

St. HOPE Public School 7

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.



Kari Wehrly

Principal, St. HOPE Public School 7

About Our School

Kari Wehrly began her career in education as a Teach for America corps member teaching 6th grade math in the rural region of Wahiawa, Hawaii, where she led her students to her school's highest historical achievement on state tests. She went on to work with the Complex Area Superintendent as a district instructional coach and then spent a summer as a Corps Member Advisor for Teach For America. Principal Wehrly initially joined St. Hope as a 6th grade math teacher and grade level chair. She has led PS7 Middle School since 2013-14, and in 2016-17 took on leadership of PS7 Elementary School as well. During her time at PS7 Middle School, Principal Wehrly has led her school to delivering rigorous instruction that puts the scholars on a path to and through college. PS7 Middle has successfully outperformed the district average on standardized assessments in Math, ELA and Science. PS7 Middle boasts the districts highest results in 8th grade math and has led more than 90% of scholars to demonstrate proficiency of 8th grade science scores for three years in a row compared to the district average of 56%. Additionally, Principal Wehrly has put in many procedures and routines to develop school culture and to provide her scholars with enrichment opportunities such as creating an art program and an Athletics program where students compete in district basketball and soccer leagues.

Contact

St. HOPE Public School 7
5201 Strawberry Ln.
Sacramento, CA 95820-4815

Phone: 916-649-7850
E-mail: info@ps7.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	St. HOPE Public School 7
Street	5201 Strawberry Ln.
City, State, Zip	Sacramento, Ca, 95820-4815
Phone Number	916-649-7850
Principal	Kari Wehrly
E-mail Address	info@ps7.org
Web Site	www.ps7.org
County-District-School (CDS) Code	34674390101048

Last updated: 1/17/2017

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

St. HOPE Public School 7 (PS7) is a TK-8 charter school committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule.

At PS7 our scholars received rigorous instruction that is aligned to common core and ultimately to getting our students to and through college. Our goal is for all of our scholars to demonstrate mastery of their grade level standards or to meet their individual growth goal that is designed to get them on track. Additionally, literacy is a huge focus at PS7 and we have a goal to have all scholars reading on grade level by the end of the year or making 1.5-2 years of growth.

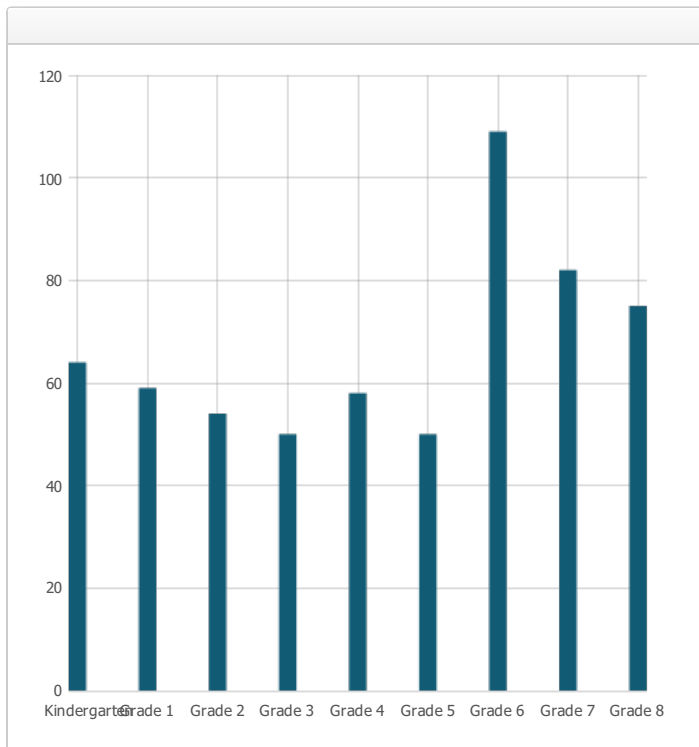
At PS7 our mission is to graduate self-motivated, industrious, and critically-thinking leaders who are prepared to earn a degree from a four-year college or university, committed to serving others and passionate about lifelong learning. PS7 students will be well-prepared for high school, higher education, and employment. They will accept their rights and responsibilities as citizens in a democratic society.

PS7 is part of the St. HOPE Public Schools CMO and is split between two campuses: grades TK-5 at Strawberry Lane and grades 6-8 at the Sac High campus on 34th St.

Last updated: 1/17/2017

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

Grade Level	Number of Students
Kindergarten	64
Grade 1	59
Grade 2	54
Grade 3	50
Grade 4	58
Grade 5	50
Grade 6	109
Grade 7	82
Grade 8	75
Total Enrollment	601



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	1.3 %
Asian	3.2 %
Filipino	0.2 %
Hispanic or Latino	23.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	2.5 %
Two or More Races	7.5 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.5 %
English Learners	6.2 %
Students with Disabilities	12.1 %
Foster Youth	1.3 %

Last updated: 1/17/2017

A. Conditions of Learning

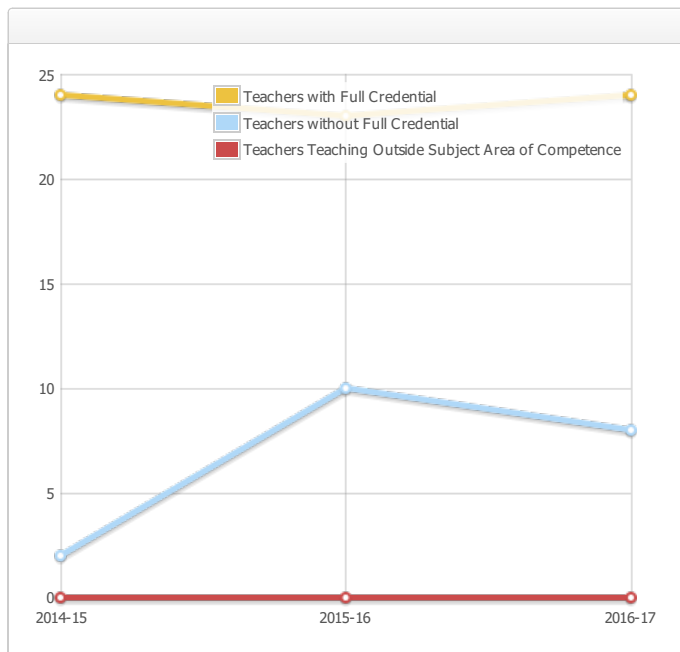
State Priority: Basic

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

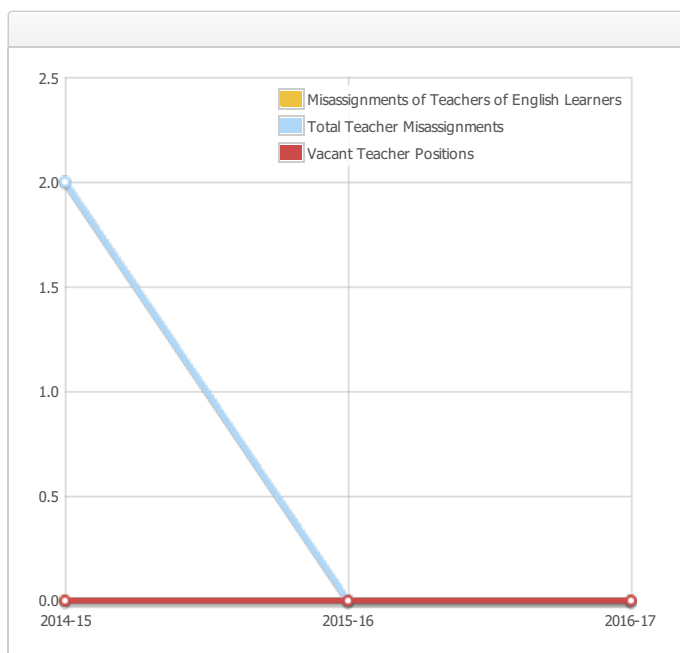
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	23	24	
Without Full Credential	2	10	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



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*	2	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	67.0%	33.0%
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	HOLT Literature and Language Arts Textbooks (students do not receive individual copy). In addition, with the transition to common core state standards, PS7 also utilizes teacher created and online materials.	No	0.0 %
Mathematics	HOLT Math Textbooks (students do not receive individual copy). In addition, with the transition to common core state standards, PS7 also utilizes teacher created and online materials.	No	0.0 %
Science	HOLT Science Textbooks. In addition, with the transition to common core state standards, PS7 also utilizes teacher created and online materials.	No	0.0 %
History-Social Science	HOLT History Textbooks. In addition, with the transition to common core state standards, PS7 also utilizes teacher created and online materials.	No	0.0 %
Foreign Language			0.0 %
Health	School utilizes teacher created and online materials to weave health lessons into our Homeroom Program.	No	0.0 %
Visual and Performing Arts			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

PS7 Middle School shares a campus with Sacramento Charter High School and Oak Park Preparatory Academy. PS7 Elementary School has its own campus.

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

- Roof repairs (ongoing for leaks)
- 9 elementary classrooms need new carpets
- 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	Fair	
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)	38.0%	39.0%	35.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	26.0%	32.0%	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

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	45	93.8%	20.0%
Male	30	28	93.3%	14.3%
Female	18	17	94.4%	29.4%
Black or African American	31	28	90.3%	14.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.3%	17.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	54	98.2%	27.8%
Male	27	26	96.3%	15.4%
Female	28	28	100.0%	39.3%
Black or African American	37	36	97.3%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	32.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	45	95.7%	33.3%
Male	24	23	95.8%	21.7%
Female	23	22	95.7%	45.5%
Black or African American	32	30	93.8%	30.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	95	95.0%	35.8%
Male	45	42	93.3%	28.6%
Female	55	53	96.4%	41.5%
Black or African American	63	59	93.7%	37.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.0%	32.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	54	96.4%	31.5%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	--
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

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	73	97.3%	50.7%
Male	40	39	97.5%	43.6%
Female	35	34	97.1%	58.8%
Black or African American	42	40	95.2%	57.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.6%	46.3%
English Learners	11	11	100.0%	--
Students with Disabilities	--	--	--	--
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

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	71	97.3%	54.9%
Male	26	25	96.2%	24.0%
Female	47	46	97.9%	71.7%
Black or African American	46	45	97.8%	44.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.8%	60.0%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	20.0%
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

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	46	95.8%	17.8%
Male	30	29	96.7%	14.3%
Female	18	17	94.4%	23.5%
Black or African American	31	29	93.6%	7.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	17.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	54	98.2%	14.8%
Male	27	26	96.3%	7.7%
Female	28	28	100.0%	21.4%
Black or African American	37	36	97.3%	13.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	45	95.7%	24.4%
Male	24	23	95.8%	17.4%
Female	23	22	95.7%	31.8%
Black or African American	32	30	93.8%	13.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	95	95.0%	32.6%
Male	45	42	93.3%	28.6%
Female	55	53	96.4%	35.9%
Black or African American	63	59	93.7%	33.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.0%	32.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	54	96.4%	33.3%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	--
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

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	72	96.0%	33.3%
Male	40	38	95.0%	36.8%
Female	35	34	97.1%	29.4%
Black or African American	42	39	92.9%	30.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.6%	26.8%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	--	--	--	--
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

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	71	97.3%	54.9%
Male	26	25	96.2%	24.0%
Female	47	46	97.9%	71.7%
Black or African American	46	45	97.8%	48.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.8%	60.0%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	13.3%
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)	83.0%	73.0%	74.0%	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	120	113	94.2%	74.3%
Male	50	47	94.0%	59.6%
Female	70	66	94.3%	84.9%
Black or African American	78	73	93.6%	74.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	21	20	95.2%	70.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	12	11	91.7%	72.7%
Socioeconomically Disadvantaged	52	48	92.3%	66.7%
English Learners	--	--	--	--
Students with Disabilities	21	18	85.7%	50.0%
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

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
5	28.9%	35.6%	11.1%
7	17.8%	17.8%	8.2%

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)

At PS7, each parent is asked to give 40 hours of service to the school yearly. This service comes in many forms such as attending school-wide events, chaperoning field trips, assisting in the classroom, tutoring students, etc. Families turn in their parent hours on a frequent basis and homeroom teachers track parent participation. PS7 believes strongly that parental service in the school strengthens the school community. Parents not only add time, skill and talent to the education of students at PS7, but they also become more invested in the success of the school and the success of their child(ren). At PS7, the role of parents is integral to our success. The school consistently holds parent-teacher conferences and strategically plans out multiple and varied opportunities for families to get on campus, build relationships with the PS7 Team and other families and to contribute to the school-wide culture. There are opportunities for families to participate in planning activities for the school including the end of the year celebration/field day, college visits and other enrichment activities. Additionally, the school's School Site Council meets regularly to address specific Title I/No Child Left Behind issues and requirements.

PS7 also believes in frequent and open lines of communication between school and home. Students in TK-8 receive a PS7 Blue Communication Folder at the start of the school year. This folder is sent home with all of our scholars every Wednesday and our families know to expect to receive it every Wednesday evening. The folder includes weekly grade reports, behavior reports, grade level newsletters and important school-wide information on upcoming events. Additionally, every member of the PS7 Team has a school cell phone that they are expected to have with them and on until 7pm nightly should a parent of student need to get in touch with them.

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

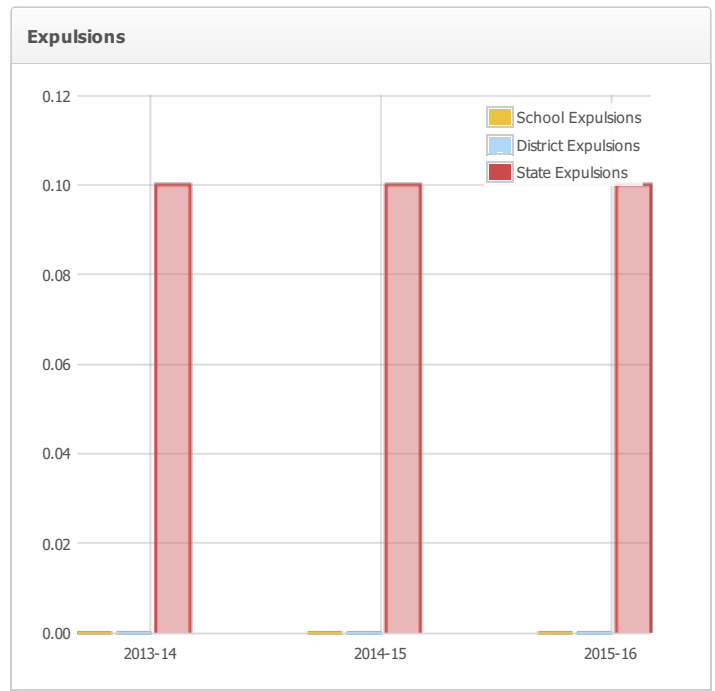
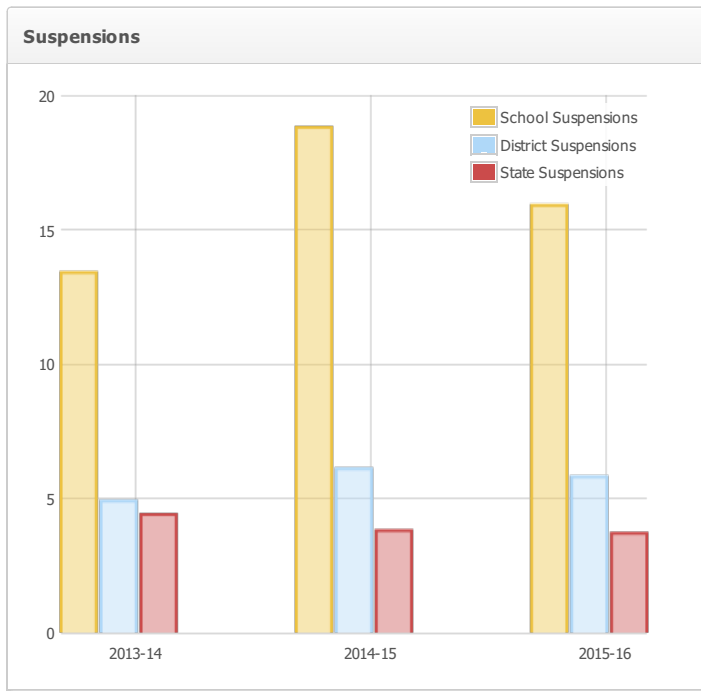
State Priority: School Climate

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	13.4	18.8	15.9	4.9	6.1	5.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

PS7 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. PS7 will also be working on a comprehensive School Safety Plan during 16-17 for the 17-18 school year.

Additionally, PS7 has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior as identified in the handbook
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Last updated: 1/17/2017

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	2013-2014	2008-2009
Year in Program Improvement	Year 1	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 (Elementary)

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.

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	8	0	25.0	0	8	0	21.3	4	8	0
1	28.0	0	8	0	28.0	0	8	0	27.8	0	8	0
2	29.0	0	8	0	27.0	0	8	0	27.0	0	8	0
3	27.0	0	8	0	28.0	0	8	0	24.3	1	7	0
4	29.0	0	8	0	28.0	0	8	0	29.0	0	8	0
5	29.0	0	8	0	27.0	0	8	0	25.0	1	7	0
6	33.0	0	19	1	26.0	0	28	0	27.3	0	16	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

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	24.0	1	6	0	23.0	5	4	0	22.0	5	2	0
Mathematics	24.0	1	6	0	23.0	4	4	0	22.4	5	2	0
Science	24.0	1	3	0	26.0	0	4	0	22.4	5	2	0
Social Science	24.0	1	3	0	26.0	0	4	0	20.5	4	0	0

* 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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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	\$8194.0	\$1823.0	\$6371.0	\$64281.0
District	N/A	N/A	\$0.0	\$67009.0
Percent Difference – School Site and District	--	--	--	4.2%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	18.0%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

PS7 provides schoolwide supplemental services to assist all students in reaching grade level proficiency or above and mastering grade level content standards. These services include: More Time for instruction through an extended day and instructional support and special education services through co-teaching as well as targeted small groups. In grades 6-8 all scholars participate in a 30 minute Reading Block four days a week which provides students in the middle grades with 2 additional hours of instruction every week that is purely focused on reading. Additionally, every student is a member of a homeroom class where they receive instruction focused on character building, goal setting, health and college preparation. Every day students begin in their homeroom class and then they participate in an extended homeroom on Wednesdays where they review their grades and behavior report from the week prior, reflect on their results and then set goals for the upcoming week.

PS7 has an athletic program for grades 6-8. PS7 has a girls and boys basketball and soccer team that compete in a league. All PS7 students participate in our elective program. All scholars participate in Physical Education and scholars in grades TK-5 participate in Technology while scholars in 6-8 participate in art.

The entire student population, Transitional Kindergarten through 8th grade, visit one university per year. Students have traveled to Universities throughout Northern California including UC Berkeley, Stanford, UC Davis, University of the Pacific, and Sacramento State. These "field lessons" add a valuable component to our academic program and make learning more meaningful, engaging and fun.

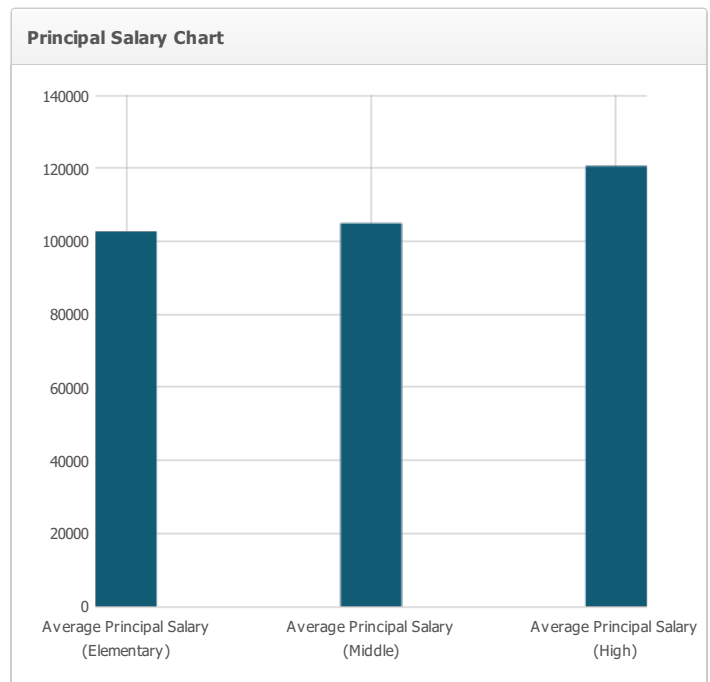
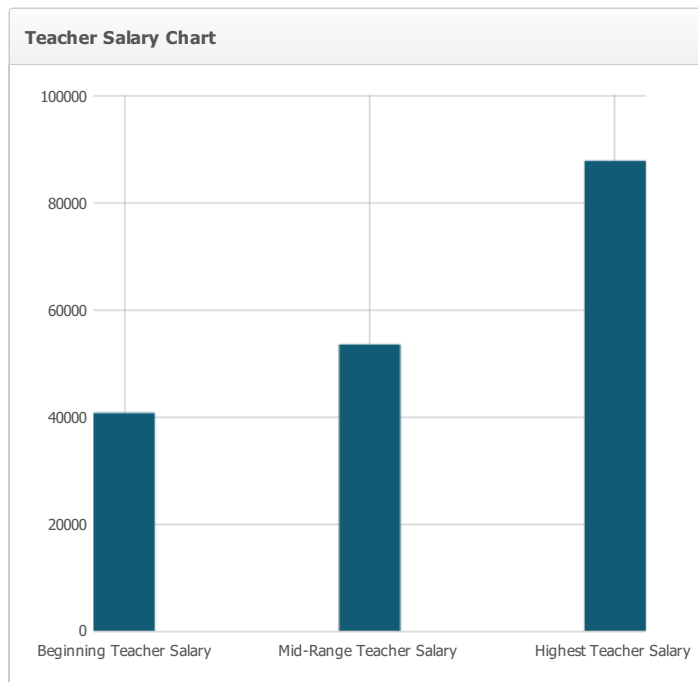
In addition, the school runs an afterschool program through the After School Education and Safety (ASES) Programs.

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/>.



Professional Development

PS7 prepares and supports its teachers in a number of ways. Every summer, new and returning teachers spend almost two weeks in staff development discussing school culture, environment, expectations, and instruction.

Throughout the year, school-wide PD occurs every week or every other week depending on grade level. Topics for PD are generally generated by teachers and include instructional delivery strategies, maintaining strong classroom and school culture, and sharing best practices. PS7 teachers also work in grade level teams to analyze achievement data and student work to develop instruction.

See below for a list of PD activities at PS7:

- 9 days prior to beginning of school year for returning staff members and 12 days prior to the beginning of the school year for new teachers
- Weekly school-wide PD
- Quarterly data analysis of benchmark exams and student performance
- 3 Professional Development days between each quarter to support teachers in planning for the upcoming quarter
- Biweekly reflection conversations on student data by each teacher with feedback from academic coaches: This feedback on re-teaching strategies for students who have not demonstrated mastery of the targeted standards. This interchange between administration and teachers is a key to ensuring that students' immediate needs are being served.
- Biweekly-weekly classroom observations and debriefs
- Ongoing mentoring and co-teachings)
- Other as necessary (i.e., SCOE, Charter Schools Association)

Last updated: 1/17/2017