St. HOPE Public School 7

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	St. HOPE Public School 7
Street	5201 Strawberry Ln.
City, State, Zip	Sacramento, Ca, 95820-4815
Phone Number	916-649-7850
Principal (middle)	Elisha Ferguson (elementary); Priya Singh
E-mail Address	info@ps7.org
Web Site www.st	www.sthope.org/ps7-elementary-home;
County-District-School (CDS) Code	34674390101048

Last updated: 1/12/2019

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

PS7 is committed to providing scholars the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where scholars, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Scholars participate in a college preparatory program with low scholar-teacher ratios during an extended instructional schedule.

At PS7 our scholars receive rigorous instruction that is aligned to common core and ultimately to getting our stcholars 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 scholars will be well-prepared for high school, higher education, and employment. They will accept their rights and responsibilities as citizens in a democratic society.

Last updated: 1/12/2019

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	54
Grade 2	42
Grade 3	38
Grade 4	48
Grade 5	52
Grade 6	113
Grade 7	77
Grade 8	59
Total Enrollment	554
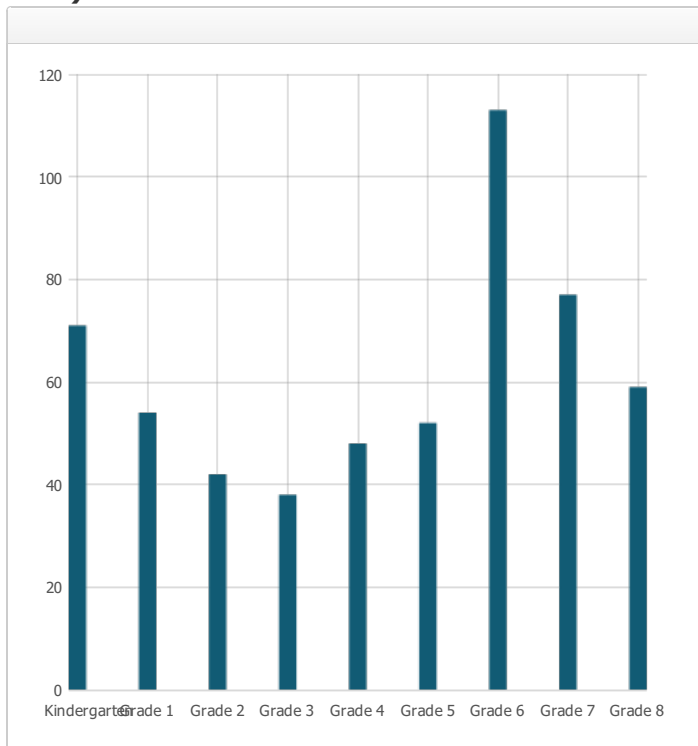
Last updated: 1/12/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	61.9 %
American Indian or Alaska Native	0.7 %
Asian	2.5 %
Filipino	0.4 %
Hispanic or Latino	22.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.4 %
Two or More Races	10.5 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.2 %
English Learners	4.3 %
Students with Disabilities	13.5 %
Foster Youth	1.1 %

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

PS7 is an independent charter school. We do not have access to SCUSD's district numbers.

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	18	15	
Without Full Credential	8	11	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
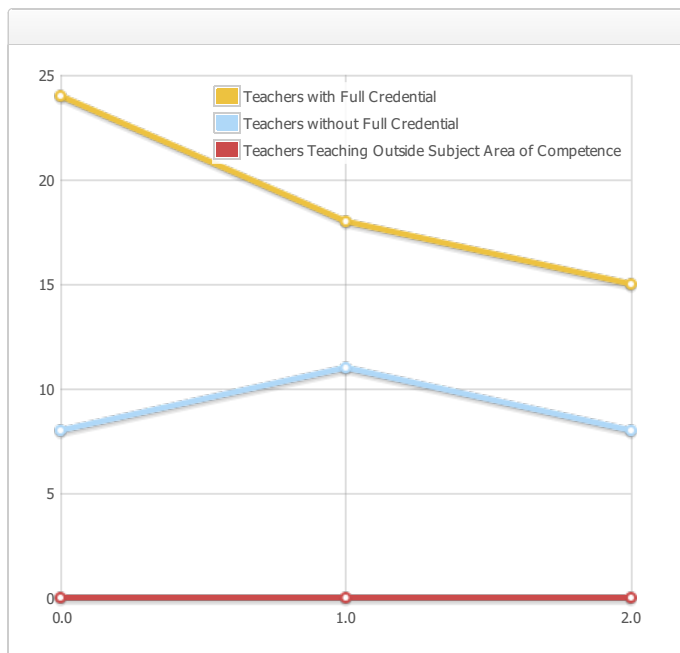
Last updated: 1/12/2019

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	0	0
Vacant Teacher Positions	0	1	0
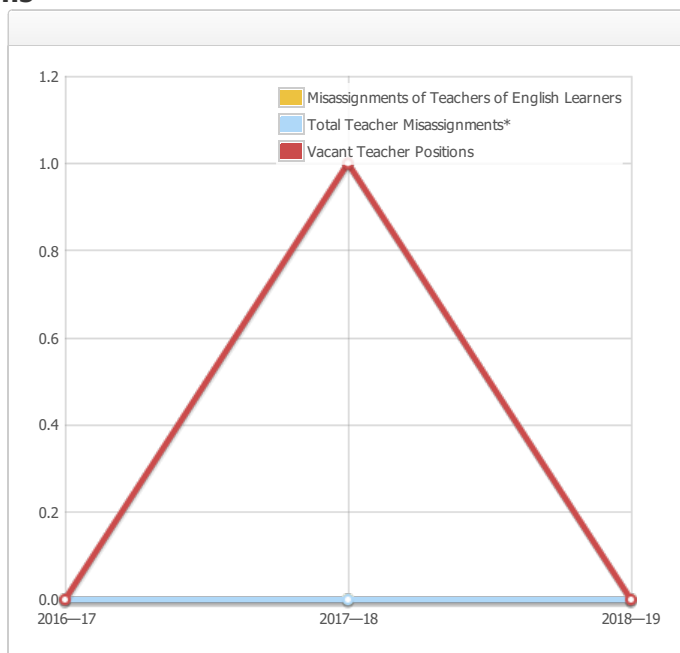
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2019

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

PS7 uses teacher created materials.

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: 1/17/2019

School Facility Conditions and Planned Improvements

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

A Facilities Inspection was performed in December 2018. Overall, the facilities are in good condition. There are no planned improvemetns scheduled for this site. This site meets all safety standards and is not deficient in any areas.

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. PS7 is only Grades 3-8, so these are not quite 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)	40.0%	39.0%	39.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	36.0%	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	357	347	97.20%	38.66%
Male	179	172	96.09%	29.41%
Female	178	175	98.31%	47.70%
Black or African American	222	215	96.85%	37.09%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	81	96.43%	46.91%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	35	35	100.00%	32.35%
Socioeconomically Disadvantaged	315	305	96.83%	37.29%
English Learners	15	15	100.00%	26.67%
Students with Disabilities	49	47	95.9%	2.22%
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	357	344	96.36%	35.57%
Male	179	170	94.97%	31.36%
Female	178	174	97.75%	39.66%
Black or African American	222	212	95.50%	31.75%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	81	96.43%	40.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	35	35	100.00%	40.00%
Socioeconomically Disadvantaged	315	302	95.87%	33.77%
English Learners	15	15	100.00%	33.34%
Students with Disabilities	49	46	93.87%	11.11%
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)

PS7 serves students in TK-8th grade - this section is NA.

Last updated: 1/12/2019

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

PS7 serves students in grades TK-8th - this section is NA.

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: 1/12/2019

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

PS7 serves students in grades TK-8th grade - this section is NA.

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

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
5	15.4%	26.9%	30.8%
7	25.4%	22.5%	12.7%

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.

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)

At PS7, the role of parents/families 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/Color Run, end of quarter incentives, college field lessons and other enrichment activities. Additionally, the school's School Site Council meets regularly to address specific Title I/ESSA issues and requirements.

PS7 also believes in frequent and open lines of communication between school and home. Scholars 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. In the Spring of 2018, 94 percent of families said those communication folders help them stay informed and connected with the events occurring on campus. In addition, PS7 utilizes an online platform and cell phone app called Class Dojo. This allows families to get in the moment updates on the behavior choices their scholars are making. It is also leveraged to send individual messages to families as well as to send out school-wide announcements so that our families have access to information both online and in their weekly folders. Lastly, every member of the PS7 Team is committed to a 24-hour communication policy. Each staff member has committed to returning any type of parent/family communication within 24 hours.

PS7 has also established many traditions that encourage families to come on campus and really be a part of the PS7 family. Traditions include a Summer Orientation for all families, a Quarter 1 Back to School Night, Fall and Spring Parent/Student/Teacher Conferences, an annual Book Fair including a Parent/Family Night, a Literacy Night, Quarterly and End of Year Award Ceremonies, and Promotion Ceremonies for K, 5th and 8th grade. These events are well attended-- for example, in September 2018, at PS7's Back To School Night, a total of 205 families were in attendance (65% of PS7's TK-5 families).

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)

PS7 serves students in grades TK-8th - this section is NA.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	9.9%	10.7%	9.7%
Graduation Rate	--	--	80.3%	81.4%	82.3%	83.8%

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

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
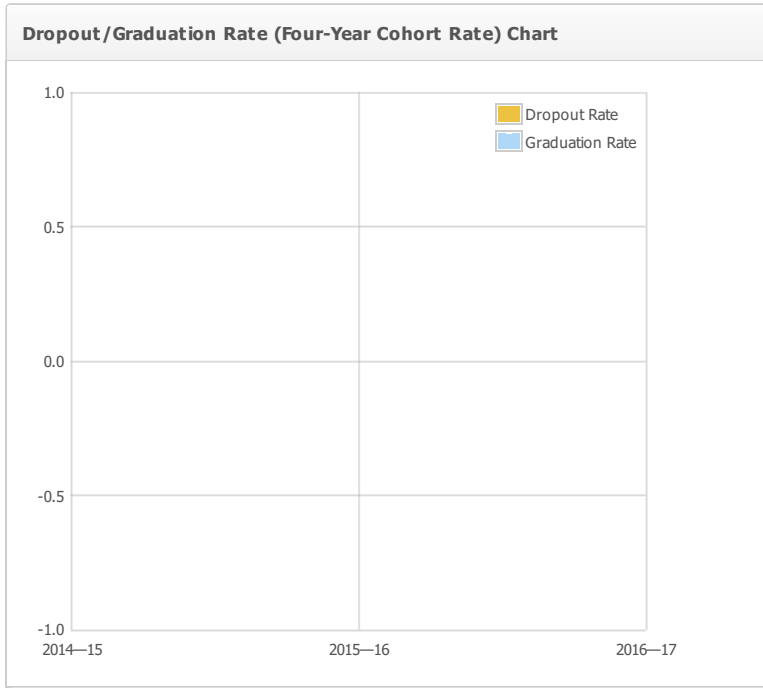
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/12/2019

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

PS7 serves students in grades TK-8th - this section is NA.

| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 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	15.9%	23.4%	22.6%	5.8%	6.3%	6.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
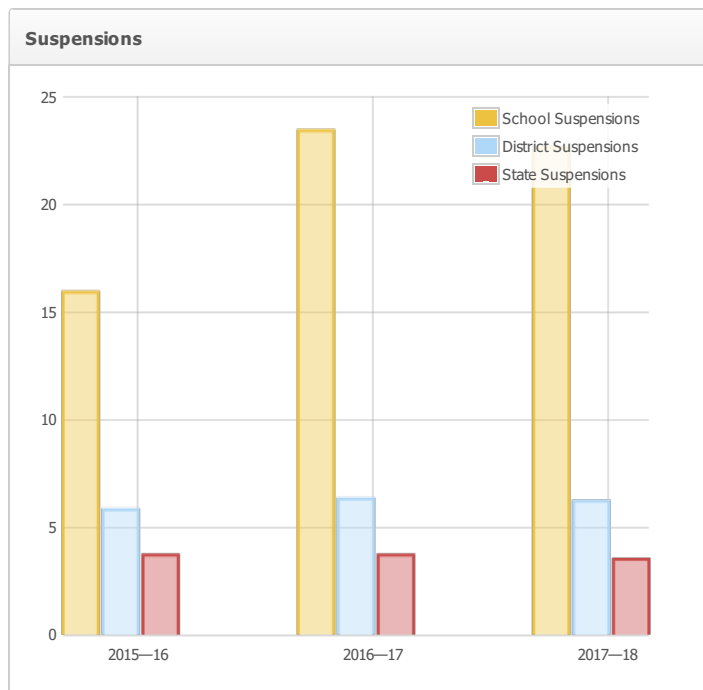
School Safety Plan (School Year 2018—19)

PS7 is designed to support a safe and secure campus where all students can focus on learning. PS7 has a comprehensive safety plan as required by Education Code. The overall safety protocols and plan for PS7 includes:

- child abuse reporting procedures,

- disaster procedures,

- fire drills,

- earthquake emergency procedures,

- lock downs,

- flood and evacuation of site,

- polices on suspension, expulsions, and mandatory expulsions,

- the schoolwide dress code,

- rules and procedures concerning school discipline.

The middle school site (6-8th) reviewed with staff on 11/7/18; The elementary site reviewed with staff on 7/30/18.

Additionally, PS7 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

Last updated: 1/17/2019

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.

Self-contained classes at the primary school level were reported broken out into multiple subject courses, so these numbers may appear larger than they actually are.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	4	12	
1	27.0		10	
2	27.0		12	
3	24.0	1	11	
4	29.0		12	
5	25.0		12	
6	27.0		28	
Other**	30.0		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	6	12	
1	23.0		11	
2	24.0		12	
3	24.0		12	
4	26.0		12	
5	26.0		12	
6	26.0		28	
Other**	26.0		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	5	10	
1	27.0		10	
2	21.0	8	8	
3	19.0	8	8	
4	24.0		16	
5	25.0		16	
6	28.0		36	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	5	2	
Mathematics	22.0	5	2	
Science	21.0	4		
Social Science	21.0	4		

* 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	4	2	
Mathematics	24.0	4	2	
Science	21.0	4		
Social Science	21.0	4		

* 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	19.0	22		
Mathematics	19.0	7		
Science	19.0	7		
Social Science	19.0	4		

* 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: 1/17/2019

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	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	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	$12730.9	$2047.6	$10683.3	$53817.0
District	N/A	N/A	--	$72113.0
Percent Difference – School Site and District	N/A	N/A	--	-29.1%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	47.6%	-40.1%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

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 5-8. PS7 Middle has a girls and boys basketball and soccer team that compete in a district league. PS7 5th grade scholars have the opportunity to participate in After School soccer and basketball clubs that culminate in a tournament. 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: 1/12/2019

# 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
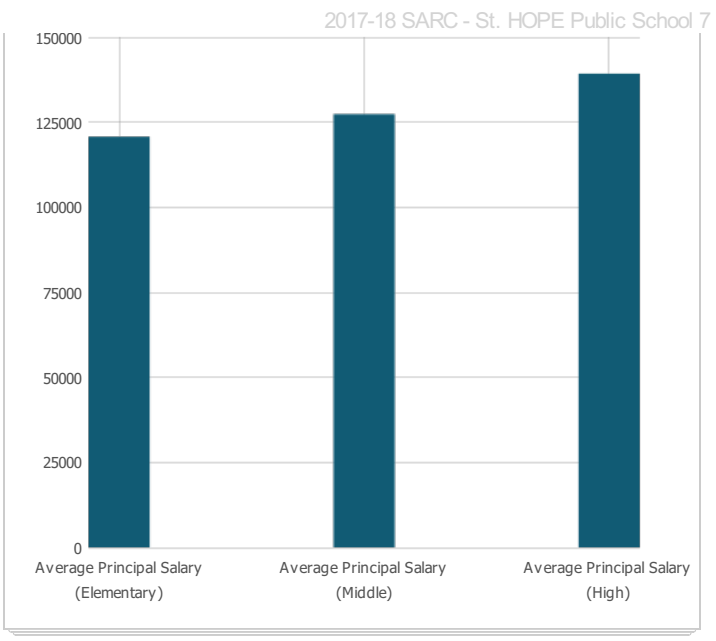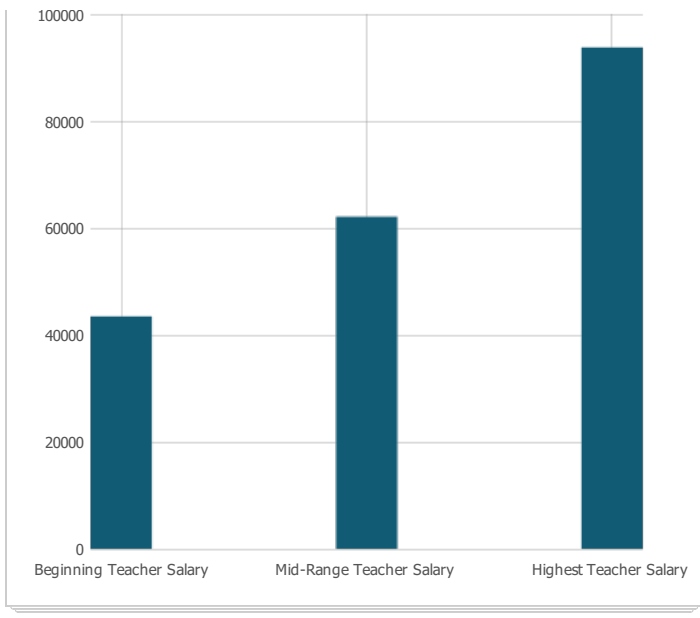
Last updated: 1/12/2019

Advanced Placement (AP) Courses (School Year 2017—18)

PS7 serves students in grades TK-8th - this section is NA.

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

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

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

Last updated: 1/12/2019

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. Topics for PD are determined based off of teacher and school key levers and include instructional delivery strategies, maintaining strong classroom and school culture, and sharing best practices. PS7 teachers also work in grade level and department teams to analyze achievement data and scholar work to further develop a vision of excellence for 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

Weekly 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.

Weekly classroom observations and debriefs

Ongoing mentoring and co-teachings

Other as necessary (i.e., SCOE, Charter Schools Association)

Last updated: 1/12/2019