

Pacific Elementary 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/fq/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

| | |
|--|---|
| School Name | Pacific Elementary School |
| Street | 6201 41st Street |
| City, State, Zip | Sacramento, CA 95824 |
| Phone Number | 916.395.4670 |
| Principal | Dr. Karen Bridges |
| Email Address | Karen-Bridges@scusd.edu |
| School Website | https://www.scusd.edu/ |
| County-District-School (CDS) Code | 34-67439-6034193 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Sacramento City Unified School District |
| Phone Number | (916) 643-7400 |
| Superintendent | Lisa Allen |
| Email Address | https://www.scusd.edu/form/send-us-email |
| District Website | www.scusd.edu |

2023-24 School Description and Mission Statement

Our Vision is to ensure all students will achieve at high levels through academics, social development, and diverse enrichment programs. We build a model of achievement through an engaging curriculum that develops excellence, collaboration and innovation.

Mission Statement: Our mission is to provide a safe, inspiring, and engaging learning environment that will cultivate responsible, lifelong learners who are prepared to meet the needs of an ever changing and culturally diverse world.

Where academic improvements are needed, the Pacific Staff and School Site Council have spent time analyzing and monitoring achievement data in order to make instructional adjustments for improving student outcomes. The following items reflect major components of the plan for improving academic achievement at Pacific School:

Teachers collaborate in grade level or school-wide teams at least 1 time per week after school.

Grade level teams have participated in 2-3 ELA Coaching Cycles with district training specialists. Also, Grade level teams regularly met with district ELA/ELD training specialists during grade level CT.

All students are eligible to receive Supplemental Educational Services (tutoring) and all students have access to grade level computer intervention (iReady & ST Math). Individualized learning plans will meet the whole child needs of every student.

The process for the development of the 2023-2024 school plan was collaborative effort which included the voice of all stakeholders. Below identified the dates and activities regarding budget planning:

1. School Site Council, ELAC, and Safety Committee met as a group and reviewed and discussed 2023-2024 SPSA, goals, and expenditures from General Fund, Title 1, LEP, and Free & Reduced. LCAP and school goals and costs were shared and discussed while considering goals and budget for 2023-2024.
2. School Site Council, ELAC, and Safety Committee met as a group and reviewed and discussed 2023-2024 LCAP balances in all categories and the alignment between site SPSA and the District Strategic Plan while considering the impact for 2023-2024 SPSA.
3. School Site Council, ELAC, and Safety Committee met as a group and reviewed 2023-2024 budget balances and programs to continue to include in 2023-2024 budget.
4. School Site Council, ELAC, and Safety Committee met as a group to evaluate EL student data and site EL program and need of continual support for professional development in ELD standards with district training specialists.
5. SBDM... Team shared and discussed the school wide survey that ranked PI Intervention spending recommendations.

2023-24 School Description and Mission Statement

6. Staff Meeting...Staff looked at SES requirements and student assessments to recommend students to extended day tutoring with paid Pacific teachers to increase academic achievement in ELA/Math. Staff looked over 2023-2024 budget and focus of site programs based on staff, teacher, community, and family survey.
7. Collaborative Time...Staff was trained on Illuminate to facilitate the sharing, analyzing and discussion of data and intervention strategies to increase academic achievement. Teachers worked in grade level teams to focus on grade level and individual classroom data to inform instructional planning.
9. Pacific staff participated in Social Emotional Learning (SEL) training and discussed strategies to continue Social Emotional Learning in the classroom to increase academic, social, and emotional achievement.
10. SSC evaluated the 2023-2024 SPSA, made changes to develop 2023-2024 SPSA and approved the new amended SPSA.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 93 |
| Grade 1 | 90 |
| Grade 2 | 88 |
| Grade 3 | 107 |
| Grade 4 | 91 |
| Grade 5 | 117 |
| Grade 6 | 99 |
| Total Enrollment | 685 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.7% |
| Male | 48.3% |
| American Indian or Alaska Native | 0.6% |
| Asian | 32.7% |
| Black or African American | 9.6% |
| Filipino | 0.1% |
| Hispanic or Latino | 46.1% |
| Native Hawaiian or Pacific Islander | 2% |
| Two or More Races | 3.2% |
| White | 5.5% |
| English Learners | 49.9% |
| Homeless | 2.5% |
| Migrant | 0.6% |
| Socioeconomically Disadvantaged | 97.5% |
| Students with Disabilities | 5.4% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.00 | 92.59 | 1666.90 | 83.27 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 7.41 | 42.30 | 2.12 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 93.00 | 4.65 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 70.70 | 3.53 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 128.70 | 6.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 27.00 | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.00 | 100.00 | 1686.00 | 84.45 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 37.10 | 1.86 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 144.80 | 7.25 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 67.40 | 3.38 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 61.00 | 3.06 | 15831.90 | 5.67 |
| Total Teaching Positions | 29.00 | 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 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 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.

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 |
| Total Out-of-Field Teachers | 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 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 10.3 | 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 |
|-------------------------------------|--|-----------------------------|--|
| <p>Reading/Language Arts</p> | <p>ELA</p> <p>Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language & literature for the IB Diploma Oxford Univ Press 2021-2022</p> <p>ELD</p> <p>Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : Inside Fundamental = 26 Licenses, A = 120 Licences, B = 120 Licences ; Edge Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019</p> | <p>Yes</p> | <p>0%</p> |
| <p>Mathematics</p> | <p>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 Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011 Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024 AP Pre-Calculus Prentice Hall 2018-2019 Pre-Calculus ONLINE 2021-2022 AP Calculus for AP Cengage 2018-2019 Calculus for AP ONLINE 2021-2022 AP Calculus : Fast Track to a 5 Online 2018-2019 AP Practice of Statistics 2018-2019</p> | <p>Yes</p> | <p>0%</p> |

| | | | |
|-------------------------------|--|-----|----|
| | <p>Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p> | | |
| Science | <p>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 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2009 ?</p> | Yes | 0% |
| History-Social Science | <p>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 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024 9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024</p> | Yes | 0% |

| | | | |
|--------------------------------|--|--|-----------|
| | <p>AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024</p> <p>AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024</p> <p>AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024</p> <p>IB Authoritarian states Oxford University Press 2017-2018</p> <p>IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018</p> <p>IB Civil rights and social movements in the Americas post-1945 Oxford Univ Press 2017-2018</p> <p>IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018</p> <p>IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018</p> <p>IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018</p> <p>IB Rights and protest 2017-2018</p> <p>HISP World history: patterns of interaction (9th) McDougal Littell 2010</p> <p>HISP World cultures : a global mosaic (10th) 2007</p> <p>HISP America : past and present (11th) ADDISON-WESLEY 2006</p> <p>HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009</p> | | |
| <p>Foreign Language</p> | <p>Spanish: En Espanol 1, 2, 3 McDougal Littell 2006 ?</p> <p>AP Spanish: Temas Vista Higher Learning 2018-2019</p> <p>AP Spanish: Temas Online 2018-2019</p> <p>Dime! (Spanish for Spanish Speakers) DC Heath & Co 2007 ?</p> <p>Nuestro Mundo (Spanish for Spanish Speakers DC Heath & Co 2007 ?</p> <p>IB Spanish Manana libro del alumno Cambridge University Press 2017 ?</p> <p>IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) 2020 ?</p> <p>IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press 2023-2024</p> <p>IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press 2023-2024</p> <p>French 1,2,3 McDougal Littell 2006 ?</p> <p>AP Themes: French language and culture Vista Higher Learning 2018-2019</p> <p>AP Allons Au Dela (French) PRENTICE HALL 2018-2019</p> <p>AP Advanced Placement French Test Prep Book 2018-2019</p> <p>German 1 EMC/PARADIGM PUBLISHING 2016</p> <p>German 2, 3 EMC/PARADIGM PUBLISHING 2006</p> <p>"AP German: Neue Blickwinkel (Text & ONLINE) Wayside Publishing" 2018-2019</p> <p>Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011 ?</p> <p>Latin 1,2,3,4 Pearson/Prentice Hall, 2006 ?</p> <p>AP Latin: Scandite Muros Scale The Wall Of Latin Sight Reading (Text & Online) Wayside Publishing 2018-2019</p> <p>AP Caesar Selections from his COMMENTARII DE BELLO GALLICO BOLCHAZY CARDUCCI PUBL. INC 2013 ?</p> <p>Chinese - Ni Hao level 1 CHENG & TSUI CO 2001 ?</p> <p>Chinese - Ni Hao level 2 CHENG & TSUI CO 2008 ?</p> <p>Chinese - Ni Hao level 3 / Simplified CHENG & TSUI CO 2002 ?</p> | | <p>0%</p> |

| | | | |
|-----------------------------------|--|--|----|
| | AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022 | | |
| Health | Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017 | | 0% |
| Visual and Performing Arts | AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Davis 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023 | | 0% |

School Facility Conditions and Planned Improvements

Pacific Elementary 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

9/13/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | RM 31: The baseboard is missing. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | RM 29: The carpet is dirty. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | RM 1: The faucet isn't working. RM 8: The faucet isn't working. RM 26: The faucet is leaking. Boys Restroom: The flush valve is leaking, the center sink faucet is not working, and the fourth urinal is leaking. RM 10: There is a leaking toilet in the boy's restroom. RM 12: There is a leak and dry rot behind the sink. |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 9 | 7 | 38 | 38 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 6 | 6 | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 408 | 401 | 98.28 | 1.72 | 7.23 |
| Female | 207 | 206 | 99.52 | 0.48 | 6.31 |
| Male | 201 | 195 | 97.01 | 2.99 | 8.21 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 117 | 117 | 100.00 | 0.00 | 5.13 |
| Black or African American | 34 | 33 | 97.06 | 2.94 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 192 | 189 | 98.44 | 1.56 | 8.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 16.67 |
| White | 40 | 38 | 95.00 | 5.00 | 2.63 |
| English Learners | 220 | 218 | 99.09 | 0.91 | 1.38 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 397 | 390 | 98.24 | 1.76 | 7.44 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 34 | 33 | 97.06 | 2.94 | 3.03 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 408 | 398 | 97.55 | 2.45 | 5.53 |
| Female | 207 | 206 | 99.52 | 0.48 | 3.88 |
| Male | 201 | 192 | 95.52 | 4.48 | 7.29 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 117 | 117 | 100.00 | 0.00 | 5.13 |
| Black or African American | 34 | 32 | 94.12 | 5.88 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 192 | 188 | 97.92 | 2.08 | 5.32 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 18.18 |
| White | 40 | 38 | 95.00 | 5.00 | 5.26 |
| English Learners | 220 | 218 | 99.09 | 0.91 | 2.29 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 397 | 387 | 97.48 | 2.52 | 5.68 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 34 | 32 | 94.12 | 5.88 | 0.00 |

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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 5.10 | 7.08 | 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 116 | 113 | 97.41 | 2.59 | 7.08 |
| Female | 61 | 61 | 100.00 | 0.00 | 6.56 |
| Male | 55 | 52 | 94.55 | 5.45 | 7.69 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 32 | 31 | 96.88 | 3.12 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 58 | 58 | 100.00 | 0.00 | 10.34 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 63 | 60 | 95.24 | 4.76 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 114 | 111 | 97.37 | 2.63 | 7.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 9.09 |

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 | 97% | 98% | 99% | 99% | 99% |

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

Current opportunities for parent involvement include:

- attendance at parent conferences, Back to School Night, Open House, Harvest Festival, Book Fair, Community Fair, Breakfast or Lunch with your Scholar, and monthly Parent Engagement Workshops
- classroom support;
- materials preparation;
- participation in parent/teacher partnerships
- field trip chaperoning;
- volunteer support
- attendance and volunteer opportunities for academic Family Nights;
- attendance and leadership of School Site Council, Safety, PTA and English Language Advisory Committee, Community Schools Site Committee
- attendance and participation at Student Support Center parent meetings, trainings, and events;

For more information, contact Dr. Karen Bridges, Principal at (916) 395-4670.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 787 | 746 | 247 | 33.1 |
| Female | 412 | 388 | 133 | 34.3 |
| Male | 375 | 358 | 114 | 31.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 7 | 7 | 3 | 42.9 |
| Asian | 248 | 237 | 49 | 20.7 |
| Black or African American | 77 | 71 | 43 | 60.6 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 332 | 322 | 112 | 34.8 |
| Native Hawaiian or Pacific Islander | 14 | 14 | 8 | 57.1 |
| Two or More Races | 23 | 22 | 13 | 59.1 |
| White | 85 | 72 | 19 | 26.4 |
| English Learners | 425 | 412 | 81 | 19.7 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 19 | 19 | 15 | 78.9 |
| Socioeconomically Disadvantaged | 763 | 724 | 239 | 33.0 |
| Students Receiving Migrant Education Services | 5 | 4 | 3 | 75.0 |
| Students with Disabilities | 50 | 48 | 15 | 31.3 |

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 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 2.48 | 4.70 | 0.04 | 4.73 | 6.16 | 0.20 | 3.17 | 3.60 |
| Expulsions | 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 |
|---|------------------|-----------------|
| All Students | 4.7 | 0 |
| Female | 2.67 | 0 |
| Male | 6.93 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 3.63 | 0 |
| Black or African American | 15.58 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 3.31 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 13.04 | 0 |
| White | 2.35 | 0 |
| English Learners | 3.53 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 21.05 | 0 |
| Socioeconomically Disadvantaged | 4.85 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 8 | 0 |

2023-24 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2023-2024

Comprehensive Safety Plan for Pacific School: Reviewed by SSC on 11/27/23

Objective:

To ensure the safety and well-being of all students, faculty, and staff by providing clear procedures for various emergency situations. Pacific's safety plan is an ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

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

2023-24 School Safety Plan

- 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 | 21 | 3 | 2 | |
| 1 | 21 | 1 | 4 | |
| 2 | 19 | 2 | 3 | |
| 3 | 21 | 1 | 4 | |
| 4 | 33 | | 1 | 1 |
| 5 | 32 | | 3 | |
| 6 | 32 | | 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 | 22 | 1 | 4 | |
| 1 | 17 | 5 | | |
| 2 | 20 | 5 | | |
| 3 | 24 | | 4 | |
| 4 | 27 | | 4 | |
| 5 | 32 | | 3 | |
| 6 | 31 | | 3 | |

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 | 3 | 0 |
| 1 | 23 | 0 | 3 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 21 | 1 | 4 | 0 |
| 4 | 23 | 2 | 1 | 0 |
| 5 | 29 | 1 | 0 | 0 |
| 6 | 33 | 0 | 0 | 0 |
| Other | 23 | 0 | 2 | 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) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.3 |
| Social Worker | 0.1 |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.2 |

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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,922 | \$3,036 | \$5,886 | \$72,013 |
| District | N/A | N/A | \$6,048 | \$87,329 |
| Percent Difference - School Site and District | N/A | N/A | -2.7 | -14.7 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -11.3 | -17.0 |

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.

Pacific Elementary 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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$49,228 | \$55,550 |
| Mid-Range Teacher Salary | \$54,542 | \$80,703 |
| Highest Teacher Salary | \$106,174 | \$109,418 |
| Average Principal Salary (Elementary) | \$125,578 | \$137,703 |
| Average Principal Salary (Middle) | \$132,459 | \$143,760 |
| Average Principal Salary (High) | \$144,817 | \$159,021 |
| Superintendent Salary | \$327,071 | \$319,443 |
| Percent of Budget for Teacher Salaries | 29.04% | 30.35% |
| Percent of Budget for Administrative Salaries | 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 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | 3 |