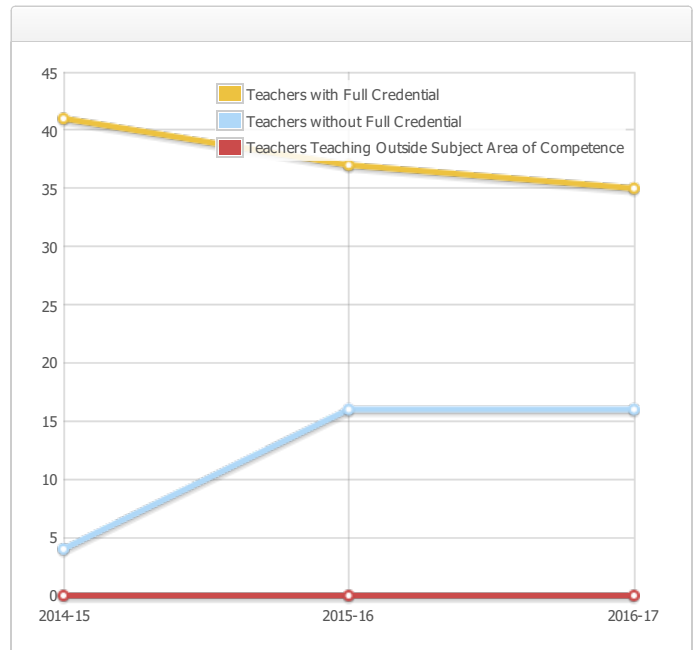
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

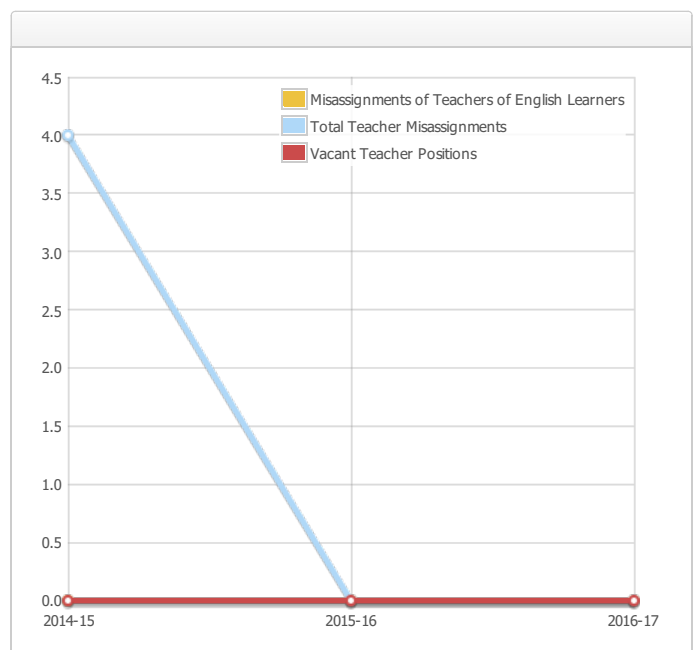
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 41 | 37 | 35 | |
| Without Full Credential | 4 | 16 | 16 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 4 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 77.0% | 23.0% |
| All Schools in District | 84.0% | 16.0% |
| High-Poverty Schools in District | 83.0% | 17.0% |
| Low-Poverty Schools in District | 97.0% | 3.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Reading/Language Arts | In the transition to common core state standards, Sac High now utilizes teacher created and online materials. | No | 0.0 % |
| Mathematics | In the transition to common core state standards, Sac High now utilizes teacher created and online materials. | No | 0.0 % |
| Science | In the transition to common core state standards, Sac High now utilizes teacher created and online materials. | No | 0.0 % |
| History-Social Science | In the transition to common core state standards, Sac High now utilizes teacher created and online materials. | No | 0.0 % |
| Foreign Language | Sac High utilizes teacher created and online materials. | No | 0.0 % |
| Health | Sac High utilizes teacher created and online materials. | No | 0.0 % |
| Visual and Performing Arts | Sac High utilizes teacher created and online materials. | No | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

Sac High shares a campus with Oak Park Preparatory Academy and St. HOPE Public School 7 (Middle).

A Facilities Inspection was performed in January of 2017. Overall, the facility is in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- Other minor repairs

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 49.0% | 56.0% | 35.0% | 39.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 17.0% | 23.0% | 28.0% | 30.0% | 34.0% | 36.0% |

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

Last updated: 1/17/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 176 | 170 | 96.6% | 56.5% |
| Male | 80 | 76 | 95.0% | 50.0% |
| Female | 96 | 94 | 97.9% | 61.7% |
| Black or African American | 115 | 112 | 97.4% | 55.4% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 36 | 100.0% | 50.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | 19 | 17 | 89.5% | 76.5% |
| Socioeconomically Disadvantaged | 92 | 87 | 94.6% | 51.7% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 25 | 23 | 92.0% | 4.4% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 176 | 169 | 96.0% | 23.2% |
| Male | 80 | 75 | 93.8% | 22.7% |
| Female | 96 | 94 | 97.9% | 23.7% |
| Black or African American | 115 | 112 | 97.4% | 18.9% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 35 | 97.2% | 25.7% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | 19 | 17 | 89.5% | 47.1% |
| Socioeconomically Disadvantaged | 92 | 86 | 93.5% | 20.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 25 | 23 | 92.0% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 45.0% | 62.0% | 51.0% | 53.0% | 47.0% | 47.0% | 60.0% | 56.0% | 54.0% |

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

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

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 254 | 244 | 96.1% | 50.8% |
| Male | 132 | 125 | 94.7% | 49.6% |
| Female | 122 | 119 | 97.5% | 52.1% |
| Black or African American | 147 | 141 | 95.9% | 49.7% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | 65 | 63 | 96.9% | 44.4% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | 30 | 29 | 96.7% | 62.1% |
| Socioeconomically Disadvantaged | 119 | 111 | 93.3% | 42.3% |
| English Learners | 21 | 20 | 95.2% | 25.0% |
| Students with Disabilities | 24 | 22 | 91.7% | 22.7% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/17/2017

Career Technical Education Programs (School Year 2015-16)

Sac High does not run its own CTE program directly. Instead, it offers one CTE strand of courses in Visual Communications taught by a CTE credentialed Sac High teacher but administered through Sacramento City Unified School District's CTE program.

However, Sac High does address college and career pathways for all students through the advisory class. The primary focus of advisory curriculum from year to year is to guide students to select the universities that best match their needs. Students are enrolled in advisory classes every term and they receive a grade for the class based on their completion of tasks related to college and career preparation. The final advisory project for all seniors is a portfolio of all their projects and learning over the four years in advisory culminating in their selections for postsecondary schooling and studies.

Furthermore, advisory classes guide students into one of seven career pathways (visual communications, art, photography, health sciences, law and public service, business, and engineering) from which they can take additional elective courses.

Last updated: 1/24/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.0% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 96.3% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 25.7% | 21.3% | 30.9% |

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

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents and teachers maintain contact through school-issued email and cell phones; parents are provided with the contact information each term. Also at this level, parents receive access to Illuminate, Sac High's system for monitoring grades and attendance. For those parents that do not have ready access to the internet, weekly snapshots of attendance and class grades are sent home with students to be signed and returned to the student's advisory teacher (as part of their Advisory grade).

At the beginning of each term, Back to School Night is held to allow parents to come to the school and meet their students' teachers, as well as meet each other. Parents are notified of all meetings through mailings, newsletters, automated phone calls and notices sent home through students. Parents who would like to learn more about the general parent meetings should contact the front office at (916) 277-6200.

Parents also have the opportunity to volunteer at the school in a number of capacities, from front office help to ticket taking at sporting events. Parents must complete an application, have a recent TB test taken, and also undergo a variety of background checks depending on the level of volunteering. Parents can also become involved by participating in an ongoing committee or group such as the Booster Club or School Site Council. A parent led group was created this year to connect more parents to school activities. This group has begun to host monthly Parent Pop-Ins from 7-9am, where parents can drop into the library to sign up for volunteer opportunities, meet and engage with other parents and school staff and learn about the latest happenings on campus.

Finally, Sac High partnered with the Early Academic Opportunity Program (EAOP) at UC Davis in 2015-16 to host monthly Parent University workshops regarding college preparedness and how parents can support their child's college exploration and college acceptance decisions, and will continue to host these events in the spring of 2016-17.

State Priority: Pupil Engagement

Last updated: 1/17/2017

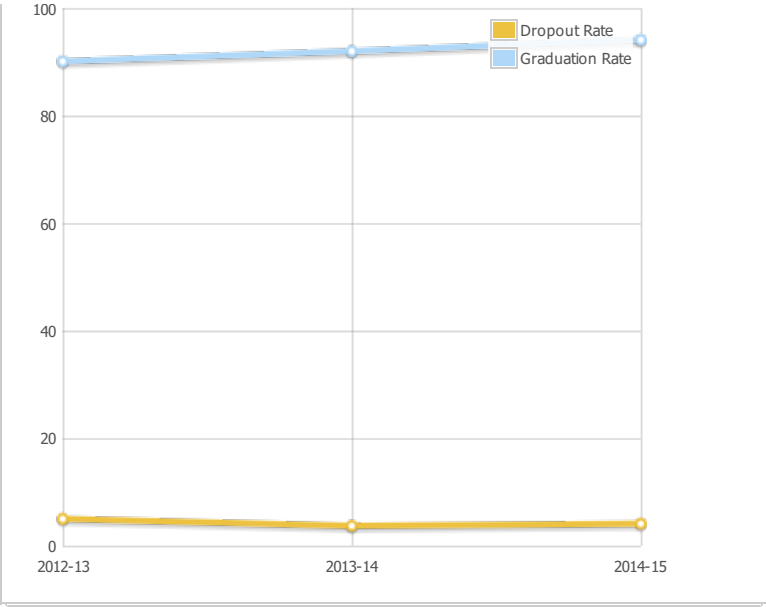
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 5.0% | 3.7% | 4.1% | 6.1% | 5.5% | 8.9% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 90.10 | 92.00 | 94.10 | | | | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 90 | 80 | 85 |
| Black or African American | 89 | 72 | 77 |
| American Indian or Alaska Native | 0 | 80 | 75 |
| Asian | 100 | 89 | 99 |
| Filipino | 100 | 98 | 97 |
| Hispanic or Latino | 91 | 76 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 81 | 85 |
| White | 75 | 82 | 87 |
| Two or More Races | 88 | 87 | 91 |
| Socioeconomically Disadvantaged | 99 | 51 | 77 |
| English Learners | 100 | 62 | 51 |
| Students with Disabilities | 81 | 56 | 68 |
| Foster Youth | -- | -- | -- |

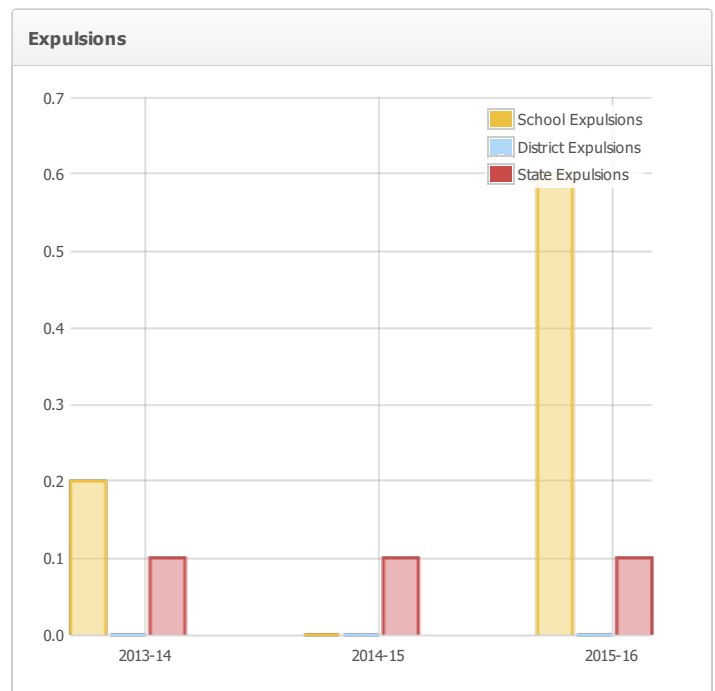
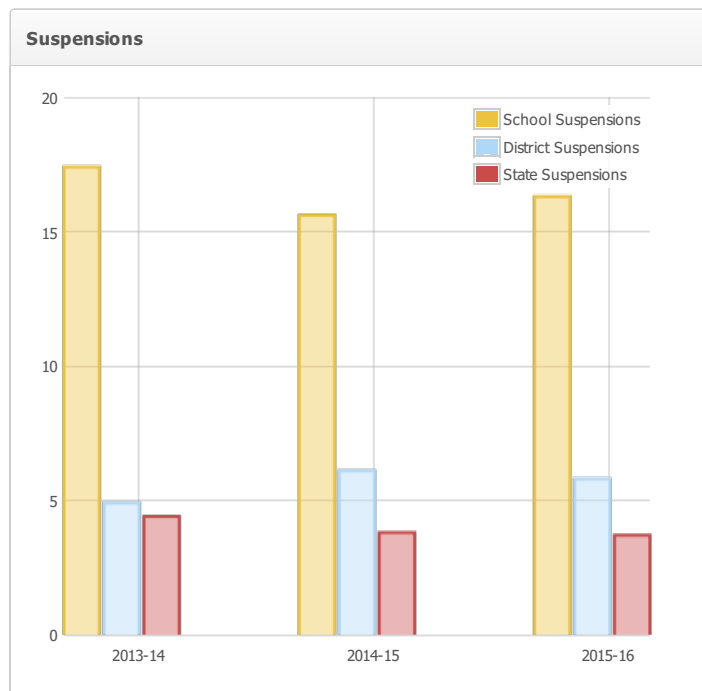
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 17.4 | 15.6 | 16.3 | 4.9 | 6.1 | 5.8 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.2 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Sacramento Charter High School has established a comprehensive Emergency Preparedness Plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan is reviewed each year by the security department. Sac High will also be working on a comprehensive School Safety Plan during 16-17 for the 17-18 school year.

Additionally, Sac High has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior including the Commitment to Excellence Contract and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Sac High has a security staff, as well as onsite monitors and deans to enforce discipline and maintain safety on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 52 |
| Percent of Schools Currently in Program Improvement | N/A | 76.5% |

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Average class size data was provided by the state in 13-14 and 14-15, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation.

| Subject | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29.0 | 6 | 11 | 16 | 26.0 | 11 | 30 | 3 | 25.0 | 13 | 24 | 2 |
| Mathematics | 29.0 | 5 | 17 | 13 | 27.0 | 6 | 25 | 8 | 25.5 | 10 | 25 | 2 |
| Science | 28.0 | 4 | 16 | 5 | 28.0 | 2 | 15 | 7 | 24.5 | 8 | 15 | 4 |
| Social Science | 29.0 | 4 | 12 | 9 | 28.0 | 5 | 9 | 12 | 22.0 | 12 | 20 | 2 |

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

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 3.0 | 317.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (librarian) | 0.3 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.3 | N/A |
| Resource Specialist (non-teaching) | 9.0 | N/A |
| Other | | N/A |

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

*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.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$9318.0 | \$1555.0 | \$7763.0 | \$57054.0 |
| District | N/A | N/A | -- | \$67009.0 |
| Percent Difference – School Site and District | -- | -- | -- | 17.4% |
| State | N/A | N/A | \$5677.0 | \$75837.0 |
| Percent Difference – School Site and State | -- | -- | -- | 32.9% |

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2015-16, Sac High was able to fund the following programs and services:

- Supplemental Education Services (SES) – a free tutoring program offered through the school year for students eligible for free/reduced lunch as per Program Improvement requirements.
- Increased professional development for teachers, staff and administrators (see Professional Development).
- Intervention and support classes for low-achieving students in core academic areas.

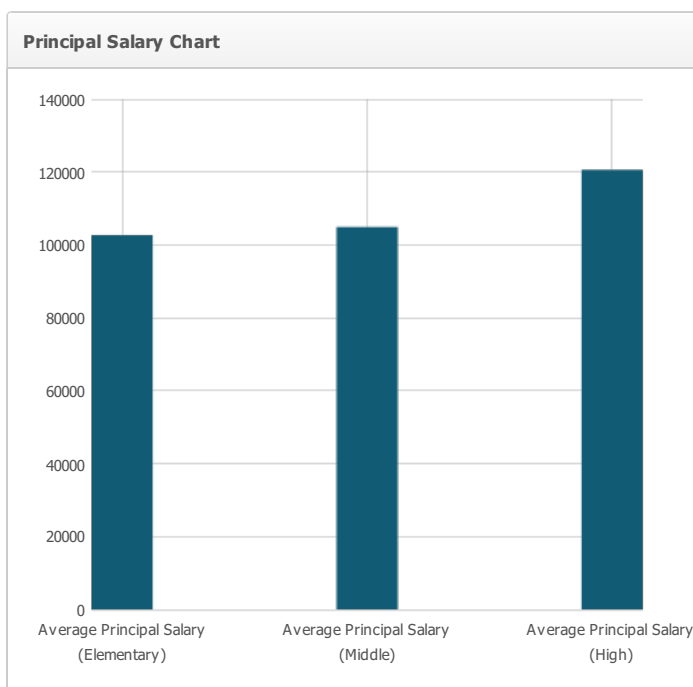
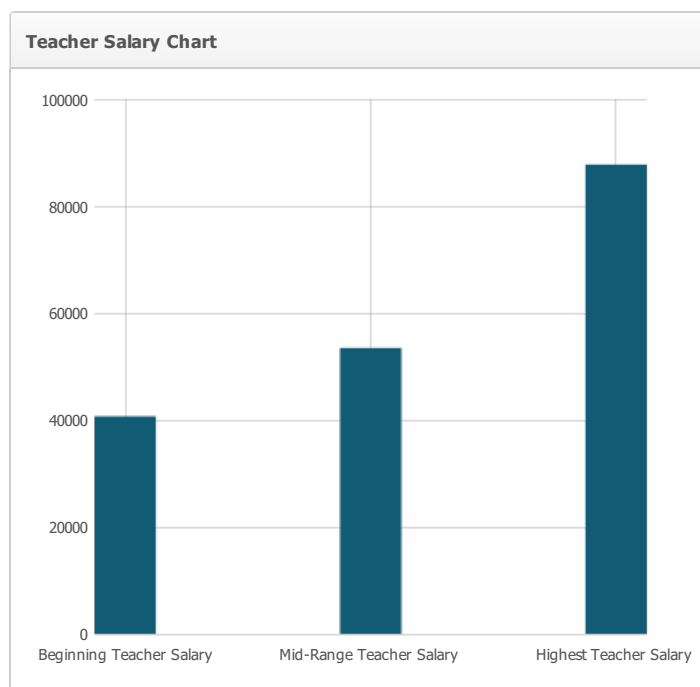
Additionally, through other funding sources, Sac High is able to employ a full-time college counselor and provide opportunities for students to explore colleges and careers through college visits, the advisory program (a 30 minute structured course all students are enrolled in for all four years), and additional counseling services. In 2012-13, Sac High was awarded the 21st Century afterschool grant and has partnered with SCUSD to offer a wide range of afterschool programs to Sac High students.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,683 | \$45,092 |
| Mid-Range Teacher Salary | \$53,467 | \$71,627 |
| Highest Teacher Salary | \$87,749 | \$93,288 |
| Average Principal Salary (Elementary) | \$102,681 | \$115,631 |
| Average Principal Salary (Middle) | \$104,918 | \$120,915 |
| Average Principal Salary (High) | \$120,601 | \$132,029 |
| Superintendent Salary | \$290,000 | \$249,537 |
| Percent of Budget for Teacher Salaries | 31.0% | 37.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 3 | N/A |
| All Courses | 6 | 14.1% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/17/2017

Professional Development

All teachers participate in weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., state standards), test preparation (CAASPP, CST, etc.), and school culture.

In addition to schoolwide PD, core subject areas share common prep/planning times to allow for further discussion of curriculum, content and instructional strategies. Content leads (instructional coaches in 2014-15 and 2016-17) head these discussions and develop specific areas to address in the meetings (usually weekly meetings within content area during prep time). Content areas are also granted time to explore these areas in out of district trainings or extended meeting times; the school provides substitute teachers for teams to step out of the classroom and become students themselves.

Instructional coaches and administrators also provided formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year up to 2 (for returning teachers) or 3 (for new teachers) weeks prior to the first day of school by attending a targeted PD program on campus. Additional days are set aside throughout the year to review student data and for other PD opportunities schoolwide.

Last updated: 1/17/2017