



School of Engineering and Sciences

7345 Gloria Drive • Sacramento, CA 95831 • 916.395.5040 • Grades 7-12

Jim Hays, Principal

Jim-Hays@scusd.edu

<http://schoolofengineeringandsciences.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board

Jessie Ryan, President, Area 7
Darrel Woo, 1st VP, Area 6
Michael Minnick, 2nd VP, Area 4
Lisa Murawski, Area 1
Leticia Garcia, Area 2
Christina Pritchett, Area 3
Mai Vang, Area 5
Rachel Halbo, Student Member

District Administration

Jorge Aguilar
Superintendent
Lisa Allen
Deputy Superintendent
Iris Taylor, EdD
Chief Academic Officer
John Quinto
Chief Business Officer
Cancy McArn
Chief Human Resources Officer
Alex Barrios
Chief Communication Officer
Cathy Allen
Chief Operations Officer
Vincent Harris
**Chief Continuous Improvement &
Accountability Officer**
Elliot Lopez
Chief Information Officer
Chad Sweitzer
Instructional Assistant Superintendent

School Description

Our Mission: The School of Engineering and Sciences provides open access to a rigorous academic and technical course sequence. We insist on high levels of learning for all students with the ultimate goal of increasing the diversity of the science and engineering workforce living and working in Sacramento.

The School of Engineering and Sciences (SES) is one of Sacramento City Unified School District's small, career-themed schools designed through the assistance of the Bill and Melinda Gates Foundation. The School opened with grades 7 and 9 in 2007 and now holds over 550 7 through 12th graders. The school moved to its brand new location in January 2010. Students have the opportunity to participate in sports and Student Government, and High School CIF Athletic programs are open to students at their home comprehensive high school.

As a industry-themed school, we have adopted a school structure and instructional techniques that allow our students to better learn about and experience careers in the fields of engineering and science. All students at SES take an engineering course each year in addition to the standard academic core courses (ELA, Math, History, etc). These engineering courses expose students to various types of engineering, help them develop marketable job skills, and serve as a platform for many of the school's integrated unit projects. Integrated unit projects are a particular form of project-based learning in which groups of students are asked to solve a real world problem using information and skills from their core courses, including engineering. Students complete 4 integrated units each year ranging from science fair to green technology to EV cars. Students have the opportunity to participate in many extra curricular activities, such as competitive sports, FIRST robotics and student government.

The adult leadership will provide an environment for a student that is safe, orderly and conducive to purposefully engaged learning. Students will focus on unique course work and mentorships aligned to their personal goals. Students have numerous opportunities to interact with professionals in a variety of scientific fields of study through career explorations and regional study tours. Regional science competitions are a part of the comprehensive activities program. Students will also have the opportunity to enroll in early college coursework at California State University Sacramento while enrolled in high school. The School of Engineering and Sciences is proud of the many existing partnerships between the School and the community organizations and businesses.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	134
Grade 8	120
Grade 9	93
Grade 10	76
Grade 11	64
Grade 12	54
Total Enrollment	541

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.0
American Indian or Alaska Native	0.6
Asian	18.9
Filipino	1.5
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	2.8
White	14.4
Socioeconomically Disadvantaged	74.7
English Learners	9.8
Students with Disabilities	9.1
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			
School of Engineering and Sciences	16-17	17-18	18-19
With Full Credential	21	20	22
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	1	0	0
Sacramento City Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	2007
Without Full Credential	◆	◆	116
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School of Engineering and	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* 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.

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

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: February, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Edge Reading, Writing & Language Fundamentals 2014 Adopted 2018 Edge Reading, Writing & Language Level A 2014 Adopted 2018 Edge Reading, Writing & Language Level B 2014 Adopted 2018 Inside the USA Level: Newcomer 2009 Adopted 2018 Inside Phonics 2009 Adopted 2018 Basic English: AGS 2002 Adopted Myperspectives English Language Arts 9th 2017 Adopted 2018 Myperspectives English Language Arts 10th 2017 Adopted 2018 Myperspectives English Language Arts 11th 2017 Adopted 2018 Myperspectives English Language Arts 12th 2017 Adopted 2018 Language of Composition AP 2018 Adopted 2018 Literature & Composition: Reading, Writing, Thinking AP 2017 Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Mathematics I Integrated Pathway [Replaced by Publisher, adopted 2015] 2017 Adopted 2014 Mathematics II Integrated Pathway Volume 1 Units 1-4 2014 Adopted 2014 Mathematics II Integrated Pathway Volume 2 Units 5-6 2014 Adopted 2014 Mathematics III Integrated Pathway Volume 1 Units 1-2B 2015 Adopted 2015 Mathematics III Integrated Pathway Volume 2 Units 3-4B 2015 Adopted 2015 Calculus for AP 2017 Adopted 2018 Fast Track to a 5: Preparation for the AP Calculus AB and Calculus BC Examinations Workbook 2017 Adopted 2018 Introduction To Statistics and Data Analysis AP 2010 Adopted 2014 Practice of Statistics AP 2018 Adopted 2018 Basic Math Skills: AGS 2003 Algebra: AGS 2004 Geometry: AGS 2001</p> <p>Precalculus 2007 Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Hole's Essentials of Human Anatomy and Physiology 2003, 2006 Adopted Prior to 2007 Biology AP - 8th ed 2008 Adopted Prior to 2007 Biology: AGS 2003 Adopted Prior to 2007 Chemistry AP-7th ed 2005 Adopted Prior to 2007 Earth Science 2006 Adopted Prior to 2007 Earth Science: AGS 2004 Adopted Prior to 2007 Physical Science: AGS 2004 Adopted Prior to 2007 Physics: Principles and Problems 2005 Adopted Prior to 2007</p> <p>Biology: Dynamics of Life 2004 Adopted Prior to 2007 Chemistry: Matter and Change 2005 Adopted Prior to 2007 Conceptual Physics 2002 Adopted Prior to 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: February, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Magruder's American Government 2005 Adopted Prior to 2007 American Government: Advanced High School Course AP 2004 Adopted Prior to 2007 Economics Principles in Action 2007 Adopted Prior to 2007 Economics: AGS 2005 Adopted Prior to 2007 World Geography 2003 Adopted Prior to 2007 World Geography: AGS 2001 Adopted Prior to 2007 Our Stories in Our Voices 2017 Adopted 2015 United States Government : AGS 2004 Adopted Prior to 2007 American Anthem: Modern American History 2007 Adopted Prior to 2007 America's History for the AP Course 2014 Adopted 2014 Strive for a 5 for America's History: Preparing for the AP United States History Exam 2014 Adopted 2016 United States History: Preparing for the Advanced Placement Examination AP 2018 Adopted 2018 Human Legacy: World History, Modern Era 2008 Adopted 2007 World History Human Legacy: Modern Era 2008 Adopted 2007 World History: AGS 2001 Adopted Prior to 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Discovering French Blanc (two) 2001 Adopted Prior to 2007 Discovering French Bleu (one) 2001 Adopted Prior to 2007 Discovering French Nouveau!/Rouge 3/4 2004 Adopted Prior to 2007 Discovering French Rouge (3/4) 2004 Adopted Prior to 2007 Abriendo Paso: Gramatica 1995 & 2000 Adopted Prior to 2007 Abriendo Paso: Lectura 1995 & 2000 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 1995 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 Level 3 1997 Adopted Prior to 2007 En Espanol 2 (dos) 2004 Adopted Prior to 2007 En Espanol 3 (tres) 2004 Adopted Prior to 2007 En Espanol 1 (uno) 2004 Adopted Prior to 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

School of Engineer and Science, built in 1910, received Facility Inspection Tool (FIT) overall repair rating score of “fair” from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School of Engineer and Science also received funding from the State’s Office of Public School Construction Career Tech Education program to build a new 6,000 square foot classroom building to accommodate the expansion of the engineering program, which is scheduled to be completed in summer of 2019.

Funding from the federal government through USAC (Universal Service Administrative Co.) allowed for technology infrastructure improvements to the district’s wireless connectivity allowing for more internet access in the classroom and digital voice communication. These projects are expected to be completed by end of 2019.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Classrooms B1, B2, B3, B4, C1, C2, C3, C1, C2, C3, C11, C12, C13, C14, D1, D2,D3, D4, D12, D13, D14, D15, D16, Gym, Boys Locker Room, Girls Locker Room, Kitchen, Conference Room C and Workroom C: Repaint door interior - W.O. #128529. Classrooms B1 and B2: Repair the floor - W.O. #128526. Classroom B2: Repair ceiling section Repaint door interior - W.O. #128528. Classrooms C2, C3 and D4: Repair carpet - W.O. #128535. Classroom C11: Repaint back wall - W.O. #128534 Classroom C12 and Gym: Repair carpet molding - W.O. #128533 Classroom D3: Repair tile under counter - W.O. #128536 Classroom D4: Repair crack exterior wall - W.O. #128537. Classroom D14: Repaint back wall - W.O. #128534 Gym: Patch and repaint walls in the gym - W.O. #128532. Boys Locker Room and Girls Locker Room: Repair broken tile - W.O. #128531; Repaint the floor - W.O. #128538. Student Store: Repair cabinet door.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	Poor	Quad: Repair walk way under steps - W.O. #127865.
Overall Rating	Fair	

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	54.0	39.0	40.0	48.0	50.0
Math	34.0	37.0	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.

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.5	25.0	14.8
9	16.7	37.8	32.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	300	98.04	54.00
Male	180	175	97.22	52.57
Female	126	125	99.21	56.00
Black or African American	50	47	94.00	40.43
American Indian or Alaska Native	--	--	--	--
Asian	63	62	98.41	62.90
Filipino	--	--	--	--
Hispanic or Latino	115	113	98.26	46.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.00	66.67
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	229	225	98.25	52.00
English Learners	75	74	98.67	45.95
Students with Disabilities	26	24	92.31	29.17
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	301	98.37	36.88
Male	180	176	97.78	40.91
Female	126	125	99.21	31.2
Black or African American	50	48	96	25
American Indian or Alaska Native	--	--	--	--
Asian	63	62	98.41	40.32
Filipino	--	--	--	--
Hispanic or Latino	115	113	98.26	30.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100	57.14
Two or More Races	21	21	100	47.62
Socioeconomically Disadvantaged	229	226	98.69	30.53
English Learners	75	74	98.67	27.03
Students with Disabilities	26	24	92.31	16.67
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.

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 are integral partners at SES to ensure successful programs. Our parent organizations provide significant support for students and staff alike. Parents volunteer for special projects, school improvement, enrichment activities, and intervention programs. Our monthly newsletter provides parents and students with comprehensive information on School events, student recognitions and academic programs.

Parents are encouraged to volunteer, serve on School Site Council, take part in ELAC, participate in the PTSA, assist in the decision-making process, and act as mentors for our students. Parent participation is especially valued in attending meetings, student presentations, senior projects, field trips, fundraising, and coaching for athletic and academic programs.

The School Site Council provides a significant opportunity for participation in decision-making regarding School policy, program and expenditure of funds at the site level.

Parents and community members are a visible presence on campus, and have helped build the programs on campus.

The school also holds parent workshops twice a month. Workshops range from financial aid to college application support to Infinite Campus and Google Classroom trainings.

For more information, contact Jim Hays, Principal; Elaine Brown, Office Manager; or Ruth Angrisani, PTSA President, at (916) 395-5040.

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.

School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2018-2019

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter

(e) Chemical Accident

(f) Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

Section 4..... Site Level Use of Schools as a Community Shelter **

Section 5.....District Policies Related to Safety and Missing Student Protocol:

(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting

(c) Suicide Risk Assessment

(d) Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

** To be determined by The American Red Cross and the Office of Emergency Services

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
 Section 12..... Site Level Communication Procedures
 Section 12 (a)Emergency Phone Tree
 Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
 Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
 Section 15...Site Level Family Reunification Plans
 Section 15(a)..... Reunification Logs
 Section 16.....* Site Level Provisions for Students/Staff with Special Needs
 Section 16(a).....Site Evacuation for Persons With Special Needs
 Section 17.....School Site Safety Committee Member List and Approval of CSSP
 Section 18...Staff / School Handbook
 Section 19.....Site Map (Please Label All Rooms)
 Section 20.....OPTIONAL-Additional Site-Specific Safety Information

- Confidential

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.4	4.3	4.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.8	6.3	6.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	364

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	30.0	28.0	23.0	2	3	9	7	13	10	8	3	6
Mathematics	24.0	25.0	22.0	7	3	9	8	7	15	2	2	1
Science	31.0	29.0	25.0		2	4	10	14	10	6	4	6
Social Science	30.0	28.0	21.0	3	5	10	7	8	11	9	6	6

* 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.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2016-17 Teacher and Administrative Salaries		
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 (ES)	\$120,748	\$123,495
Average Principal Salary (MS)	\$127,364	\$129,482
Average Principal Salary (HS)	\$139,247	\$142,414
Superintendent Salary	\$290,000	\$271,429
Percent of District Budget		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,070	\$526	\$6,545	\$57,112
District	◆	◆	\$6,048	\$72,113
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-4.5	-21.4
Percent Difference: School Site/ State			-12.8	-33.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

School of Engineering and Sciences has a diverse population that works well together. Students collaborate and work in groups to plan and present their projects. Students are recognized for their academic achievement and social emotional growth by teachers and the Principal through academic awards assemblies each quarter. Students are responsible for planning and implementing a comprehensive activities program which includes School dances, School-wide assemblies, rallies and movie nights. Morning announcements include a short message for social-emotional development in addition to the daily informational component. The small total student enrollment allows teachers and other staff members to know students by name and reinforce students' connections to their school.

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. School of Engineering and Science and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- Professional Development
- Support Staff, such as instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
School of Engineering and Sciences	2014-15	2015-16	2016-17
Dropout Rate	4.3	6.7	4.1
Graduation Rate	95.7	88.9	95.9
Sacramento City Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.9	9.9	8.8
Graduation Rate	80.3	81.4	82.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	188
% of pupils completing a CTE program and earning a high school diploma	26%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	52.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	18.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	2	♦
Science	0	♦
Social Science	2	♦
All courses	6	13.9

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	82.7	88.7
Black or African American	100.0	74.1	82.2
American Indian or Alaska Native	0.0	76.9	82.8
Asian	88.9	91.0	94.9
Filipino	0.0	95.7	93.5
Hispanic or Latino	93.8	82.8	86.5
Native Hawaiian/Pacific Islander	0.0	73.1	88.6
White	100.0	81.1	92.1
Two or More Races	100.0	86.3	91.2
Socioeconomically Disadvantaged	100.0	84.6	88.6
English Learners	100.0	64.9	56.7
Students with Disabilities	75.0	58.5	67.1
Foster Youth	100.0	60.9	74.1

Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified as they move to adopt a “Linked Learning” approach preparing students for career and post-secondary experiences. The department also works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation.

Linked Learning is a career-themed approach to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. No matter which professional interest they choose, Linked Learning students develop into adults who are prepared for college, career, and life after high school.

The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

CTE programs and courses are reviewed by CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to, business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

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.