

Sacramento Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.



Shannon Wheatley, Principal

Principal, Sacramento Charter High

About Our School

Sacramento Charter High School is a public, high performing, independent charter school operated by St. HOPE Public Schools and authorized by the Sacramento City Unified School District. Sac High educates students in grades 9-12 in a traditionally under-served community of Sacramento. Sac High's college-going culture is designed to give all students the opportunity to be accepted to, attend and ultimately graduate from a four-year college.

Shannon Wheatley joined St. HOPE Public Schools in the 16-17 school year as the Chief of Schools and became the principal of Sac High in the 17-18 school year. Shannon began his teaching career as a U.S. History Teacher in Brownsville, Texas. He joined the Founding staff at KIPP Houston High School where he later became Assistant Principal. Thereafter he founded and led KIPP Sunnyside High School, and then moved on to work for Teach For America where he served as the Vice President of Collaborative Learning and Teaching Innovations.

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 2017-18)

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

District Contact Information (School Year 2017-18)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jorge Aguilar
E-mail Address	superintendent@scusd.edu
Web Site	http://www.scusd.edu

School Contact Information (School Year 2017-18)	
School Name	Sacramento Charter High
Street	2315 34th St.
City, State, Zip	Sacramento, Ca, 95820-1211
Phone Number	916-277-6200
Principal	Shannon Wheatley, Principal
E-mail Address	info@sachigh.org
Web Site	www.sachigh.org
County-District-School (CDS) Code	34674390102038

Last updated: 1/9/2018

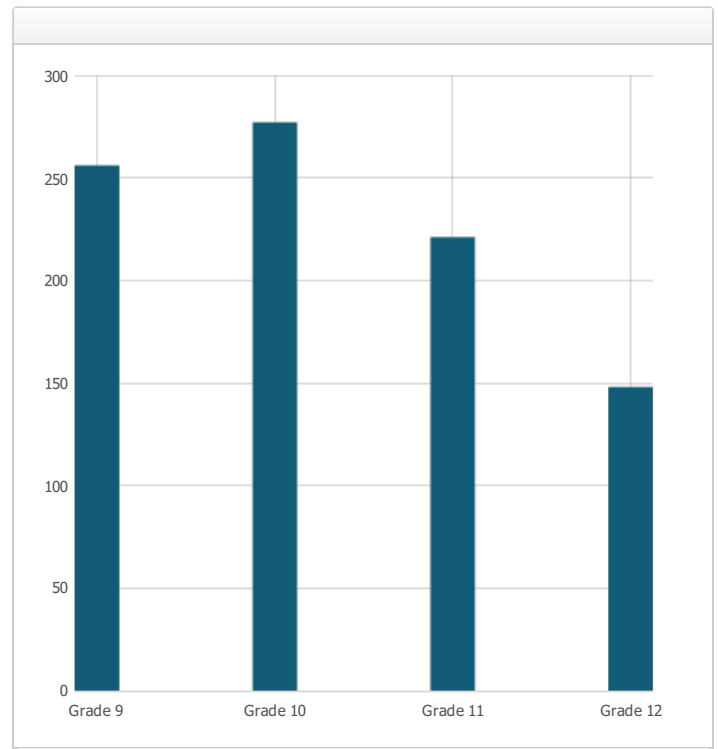
School Description and Mission Statement (School Year 2017-18)

<p>Sac High Vision</p> <p>To create one of the finest urban high schools in America.</p> <p>Sac High Mission</p> <p>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.</p>

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	256
Grade 10	277
Grade 11	221
Grade 12	148
Total Enrollment	902



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	61.4 %
American Indian or Alaska Native	0.6 %
Asian	1.3 %
Filipino	0.3 %
Hispanic or Latino	24.2 %
Native Hawaiian or Pacific Islander	0.3 %
White	2.0 %
Two or More Races	9.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.3 %
English Learners	3.0 %
Students with Disabilities	12.7 %
Foster Youth	0.2 %

Last updated: 1/9/2018

A. Conditions of Learning

State Priority: Basic

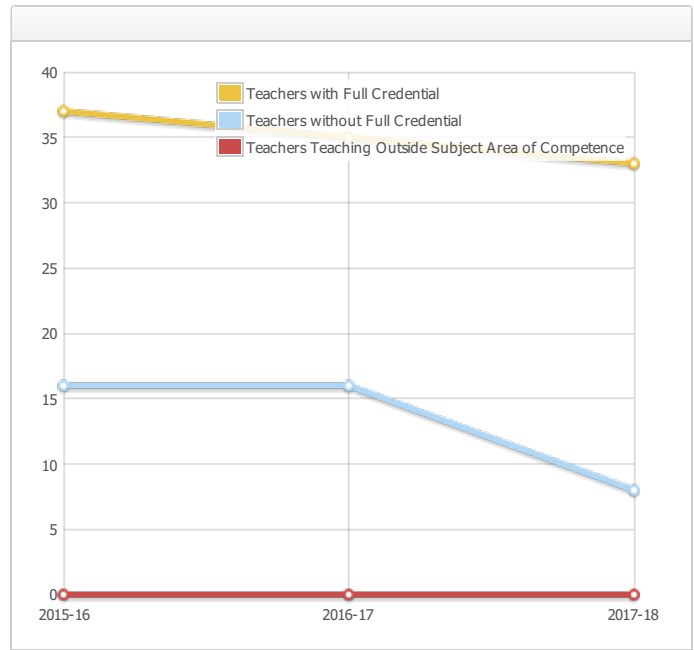
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

We do not have access to the SCUSD District numbers.

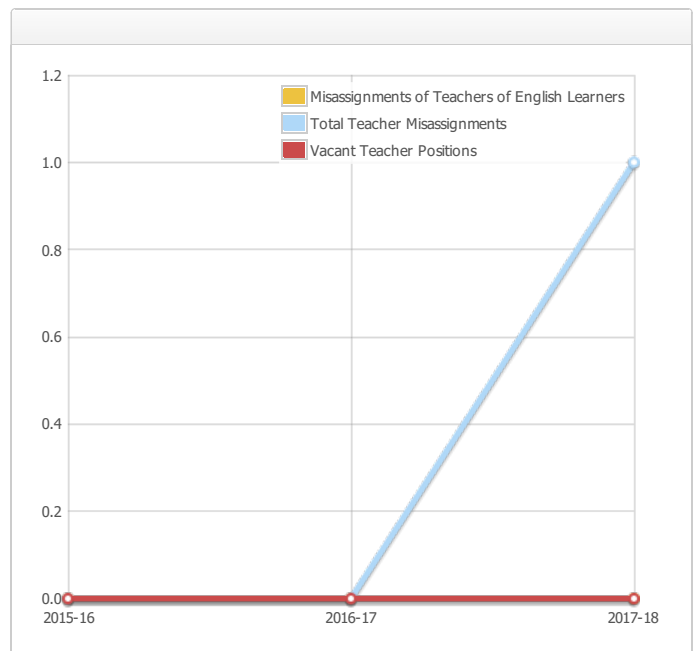
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	35	33	
Without Full Credential	16	16	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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: 1/9/2018

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 September 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: 1/9/2018

School Facility Good Repair Status

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

Overall Rating	Good
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Last updated: 1/9/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Note: the data for State and District results was provided by the CDE and is for Grades 3-8 and 11. Sac High results are only Grade 11, so these are not a like for like grade level comparison.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	56%	65%	39%	39%	48%	48%
Mathematics (grades 3-8 and 11)	23%	23%	30%	31%	36%	37%

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: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	193	187	96.89%	64.86%
Male	89	86	96.63%	51.19%
Female	104	101	97.12%	76.24%
Black or African American	115	112	97.39%	64.86%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	50	49	98.00%	63.27%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	20	18	90.00%	58.82%
Socioeconomically Disadvantaged	147	141	95.92%	62.14%
English Learners	19	18	94.74%	38.89%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	193	187	96.89%	22.99%
Male	89	86	96.63%	20.93%
Female	104	101	97.12%	24.75%
Black or African American	115	112	97.39%	24.11%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	50	49	98.00%	18.37%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	20	18	90.00%	16.67%
Socioeconomically Disadvantaged	147	141	95.92%	24.82%
English Learners	19	18	94.74%	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	51.0%	47.0%	47.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

Career Technical Education Programs (School Year 2016-17)

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 and the career pathways. 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.

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: 1/9/2018

Career Technical Education Participation (School Year 2016-17)

The data below represents the number of students who were Completers of a CTE strand taught by a certified CTE teacher. All of those students graduated from high school. In addition to these students, 28 were Concentrators, and a total of 257 students participated in CTE-type classes (although most taught by non-CTE credentialed teachers).

Measure	CTE Program Participation
Number of Pupils Participating in CTE	19
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/9/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	98.7%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.9%	21.2%	37.8%

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: 1/9/2018

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 2017-18)

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 access to the internet, weekly reports 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 School Site Council or Booster Club. 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.

Family Surveys (from CA Dashboard)

Sac High seeks regular feedback from parents and guardians in several ways, including via the bi-annual family surveys. The school encourages all families to participate in the surveys, and has been actively working to better promote participation in feedback opportunities. In the Spring of 2017, 32 percent of students' families responded to the survey, however, that is an increase from just 3 percent in the Spring of 2016. The surveys are optionally anonymous to promote honest responses, although the school and its classroom teachers work to invest students and families in the survey by tracking advisory completion rates and explaining how the survey results are used. In the Spring of 2017, 51 percent of families who took the survey agreed or strongly agreed that Sac High communicates frequently and consistently, and 52 percent said they had been contacted by their student's advisory teacher at least once in the past quarter.

Both Sac High and the overall St. HOPE network utilize results from the family survey to guide decision-making around policy and best practices to serve families. Questions are aligned between the winter and spring surveys, and standardized year over year to provide historical comparison so the school and network can assess the need for and impact of initiatives to encourage increased parent participation and input. In addition, survey questions are aligned to Sac High's LCFF priorities and LCAP (Annual Measurable Outcomes of Goals 2 and 3) to ensure clarity around long-term goals and provide tracking toward those objectives.

As part of the survey, Sac High asks families to share information on the events they have attended in order to gauge the popularity and success of various activities. The site seeks information about how welcome families feel on campus (55 percent feel positively about this metric), and whether there are sufficient opportunities for parental involvement (52 percent feel positively about this metric). These results suggest about half of Sac High families are fully aware of their opportunities for participation.

In order to strengthen the value of feedback and action items developed from family surveys, St. HOPE is establishing a relationship with an external survey administrator for 17-18, which will allow the network and its schools to benchmark their results against other schools across the country while still maintaining some continuity with the questions asked.

State Priority: Pupil Engagement

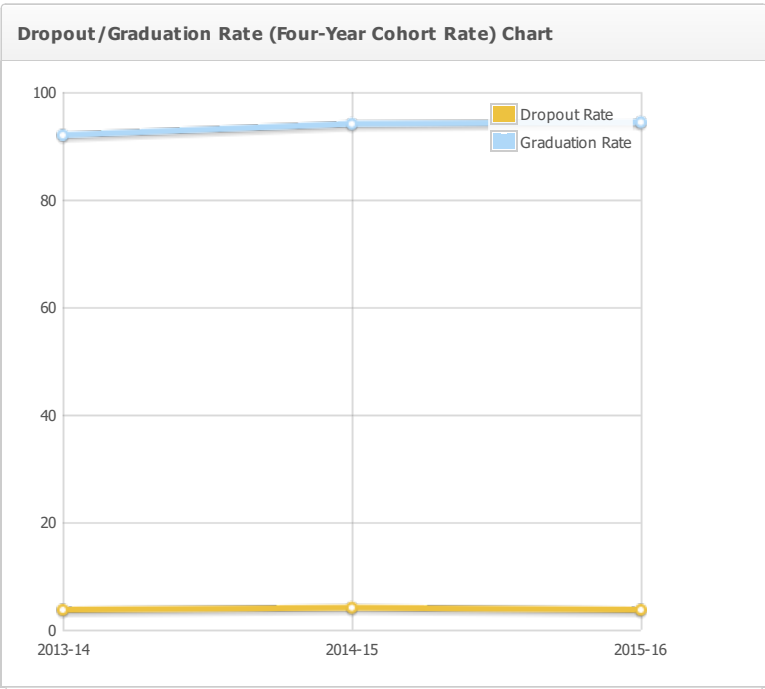
Last updated: 1/9/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.7%	4.1%	3.7%	5.5%	8.9%	9.9%	11.5%	10.7%	9.7%
Graduation Rate	92.0%	94.1%	94.4%	85.0%	80.3%	81.4%	81.0%	82.3%	83.8%



Last updated: 1/9/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

The denominator of this indicator is the number of students enrolled on Census Day 15-16.

Student Group	School	District	State
All Students	86.3%	82.1%	87.1%
Black or African American	80.6%	74.2%	79.2%
American Indian or Alaska Native	100.0%	76.9%	80.2%
Asian	66.7%	91.8%	94.4%
Filipino	100.0%	94.1%	93.8%
Hispanic or Latino	93.0%	79.3%	84.6%
Native Hawaiian or Pacific Islander	100.0%	82.5%	86.6%
White	100.0%	84.9%	91.0%
Two or More Races	100.0%	81.8%	90.6%
Socioeconomically Disadvantaged	89.7%	80.1%	85.5%
English Learners	0.0%	57.6%	55.4%
Students with Disabilities	64.7%	57.2%	63.9%
Foster Youth	50.0%	65.0%	68.2%

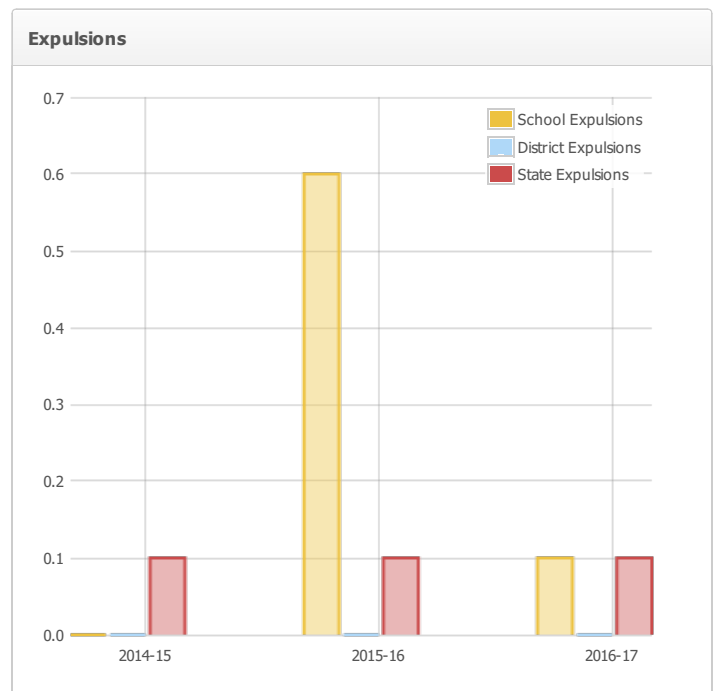
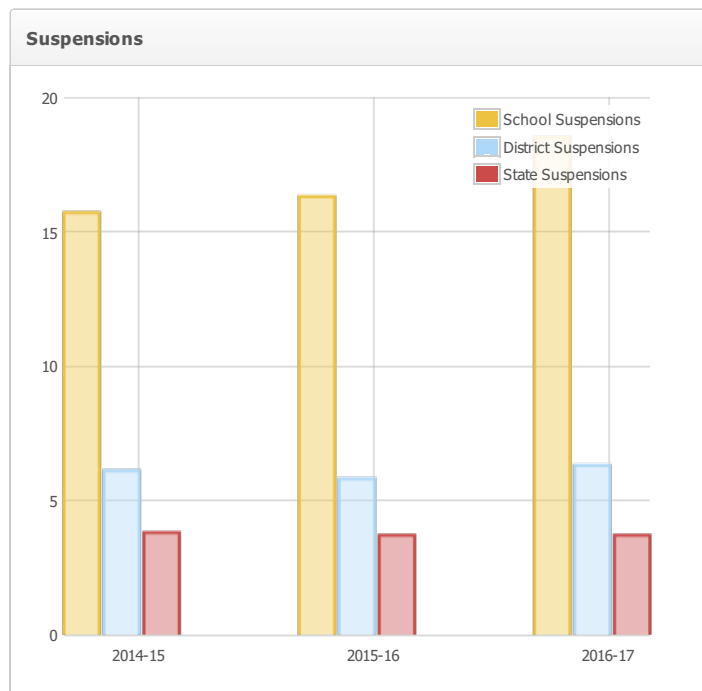
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	15.7%	16.3%	18.5%	6.1%	5.8%	6.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.6%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

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 appropriate personnel to ensure it is updated and current.

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.

Last updated: 1/9/2018

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 2017-18)

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	73.2%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Average class size data was provided by the state in 14-15 and 16-17, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation.

Subject	2014-15			2015-16			2016-17					
	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	26.0	11	30	3	24.0	18	28	2	24.0	15	22	2
Mathematics	27.0	6	25	8	25.0	13	25	3	24.0	11	23	3
Science	28.0	2	15	7	25.0	9	15	4	26.0	9	19	3
Social Science	28.0	5	9	12	26.0	7	20	2	23.0	12	21	1

* 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: 1/13/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	451.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	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)	3.0	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: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

We do not have access to SCUSD's expenditures per pupil. The 200.00 percent difference is a mistake with the SARC online application. This field should be blank.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12381.0	\$3124.0	\$9257.0	\$54848.0
District	N/A	N/A	--	\$70343.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-24.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	33.9%	-36.4%

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

Last updated: 1/9/2018

Types of Services Funded (Fiscal Year 2016-17)

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2016-17, Sac High was able to fund the following programs and services:

- Alternative Supports (replaced Supplemental Education Services) – primarily through intervention via the City Year program.
- 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.

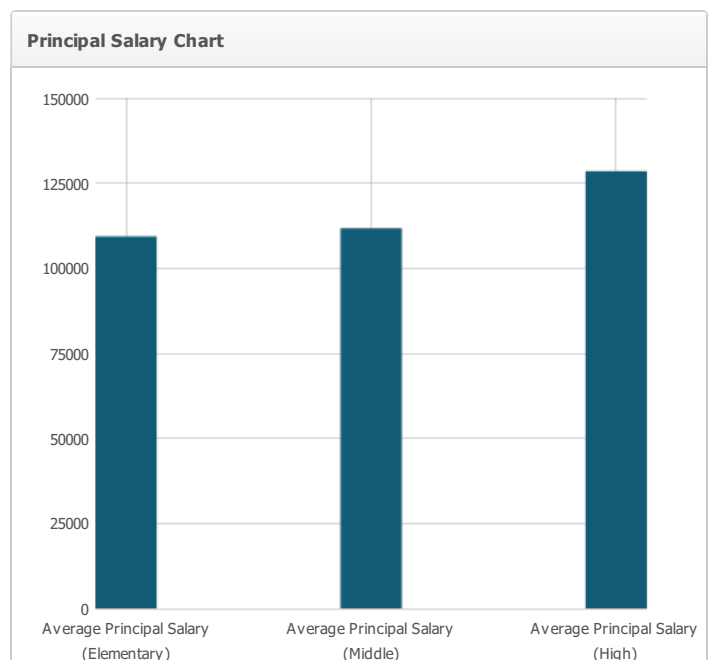
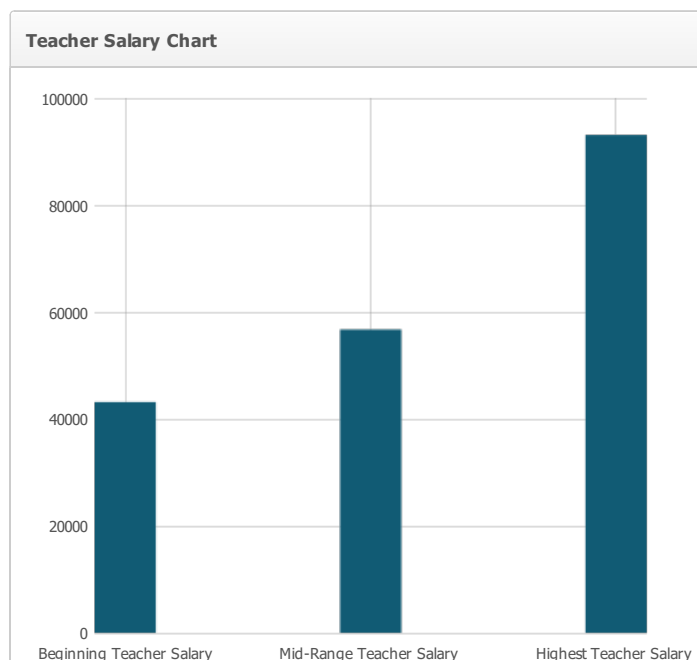
Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Note: District and State data is provided by the CDE and the District refers to SCUSD, not SHPS.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (Elementary)	\$109,332	\$120,448
Average Principal Salary (Middle)	\$111,735	\$125,592
Average Principal Salary (High)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
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: 1/9/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	5	14.3%

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

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

Last updated: 1/9/2018

Professional Development

All teachers participate in weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., aligning with College Readiness standards), test preparation (i.e., CAHSEE, CAASPP), 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. Department chairs lead these discussions and develop specific areas to address in the meetings (usually weekly meetings within content area during prep time). Departments 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.

Administrators and Teachers Leaders (Department Chairs and Grade Level Chairs) also provide 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 on overall 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: 1/9/2018