

# Leonardo da Vinci K-8 School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Leonardo da Vinci K-8 School
<b>Street</b>	4701 Joaquin Way
<b>City, State, Zip</b>	Sacramento, CA 95822
<b>Phone Number</b>	916.395.4635
<b>Principal</b>	Devon Davis
<b>Email Address</b>	Devon-Davis@scusd.edu
<b>School Website</b>	<a href="https://www.scusd.edu/">https://www.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-6059315

## 2023-24 District Contact Information

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Lisa Allen
<b>Email Address</b>	<a href="https://www.scusd.edu/form/send-us-email">https://www.scusd.edu/form/send-us-email</a>
<b>District Website</b>	www.scusd.edu

## 2023-24 School Description and Mission Statement

“Leonardo da Vinci K-8 School is a community dedicated to the development of the whole child as a literate, curious, and inventive person, responsible for the preserving and creating beauty in our cultural and natural environments. We will foster this Renaissance child of the Arts and Sciences through Integrated Thematic Instruction.”

Leonardo da Vinci K-8 School has rigorous gate level curriculum that extends the Common Core Standards. We teach the standards through the use of board adopted texts, thematic instruction (Highly Effective Teaching formerly called Integrated Thematic Instruction), and projects. In addition, we intertwine the following into each thematic unit: field trips, large end-of-unit projects, research projects at every grade level, science instruction, social science curriculum that connects to the English Language Arts Program, and math that is conceptual and functional. We are dedicated to visual and performing arts and the arts in integrated into our units of study. Students participate in site and district tests and assessments.

Program highlights: We are a Parent Participation school. We have five evening teacher/parent meetings so that parents have an understanding of the upcoming curriculum, projects, field trips, and volunteer opportunities. We offer a range of programs that extend our school mission of educating the Renaissance child: Mathletes, GATE level curriculum K-6, Honors/GATE math and ELA classes 7-8, After-school GATE Program, 4th-8th Grade Band and Orchestra, Drama Enrichment Class, Student Government, K-6 Art Lab, K-6 Art Links Program, 7-8 Art Lab and Visual Art Elective, K-8 Science Lab, Morning Sing K-3, Art Rotation 1-3, 8-9 Field Trips, per year (every grade level), Competitive Athletic Program, Organic Garden, Library, Computer Labs, Culturally Inclusive Assembly Program, Young Author’s Competition, and Science Fair. Our students of the Renaissance participate in regional and local academic competitions: MESA, History Day, Speech and Debate, and Mathletes. We encourage our students and families to be active with round rounded activities to develop every aspect of their child’s growth and development.

There are several family and community nights: two annual science nights, Winter Fair, Harvest Hoedown, Renaissance Fair, Formal Family Dance, and Mother-Son Sock Hop. LdV Hosts High School Prep Event, Middle School High Summer Preparation event Dolphinpalooza, and District Athletic Events.

Parents of students at Leonardo da Vinci are encouraged to contribute 40 hours a year of volunteer time to the educational program. Parent participation allows teachers to offer centers, workshops and small group instruction for both academic and enrichment exercises. We have several active parent leadership groups: PTC, ELAC, and SSC. Additionally, we have several

## 2023-24 School Description and Mission Statement

parent sub committees: arts, culturally inclusive education, arts committee, science committee, historian and yearbook committee. We have several parent leadership roles, per classroom that include: class manager, field trip coordinator, garden chair, art links, treasurer and library.

We are dedicated to our mission and vision.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	86
Grade 2	97
Grade 3	93
Grade 4	98
Grade 5	99
Grade 6	98
Grade 7	49
Grade 8	63
<b>Total Enrollment</b>	<b>797</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.7%
American Indian or Alaska Native	0.3%
Asian	7.4%
Black or African American	5.5%
Filipino	1.1%
Hispanic or Latino	37.5%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11%
White	36.8%
English Learners	5%
Homeless	0.1%
Migrant	0.1%
Socioeconomically Disadvantaged	34.9%
Students with Disabilities	13.9%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.70	91.83	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	42.30	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	93.00	4.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	70.70	3.53	12115.80	4.41
<b>Unknown</b>	2.90	8.14	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	36.70	100.00	2001.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.30	94.80	1686.00	84.45	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	37.10	1.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.90	5.20	144.80	7.25	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	67.40	3.38	11953.10	4.28
<b>Unknown</b>	0.00	0.00	61.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	37.20	100.00	1996.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, Mathematics, Science, Physical Education, and Visual and Performing Arts. 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.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELA  Benchmark K-6 2017-2018 4-8th Grade Novel Study Press 2021-2022  ELD  Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE	Yes	0%
<b>Mathematics</b>	Envisions K-2 (2024 Update) Savvas 2023-2024 Envisions K-2 - ONLINE (2024 Update) 2023-2024 Envisions 3-6 Savvas 2013-2014 Envisions 3-6 - ONLINE 2023-2024 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024	Yes	0%
<b>Science</b>	Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023 Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023 Amplify Science K-5 (Workbooks) English & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Science Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023 Amplify Science K-5 Spanish (Kits) 2022-2023 Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021	Yes	0%

<b>History-Social Science</b>	K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024	Yes	0%
<b>Foreign Language</b>	7-8 Sign LAnage Elective	Yes	0%
<b>Health</b>	PE Teachers	Yes	0%
<b>Visual and Performing Arts</b>	Teachers have thematic instruction and include visual and performing arts. Grade levels have multiple visual art, speaking and performing opportunities. Artists in residence K-6th Grade Middle School Visual Art Teacher After school visual and performing arts program.	Yes	0%

## School Facility Conditions and Planned Improvements

Leonardo da Vinci received a Facility Inspection Tool (FIT) overall rating score of Good on their most recent inspection.

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 in 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.

**Year and month of the most recent FIT report**

1/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Room 1 Band: Touch up paint by door.W.O.# Room 14 Library: 7 Missing ceiling tile.W.O.# Room 16: Missing ceiling tile.W.O.# Room 19 RSP: 1 missing ceiling tile.W.O.# Interior door coming off the hidges.W.O.# Room 2 Kinder: Missing ceiling tile.W.O.# Room 22: 1 Missing ceiling tile.W.O.# Room 28: 5 Missing ceiling tile.W.O.# Room 29: 5 Missing ceiling tile.W.O.# Room 30: 5 Missing ceiling tile.W.O.# Room 31: 2 Missing ceiling tile.W.O.# Room 34: 1 Missing ceiling tile.W.O.# Room 35: 3 Missing ceiling tile.W.O.# Room 39: Missing 1 foot seem on ceiling.W.O.# Room 4 Kinder: Stained ceiling tile.W.O.# Room 5: Bad ballast.W.O.# Missing ceiling tile.W.O.# Room 7: Stained ceiling tile.W.O.# Staff RR by room 13: Plug holes in wall.W.O.#
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Room 10: Bad ballast.W.O.# Room 13: Missing light diffuser.W.O.#



## School Facility Conditions and Planned Improvements

			Room 23: Bad ballast.W.O.# Room 32: 3 Bad ballasts.W.O.# Room 5: Bad ballast.W.O.# Missing ceiling tile.W.O.#
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Boys RR by room 13: Re-attach sinks to wall.W.O.# 2nd sink not working.W.O.#
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 19 RSP: 1 missing ceiling tile.W.O.# Interior door coming off the hinges.W.O.#

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	65	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	50	52	27	28	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	493	479	97.16	2.84	65.14
<b>Female</b>	251	243	96.81	3.19	74.07
<b>Male</b>	242	236	97.52	2.48	55.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	33	97.06	2.94	81.82
<b>Black or African American</b>	27	25	92.59	7.41	44.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	194	189	97.42	2.58	50.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	48	97.96	2.04	75.00
<b>White</b>	180	175	97.22	2.78	77.71
<b>English Learners</b>	15	14	93.33	6.67	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	200	195	97.50	2.50	52.82
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	87	76	87.36	12.64	27.63

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	493	479	97.16	2.84	51.57
<b>Female</b>	251	243	96.81	3.19	53.09
<b>Male</b>	242	236	97.52	2.48	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	33	97.06	2.94	75.76
<b>Black or African American</b>	27	25	92.59	7.41	16.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	194	189	97.42	2.58	31.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	48	97.96	2.04	70.83
<b>White</b>	180	175	97.22	2.78	68.57
<b>English Learners</b>	15	14	93.33	6.67	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	200	195	97.50	2.50	33.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	87	76	87.36	12.64	23.68

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	49.69	55.48	25.03	25.46	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	157	155	98.73	1.27	55.48
<b>Female</b>	63	63	100.00	0.00	58.73
<b>Male</b>	94	92	97.87	2.13	53.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	72.73
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	59	58	98.31	1.69	31.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	66.67
<b>White</b>	60	60	100.00	0.00	76.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	65	64	98.46	1.54	42.19
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	23	22	95.65	4.35	13.64

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	65%	69%	70%	70%	70%
Grade 7	100%	100%	100%	100%	100%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

2023, will mark the 34 years of Leonardo da Vinci School. A California Distinguished School in 2008. A California Honorable Mention School for Civic Learning in 2017-2018. A Core School of Improvement in 2018-19. Over thirty years ago, Leonardo da Vinci School was founded as an Integrated Thematic Instruction. Gate level thematic curriculum and parent participation was considered an integral part of the school and this goal has continued. We encourage 40 hours of parent participation each year.

Parents participate in all the SCUSD clearances to be able to help volunteer in the classrooms and to drive on field trips. Parental involvement is an integral part of our school. Parents working in the classroom enable students to work in small groups and receive more individual attention.

The parent participation allows for many opportunities for student success. Parents support students with one-on-one help. Parents make it possible for teachers to bring more art and science projects into their classrooms. Parent drivers and chaperones make it possible for the children to experience many field trips to broaden their classroom learning. Parents

Parent involvement has brought many special programs to the school: On-Stage Acting Program, Solar Regatta Boat Making and Middle School Solar Regatta Competition, Grade Level Thematic Days, School Theme Days, Art Links, to name a few. Parent generated events such as our Renaissance Faire bring history alive and make learning relevant.

Parents at LdV are involved in many decision-making committees: PTC, SSC, and ELAC. Parents lead our Parent Teacher Council and several sub committees (garden, culturally inclusive committee, ways and means, garden an facility, newsletter, climate, athletics, and membership).

English Language Learner Parents may attend Parent Leadership classes led by SCUSD to gain parent tips, parent leadership information, English classes, job readiness, and GED information. We support an annual celebration at SCUSD to honor our EL Parent Leaders.

## 2023-24 Opportunities for Parental Involvement

One weekend a month parents gather at the school to work on large projects, improving the grounds and working in the gardens.

School support staff members help to calculate parent volunteer hours, creates and publishes a weekly newsletter, and posts parent volunteer opportunities.

Teachers lead five parent meeting in which parents find out about the upcoming curriculum and standards for the month, special projects which need parent support, and volunteer opportunities (field trips, class workshops, class centers, class art projects).

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	804	798	88	11.0
<b>Female</b>	423	418	38	9.1
<b>Male</b>	381	380	50	13.2
<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	2	2	0	0.0
<b>Asian</b>	60	60	2	3.3
<b>Black or African American</b>	47	44	6	13.6
<b>Filipino</b>	9	9	0	0.0
<b>Hispanic or Latino</b>	302	299	46	15.4
<b>Native Hawaiian or Pacific Islander</b>	3	3	1	33.3
<b>Two or More Races</b>	88	88	6	6.8
<b>White</b>	293	293	27	9.2
<b>English Learners</b>	40	40	9	22.5
<b>Foster Youth</b>	0	0	0	0.0
<b>Homeless</b>	1	1	1	100.0
<b>Socioeconomically Disadvantaged</b>	286	280	50	17.9
<b>Students Receiving Migrant Education Services</b>	1	1	1	100.0
<b>Students with Disabilities</b>	129	126	29	23.0

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.47	0.62	0.04	4.73	6.16	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.62	0
<b>Female</b>	0.24	0
<b>Male</b>	1.05	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.66	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	1.02	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0.35	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0.78	0



## 2023-24 School Safety Plan

Sacramento City Unified School District  
Comprehensive Safe School Plan 2022-2023

- 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
  - a. Earthquake Emergency Response for Students with Special Needs
- 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 5020: Custodial & Parent Rights and Board Policy 5021: Noncustodial Parents
  - 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
- 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
  - 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
  - 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

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	24		8	
2	22	1	8	
3	21	1	8	
4	28	1	2	1
5	28	1	4	
6	29	1	4	
Other	12	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	21	1	8	
2	24		8	
3	22	1	8	
4	27	1	6	
5	27	1	6	
6	25	1	6	
Other	9	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	5	0
1	19	3	6	0
2	21	1	8	0
3	21	1	8	0
4	27	1	6	0
5	28	1	6	0
6	27	1	2	0
Other	10	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.6
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,613	\$885	\$5,728	\$73,049
<b>District</b>	N/A	N/A	\$6,048	\$87,329
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.4	-13.2
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-14.1	-15.6

## Fiscal Year 2022-23 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 programs, 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.

Leonardo da Vinci School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,228	\$55,550
<b>Mid-Range Teacher Salary</b>	\$54,542	\$80,703
<b>Highest Teacher Salary</b>	\$106,174	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$125,578	\$137,703
<b>Average Principal Salary (Middle)</b>	\$132,459	\$143,760
<b>Average Principal Salary (High)</b>	\$144,817	\$159,021
<b>Superintendent Salary</b>	\$327,071	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	29.04%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.73%	4.87%

## Professional Development

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 strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4		3