# Sacramento Charter High

## School Accountability Report Card
## Reported Using Data from the 2017—18 School Year
### California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

# About This School

## Contact Information (School Year 2018—19)

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

| District Contact Information (School Year 2018—19) | |
|---|---|
| **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 2018—19) | |
|---|---|
| **School Name** | Sacramento Charter High |
| **Street** | 2315 34th St. |
| **City, State, Zip** | Sacramento, Ca, 95820-1211 |
| **Phone Number** | 916-277-6200 |
| **Principal** | Priya Singh (9th), Kari Wehrly (10th-12th) |
| **E-mail Address** | info@sachigh.org |
| **Web Site** | https://www.sthope.org/sac-high-home |
| **County-District-School (CDS) Code** | 34674390102038 |

*Last updated: 1/12/2019*

## School Description and Mission Statement (School Year 2018—19)

Sac High Vision: To create one of the finest urban high schools in America.

Sac High 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.

In addition to our core curricular courses, Sac High's pathway model offers scholars the opportunity to focus their elective areas of study in a meaningful way. Each pathway offers elective strands designed to fully develop a scholar's knowledge and experience within their primary area of interest. At the end of their freshman year, scholars are asked to select an area of focus that will guide their elective education for their remaining three years of study. Each elective strand has a unique scope and sequence designed to fully and meaningfully develop a scholar's knowledge and experience within a particular field, culminating in a capstone course in which they will complete a portfolio of the work that they have done within their focus area.

The school offers a full athletic program and other extra-curricular activites.

*Last updated: 1/30/2019*

# Student Enrollment by Grade Level (School Year 2017—18)

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 206 |
| Grade 10 | 211 |
| Grade 11 | 181 |
| Grade 12 | 162 |
| Total Enrollment | 760 |
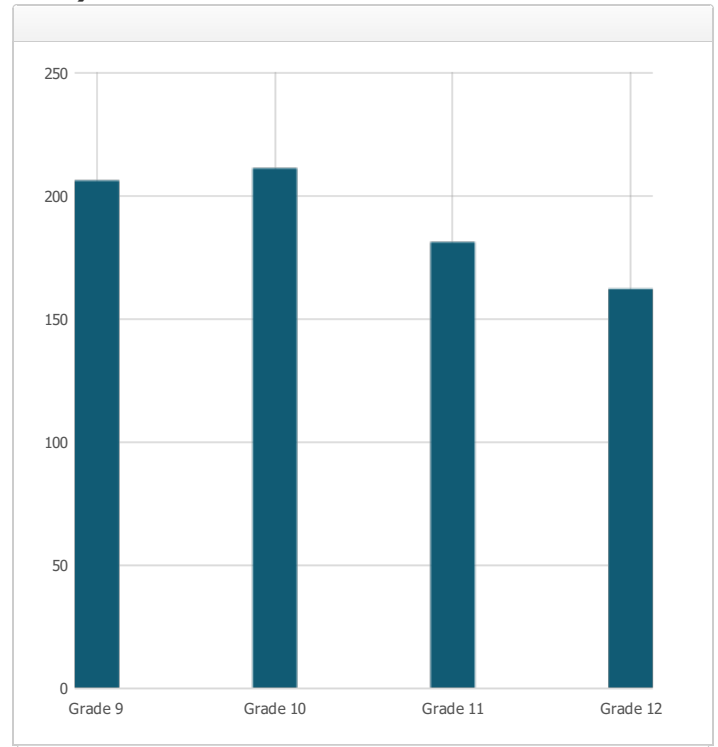
# Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 58.3 % |
| American Indian or Alaska Native | 0.8 % |
| Asian | 1.7 % |
| Filipino | 0.1 % |
| Hispanic or Latino | 27.8 % |
| Native Hawaiian or Pacific Islander | 0.7 % |
| White | 1.6 % |
| Two or More Races | 9.1 % |
| Other | -0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 77.4 % |
| English Learners | 3.8 % |
| Students with Disabilities | 9.9 % |
| Foster Youth | 0.4 % |

# A. Conditions of Learning

# State Priority: Basic

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

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

## Teacher Credentials

Sac High is an independent charter school; therefore, we do not have access to the SCUSD District numbers.

| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|---|---|---|---|
| With Full Credential | 35 | 33 | 22 | |
| Without Full Credential | 16 | 8 | 6 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |
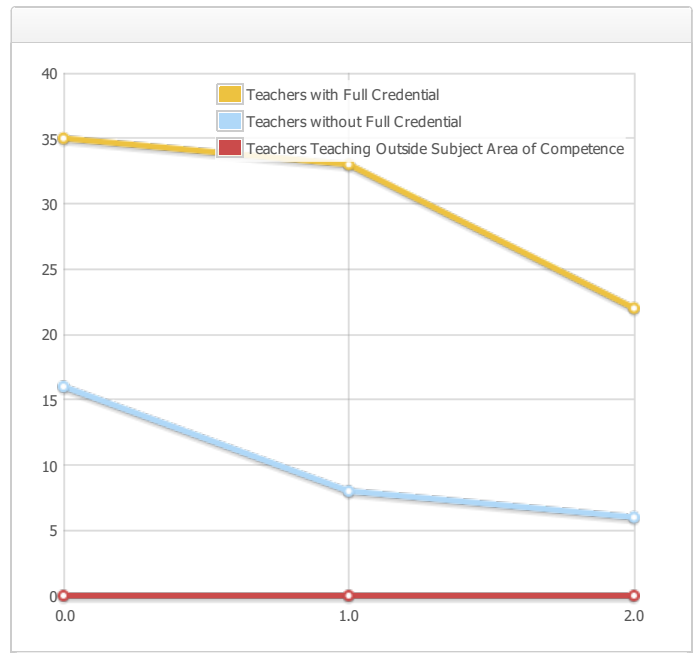


*Last updated: 1/30/2019*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
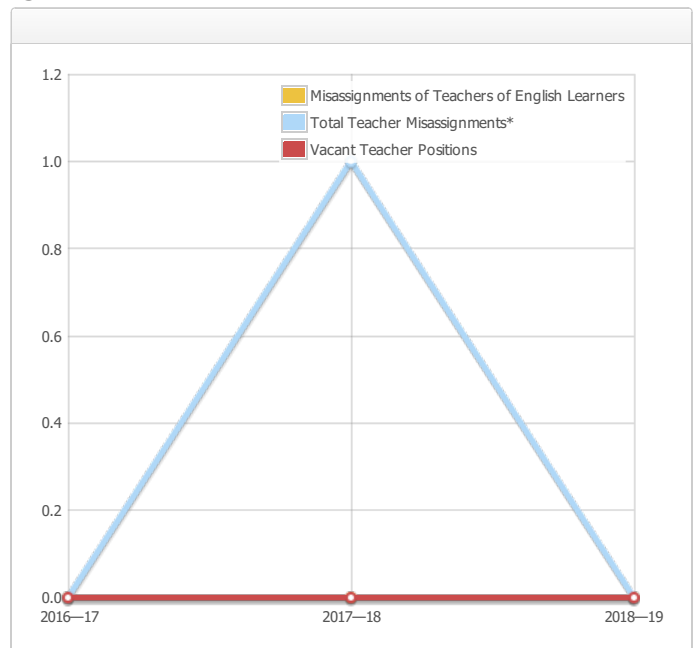


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/12/2019*

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | | | 0.0 % |
| Mathematics | | | 0.0 % |
| Science | | | 0.0 % |
| History-Social Science | | | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 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: 1/30/2019

## 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 December of 2018. Overall, the facility is in good condition. There are no areas that are deficient at this site. This site meets all safety standards.

The school is currently undergoing renovations to its library.

*Last updated: 1/12/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

| 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: December 2018

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

*Last updated: 1/12/2019*

## 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**
**Percentage of Students Meeting or Exceeding the State Standard**

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 | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 65.0% | 37.0% | 39.0% | 40.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 23.0% | 10.0% | 31.0% | 32.0% | 37.0% | 38.0% |

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/12/2019*

# CAASPP Test Results in ELA by Student Group
# Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 165 | 165 | 100.00% | 36.97% |
| Male | 72 | 72 | 100.00% | 31.94% |
| Female | 93 | 93 | 100.00% | 40.86% |
| Black or African American | 103 | 103 | 100.00% | 34.95% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 48 | 48 | 100.00% | 37.50% |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 124 | 124 | 100.00% | 34.68% |
| 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 (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: 1/12/2019*

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 165 | 164 | 99.39% | -- |
| Male | 72 | 71 | 98.61% | 9.86% |
| Female | 93 | 93 | 100.00% | -- |
| Black or African American | 103 | 102 | 99.03% | 8.82% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 48 | 48 | 100.00% | 14.58% |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 124 | 124 | 100.00% | 9.68% |
| 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 (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: 1/12/2019*

## CAASPP Test Results in Science for All Students
## Grades Five, Eight and High School
## Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/12/2019*

## Career Technical Education (CTE) Programs (School Year 2017—18)

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: 1/17/2019*

## Career Technical Education (CTE) Participation (School Year 2017—18)

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

*Last updated: 1/30/2019*

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.0% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 97.8% |

# 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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 9 | 22.2% | 19.9% | 28.4% |

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: 12/26/2018

## 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 school site

## Opportunities for Parental Involvement (School Year 2018—19)

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.

If parents are interested in becoming involved, please contact the following Sac High staff:

- Volunteering (general) - Emily Heizer, eheizer@sthopepublicschools.org, 916-275-9287

- Volunteering (athletics) - Greg Norris, gnorris@sachigh.org, 916-275-9625

- Campus Visits - Nina Barringer or Danielle Meiggs, 916-277-6200

- General parent meetings (i.e., Back to School Night) - Nina Barringer or Danielle Meiggs, 916-277-6200

- School Site Council -Faye Lawrence, flawrence@sachigh.org, 916-649-2106

# State Priority: Pupil Engagement

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 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|---|---|---|---|---|---|---|
| Dropout Rate | 4.1% | 3.7% | 8.9% | 9.9% | 10.7% | 9.7% |
| Graduation Rate | 94.1% | 94.4% | 80.3% | 81.4% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|---|---|---|---|
| Dropout Rate | 2.1% | 8.8% | 9.1% |
| Graduation Rate | 95.2% | 82.5% | 82.7% |

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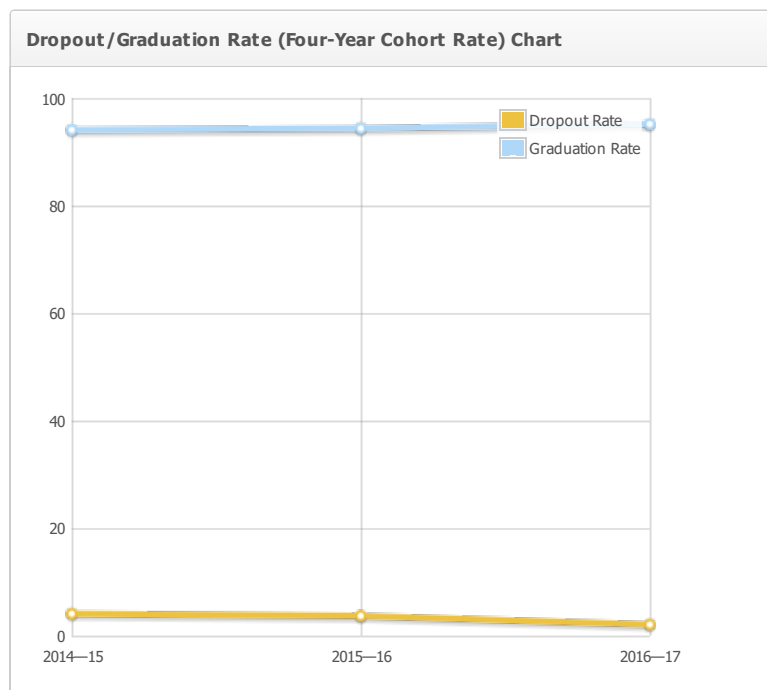


For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/12/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Sac High did not have any 12th graders enrolled in 2016-17 in the following groups:

- American Indian or Alaska Native
- Asian
- Filipino
- Native Hawaiian or Pacific Islander
- Foster Youth

The 0's indicated for these groups should read as NA (not applicable).

| Student Group | School | District | State |
| --- | --- | --- | --- |
| All Students | 93.9% | 82.7% | 88.7% |
| Black or African American | 92.8% | 74.1% | 82.2% |
| American Indian or Alaska Native | 0.0% | 76.9% | 82.8% |
| Asian | 0.0% | 91.0% | 94.9% |
| Filipino | 0.0% | 95.7% | 93.5% |
| Hispanic or Latino | 96.7% | 82.8% | 86.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 73.1% | 88.6% |
| White | 75.0% | 81.1% | 92.1% |
| Two or More Races | 100.0% | 86.3% | 91.2% |
| Socioeconomically Disadvantaged | 97.4% | 84.6% | 88.6% |
| English Learners | 0.0% | 64.9% | 56.7% |
| Students with Disabilities | 100.0% | 58.5% | 67.1% |
| Foster Youth | 0.0% | 60.9% | 74.1% |

# 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 2015—16 | School 2016—17 | School 2017—18 | District 2015—16 | District 2016—17 | District 2017—18 | State 2015—16 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 16.3% | 18.5% | 18.1% | 5.8% | 6.3% | 6.2% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
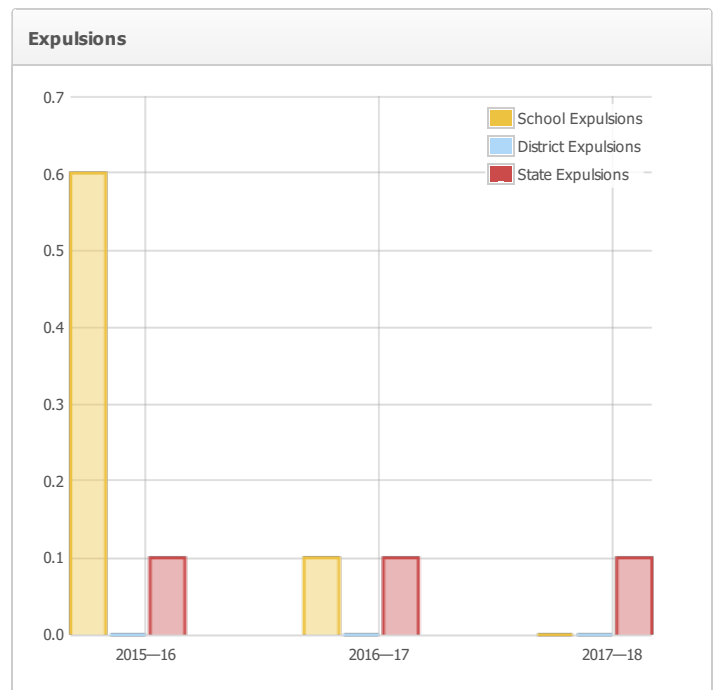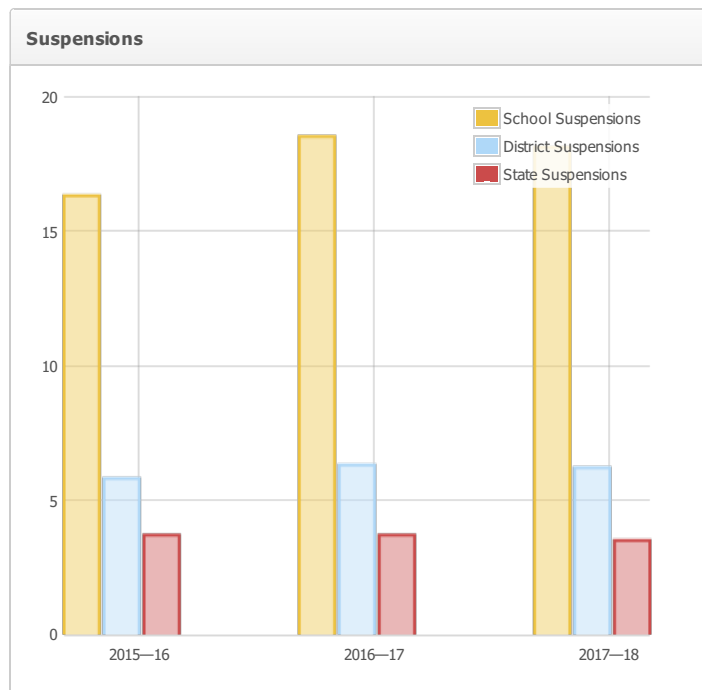
## School Safety Plan (School Year 2018—19)

Sacramento Charter High School has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan was last revised in 2011-12 and is reviewed each year.

In addition to the above mentioned emergency response plan, 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.

Sac High last reviewed the safety plan with staff on 7/31/2018.

# 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.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

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 | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|---|---|---|---|---|
| English | 24.0 | 18 | 28 | 2 |
| Mathematics | 25.0 | 13 | 25 | 3 |
| Science | 25.0 | 9 | 15 | 4 |
| Social Science | 26.0 | 7 | 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.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|---|---|---|---|---|
| English | 24.0 | 15 | 22 | 2 |
| Mathematics | 24.0 | 11 | 23 | 3 |
| Science | 26.0 | 9 | 19 | 3 |
| Social Science | 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.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|---|---|---|---|---|
| English | 24.0 | 9 | 22 | |
| Mathematics | 25.0 | 9 | 17 | 4 |
| Science | 28.0 | 2 | 17 | 3 |
| Social Science | 26.0 | 4 | 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: 1/28/2019*

## Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 1.0 | 760.0 |
| 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 | 1.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | 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: 1/12/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

We do not have access to SCUSD's expenditures per pupil.  This field should be blank.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $16967.3 | $2017.1 | $14950.2 | $54848.0 |
| District | N/A | N/A | -- | $72113.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -27.2% |
| State | N/A | N/A | $6574.0 | $80764.0 |
| Percent Difference – School Site and State | N/A | N/A | 70.9% | -38.2% |

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

*Last updated: 1/30/2019*

## Types of Services Funded (Fiscal Year 2017—18)

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2017-18, 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: 1/17/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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 | $43,472 | $47,903 |
| Mid-Range Teacher Salary | $62,117 | $74,481 |
| Highest Teacher Salary | $93,765 | $98,269 |
| Average Principal Salary (Elementary) | $120,748 | $123,495 |
| Average Principal Salary (Middle) | $127,364 | $129,482 |
| Average Principal Salary (High) | $139,247 | $142,414 |
| Superintendent Salary | $290,000 | $271,429 |
| Percent of Budget for Teacher Salaries | 31.0% | 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 https://www.cde.ca.gov/ds/fd/cs/ .

### Teacher Salary Chart



### Principal Salary Chart

*Last updated: 1/17/2019*
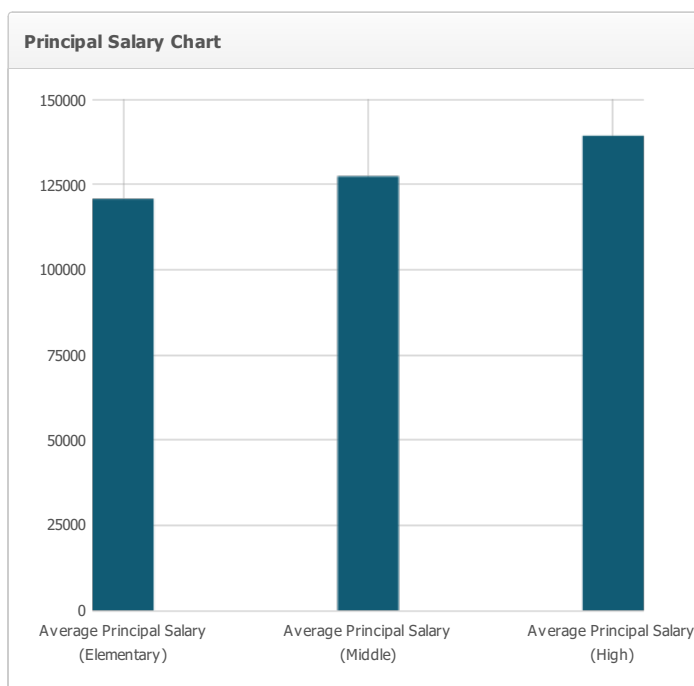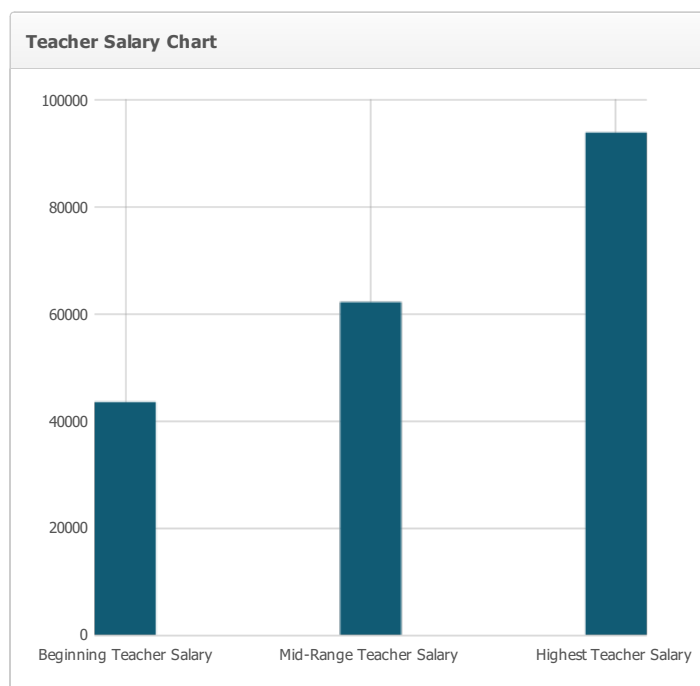
## Advanced Placement (AP) Courses (School Year 2017—18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 0 | N/A |
| English | 3 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 2 | N/A |
| Science | 1 | N/A |
| Social Science | 4 | N/A |
| All Courses | 11 | 12.8% |

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

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

Last updated: 1/28/2019

## Professional Development

All teachers participate in regular professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., aligning with College Readiness standards), test preparation (i.e., 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.

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: 1/30/2019