

Susan B. Anthony

7864 Detroit Boulevard • Sacramento, CA 95832 • 916.433.5353 • Grades K-6

Bao Moua, Principal

Bao-Moua@scusd.edu

<https://scusd.edu/school/susan-b-anthony>

2018-19 School Accountability Report Card Published During the 2019-20 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, Board of Education, Area 7

Christina Pritchett

**1st Vice President, Board of Education,
Area 3**

Michael Minnick

**2nd Vice President, Board of Education,
Area 4**

Lisa Murawski

Board of Education Member, Area 1

Leticia Garcia

Board of Education Member, Area 2

Mai Vang

Board of Education Member, Area 5

Darrel Woo

Board of Education Member, Area 6

Olivia Ang-Olson

Student Board Member

District Administration

Jorge Aguilar

Superintendent

Lisa Allen

Deputy Superintendent

Christine Baeta

Chief Academic Officer

Rose Ramos

Chief Business Officer

Cancy McArn

Chief Human Resources Officer

Vacant

Chief Communication Officer

Vacant

Chief Operations Officer

Vincent Harris

**Chief Continuous Improvement &
Accountability Officer**

Elliot Lopez

Chief Information Officer

Olga L. Simms

Instructional Assistant Superintendent

Vision:

Every SBA student is a confident, responsible citizen who uses critical thinking and creative skills to contribute to a diverse changing world.

Mission:

To create a safe teaching and learning environment where individual students have opportunities to learn the knowledge and skills to become lifelong critical thinkers, creative leaders, real world problem solvers, social justice promoters, and change agents in society.

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 49 |
| Grade 1 | 44 |
| Grade 2 | 41 |
| Grade 3 | 63 |
| Grade 4 | 50 |
| Grade 5 | 51 |
| Grade 6 | 50 |
| Total Enrollment | 348 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 5.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 69.3 |
| Filipino | 0.9 |
| Hispanic or Latino | 19 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 2 |
| Two or More Races | 2.9 |
| Socioeconomically Disadvantaged | 84.8 |
| English Learners | 47.1 |
| Students with Disabilities | 7.8 |

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 for Susan B. Anthony | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 14 | 14 | 17 |
| Without Full Credential | 2 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Sacramento City | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 1897 |
| Without Full Credential | ♦ | ♦ | 59 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Susan B. Anthony

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 2 |

* 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 2019-20)

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: January, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------------|---|
| Reading/Language Arts | Benchmark Advance - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | enVisionMATH California Common Core 2015-Pearson-K-6th - 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | California Science, McMillian McGraw-Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | California Vistas, McMillian McGraw-Hill - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0% |
| Health | Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Susan B. Anthony Elementary School, built in 1977, received Facility Inspection Tool (FIT) overall repair rating score of "exemplary" from its most recent facility inspection in September 2019. 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 Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/12/2019

| System Inspected | Repair Status | 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 | Community Room: Repair light ballast - W.O. #128421. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 21 | 23 | 40 | 43 | 50 | 50 |
| Math | 19 | 18 | 32 | 32 | 38 | 39 |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 25.0 | 16.7 | 8.3 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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 | 206 | 206 | 100.00 | 22.82 |
| Male | 93 | 93 | 100.00 | 19.35 |
| Female | 113 | 113 | 100.00 | 25.66 |
| Black or African American | 13 | 13 | 100.00 | 23.08 |
| Asian | 139 | 139 | 100.00 | 22.30 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 37 | 100.00 | 21.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 176 | 176 | 100.00 | 19.32 |
| English Learners | 120 | 120 | 100.00 | 21.67 |
| Students with Disabilities | 28 | 28 | 100.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 2018-19 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 | 206 | 206 | 100.00 | 17.96 |
| Male | 93 | 93 | 100.00 | 24.73 |
| Female | 113 | 113 | 100.00 | 12.39 |
| Black or African American | 13 | 13 | 100.00 | 7.69 |
| Asian | 139 | 139 | 100.00 | 20.86 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 37 | 100.00 | 8.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 176 | 176 | 100.00 | 16.48 |
| English Learners | 120 | 120 | 100.00 | 12.50 |
| Students with Disabilities | 28 | 28 | 100.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 2019-20)

We take great pride in the amount of parental involvement at our school. Our PTO organization actively supports the school and we have good attendance by our parents and community members at events such as:

Back to School Night
 Parent Coffee Chats
 Parent Information Nights (Bi-Monthly)
 Parent conferences
 Student performances (Winter and Spring)
 Multi-cultural days
 Family Nights
 Hmong Culture Celebration
 Open House
 Fall Festival
 Spring Carnival
 Black History Celebration
 Hispanic Culture Celebration
 Food Literacy

For more information, contact Bao Moua, Principal at (916) 433-5353.

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

School Safety Plan

Sacramento City Unified School District

Comprehensive Safe School Plan (CSSP) 2019-2020

The Comprehensive Safe School Plans (CSSP) 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 2019 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.

Currently the CSSP contains the following sections.

| | |
|--|--|
| Section 1 | Crisis Communication Flow Chart |
| 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 Procedure |
| a) Evacuation for Persons with Disabilities | |
| Section 4..... | Site Level Use of schools as a Community Shelter |
| Section 5..... | District Policies & Protocols Related to Student Safety |
| a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents | |
| b) Mandated Child Abuse Reporting | |
| c) Suicide Risk Assessment Procedures | |
| d) Mental Health Crisis Response Procedure | |
| e) Missing Student Protocol | |
| Section 6..... | Bullying Policies and Procedures |
| a) AR 5145.4 Anti-Bullying - Students | |
| b) Report of Suspected Bullying Page 1 | |
| c) Report of Suspected Bullying Page 2 | |
| d) Guidance for Action Plan | |
| e) Student Safety Plan | |
| Section 7..... | Dangerous Student Notification/Email Notifications Made by IT Dept |
| Section 8..... | Wellness Plan |
| a) BP 5030 Student Wellness | |
| Section 9..... | District Handbook |
| Section 10..... | Component I: Social Climate |
| | Component II: Physical Climate/Campus |
| Section 11..... | Site Level Incident Command System (ICS) Roles and Team |
| Section 12..... | Site Level Communication Procedures |
| a) Emergency Phone Tree | |
| Section 13..... | Before and After School Programs |
| | Coordinators/Contact Numbers |
| | Days/Hours of Operation on Campus |
| Section 14..... | Site Level Safe Ingress & Egress Procedures and Route Maps |
| Section 15..... | Site Level Family Reunification Plans |
| a) Reunification Logs | |
| Section 16..... | *Site Level Provisions for Students/Staff with Special Needs |
| 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 |

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 6.3 | 6.2 | 5.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 2.5 |
| Other | |

* 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 (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 119 | | 2 | 1 | 120 | | 2 | 1 | 127 | | 2 | 1 |
| 1 | 21 | 2 | 1 | | 19 | 1 | 1 | | 22 | 1 | 1 | |
| 2 | 24 | | 2 | | 21 | 1 | 2 | | 21 | 1 | 1 | |
| 3 | 18 | 2 | | | 21 | 1 | 1 | | 21 | 2 | 1 | |
| 4 | 24 | | 2 | | 22 | | 2 | | 25 | | 2 | |
| 5 | 22 | 1 | 1 | | 21 | 1 | 1 | | 26 | | 2 | |
| 6 | 18 | 2 | | | 21 | 1 | 1 | | 25 | | 2 | |
| 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.

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 learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Relevant 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 Local Control Accountability 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 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,673 | \$48,612 |
| Mid-Range Teacher Salary | \$60,025 | \$74,676 |
| Highest Teacher Salary | \$98,512 | \$99,791 |
| Average Principal Salary (ES) | \$120,748 | \$125,830 |
| Average Principal Salary (MS) | \$127,364 | \$131,167 |
| Average Principal Salary (HS) | \$139,247 | \$144,822 |
| Superintendent Salary | \$295,000 | \$275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 29% | 34% |
| Administrative Salaries | 6% | 5% |

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$9,441 | \$2,364 | \$7,078 | \$65,937 |
| District | N/A | N/A | \$6,048 | \$73,236.00 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 9.8 | 11.9 |
| School Site/ State | 1.4 | 0.0 |

Note: Cells with N/A values 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

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. Susan B. Anthony Elementary School and district supplemental programs and services include:

- Instructional aides
- Intervention teacher
- After-school tutoring
- Community liaison
- Every classroom is equipped with computers, document cameras, and SMART Boards.
- Extended Day/Summer School
- Enrichment Programs
- Translation for Home-School Communication
- Student primary language support
- Supplemental instructional materials

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

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.