

# Will C. Wood Middle 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

<b>School Name</b>	Will C. Wood Middle School
<b>Street</b>	6201 Lemon Hill Avenue
<b>City, State, Zip</b>	Sacramento CA 95824
<b>Phone Number</b>	916.395.5380
<b>Principal</b>	Mary Cha
<b>Email Address</b>	mary-cha@scusd.edu
<b>School Website</b>	<a href="https://willcwood.scusd.edu/">https://willcwood.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-6059364

## 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

At Will C. Wood, our vision is preparing and inspiring our students for a lifetime of success. Our mission is to transform lives for the betterment of the whole of society

At Wood Middle School, students are grouped into classrooms based on current placement, teacher recommendations, and common assessment test results, and data from the district's SQII. This allows instruction and planning to occur at both a broader range and depth of the academic content. Academic discourse and high quality tasks are also academic goals for instruction.

Reading is a focus at Will C. Wood. Every Wood classroom has an array of reading books for their classroom libraries. In addition, we provide a "little library" that remains open to students throughout the day. We use the Reading Counts! computer program to test students' comprehension on the books they've read and to keep track of the number of books and words they have read during the school year. Our goal is to have every Wood student read over 250,000 words and as a school to read over 15,000 books. Students that read 1,000,000 words or more during the school year are rewarded with an end of the year pool party and they and their families are invited to an Awards Night held at the end of the school year.

Our students are provided a well-rounded academic program by Highly Qualified Teachers (HQT) staff as determined by the State of California. Teachers have opportunities to participate in various professional development offered by the district and other entities to remain effective and innovative when it comes to the skills and techniques they apply inside the classroom. We have an active associate student body that focuses on building leadership skills, school pride, SEL, PBIS, and Restorative Practices. Will C Wood also has the GEAR UP program that provides our students with additional interventions and support.

The use of technology is integrated throughout the curriculum. We have a fully equipped computer lab that allow students to have easy access to computers. In addition, all students are provided with a one on one laptop to use in the classroom and take home with them. The new student information system, Infinite Campus, is also a valuable tool to engage students and parents.

Our students and teachers continue to address the instructional shifts that are crucial for learning and teaching the new California common core state standards. Furthermore, Will C. Wood is equipped with a Paxton/Patterson - College & Career Ready Lab to provide students with an opportunity to engage with problem-based, real-world technology. The goal is to

## 2023-24 School Description and Mission Statement

empower students to discover their interests and aptitudes to guide their post-secondary options. The program focuses on STEM Education, Health Science Careers, and Architecture and Construction. Our students are introduced to credits and how it correlates with academic grades. The purpose of introducing our students to credits is to get them prepared for high school and understanding that each course is assigned a certain number of credits. By earning credits, the students have demonstrated that they have completed the required coursework. If students fail to earn the required credits each quarter, the students are placed in credit recovery to earn back the credits.

We encourage you to come to Will C. Wood for a visit and be active partners in your child's education.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	335
Grade 8	349
<b>Total Enrollment</b>	<b>684</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.9%
Asian	33.8%
Black or African American	8.3%
Filipino	1.2%
Hispanic or Latino	44.2%
Native Hawaiian or Pacific Islander	5.4%
Two or More Races	2.8%
White	3.5%
English Learners	31.9%
Homeless	1.5%
Migrant	1.2%
Socioeconomically Disadvantaged	91.1%
Students with Disabilities	18.7%

## 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>	27.30	89.25	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.26	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>	0.60	1.96	70.70	3.53	12115.80	4.41
<b>Unknown</b>	1.70	5.54	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	30.60	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>	28.70	88.33	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>	2.30	7.25	144.80	7.25	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	2.55	67.40	3.38	11953.10	4.28
<b>Unknown</b>	0.60	1.84	61.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	32.50	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
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	2.30
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.30

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0.80
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.60	0.80

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	6.7
<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)	4.4	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 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  ELD  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	Yes	0%

	Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019		
<b>Mathematics</b>	<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  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 &amp; 5 Oxford Univ Press 2023-2024  IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p>	Yes	0%
<b>Science</b>	<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 &amp; 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, &amp; ONLINE) 2020-2021  Amplify Science 6 grade Lab Kits Supplies 2020-2021  Amplify Science 7-8 Lab Kits 2020-2021  STEMScopes Biology (Text &amp; ONLINE) 2020-2021  STEMScopes Biology Workbooks 2020-2021  STEMScopes Biology Lab Kits 2020-2021  AP Biology (Text &amp; ONLINE) Pearson 2020-2021  STEMScopes Physics (Text &amp; ONLINE) 2020-2021  STEMScopes Physics Workbooks 2020-2021  STEMScopes Physics Lab Kits 2020-2021  AP College Physics (Text &amp; ONLINE) BFW 2020-2021  AP College Physics 2 (Text &amp; ONLINE) BFW 2020-2021  AP Physics for Sci &amp; Engineers (Text &amp; ONLINE) Pearson 2023-2024  Savvas Chemistry (Consumable Text &amp; ONLINE) 2020-2021  Savvas Chemistry Lab Kits 2020-2021  AP Chemistry (Text &amp; ONLINE) 2020-2021  Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017  AP Environmental Science (Text &amp; ONLINE) Pearson 2020-2021  Hole's Human Anatomy (Text only) McGraw-Hill 2006 ?  IB Biology for the IB diploma Oxford Univ Press 2017 ?</p>	Yes	0%



	<p>IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ?</p> <p>IB Physics for the IB Diploma Oxford Univ Press 2015 ?</p> <p>IB Chemistry Oxford Univ Press 2023-2024</p> <p>IB Environmental Systems and Societies Oxford Univ Press 2009 ?</p>		
<b>History-Social Science</b>	<p>K-5 SS McGraw Hill : Text, ONLINE, &amp; Workbooks 2023-2024</p> <p>6-8 SS Discover Ed: Text &amp; ONLINE, * No TE 2023-2024</p> <p>6-8 SS Discover Ed: Workbooks 2023-2024</p> <p>Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017</p> <p>9-12 SS TCI: Text &amp; ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024</p> <p>9th grade TCI: Geography Workbooks 2023-2024</p> <p>AP World History: Ways of the World (10th) Text &amp; ONLINE BFW 2023-2024</p> <p>AP US History: Fabric of a Nation; Text &amp; ONLINE (11th) BFW 2023-2024</p> <p>AP Krugman's Economics: Text &amp; ONLINE (12th) BFW 2023-2024</p> <p>AP Government: Stories of a Nation (12th) Text &amp; 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>	Yes	0%
<b>Foreign Language</b>	<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 &amp; Co 2007 ?</p> <p>Nuestro Mundo (Spanish for Spanish Speakers DC Heath &amp; 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 &amp; 2 (Emergent) Oxford Univ Press 2023-2024</p> <p>IB MYP Spanish Language Acquisition 3 &amp; 4 (Capable) Oxford Univ Press 2023-2024</p> <p>French 1,2,3 McDougal Littell 2006 ?</p>		0%



	<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 &amp; ONLINE) Wayside Publishing" 2018-2019</p> <p>Japanese 1, 2, 3, 4 CHENG &amp; 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 &amp; 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 &amp; TSUI CO 2001 ?</p> <p>Chinese - Ni Hao level 2 CHENG &amp; TSUI CO 2008 ?</p> <p>Chinese - Ni Hao level 3 / Simplified CHENG &amp; TSUI CO 2002 ?</p> <p>AP Chinese - Integrated Level 2 CHENG &amp; TSUI CO 2017</p> <p>AP Chinese - Integrated Level 3 CHENG &amp; TSUI CO 2017</p> <p>Hmong 1, 2, 3 Hmong Book Center 2014</p> <p>American Sign Language 1, 2 and ONLINE (?) Allyn &amp; Bacon 2011 &amp; 2022</p>		
<b>Health</b>	<p>Thinking About Psychology: Text &amp; ONLINE Worth Publishing 2023-2024</p> <p>AP Myers' Psychology: Text &amp; ONLINE BFW 2023-2024</p> <p>IB Sports Exercise and Health Oxford Univ Press 2017</p>		0%
<b>Visual and Performing Arts</b>	<p>AP Musician's Guide to Theory &amp; Analysis W.W. Norton &amp; Company, Inc. 2020-2021</p> <p>IB Visual Arts Course Book Oxford Univ Press 2018</p> <p>IB Theory of knowledge Oxford Univ Press 2021</p> <p>Experience clay (American Legion) Davis 2019</p> <p>Exploring visual design: the elements &amp; principles - Davis 2014 ?</p> <p>Film art : an introduction McGraw Hill 2010 ?</p> <p>Theatre : art in action Glencoe/McGraw-Hill 2006 ?</p> <p>The visual experience Davis 2009 ?</p> <p>Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023</p>		0%

## School Facility Conditions and Planned Improvements

Will C. Wood 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

9/28/2022

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			RM 4: Several ceiling tiles need to be replaced. RM H20: There is one missing ceiling tile, and the hand sanitizer dispenser needs to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			RM 8: The floor needs to be cleaned.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Girls Restroom: There are four lights outs and the water faucet outside of the restroom is broken and needs to be repaired.
<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			

## 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)	31	31	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	20	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>	689	683	99.13	0.87	30.94
<b>Female</b>	346	343	99.13	0.87	33.92
<b>Male</b>	343	340	99.13	0.87	27.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	226	225	99.56	0.44	50.22
<b>Black or African American</b>	54	53	98.15	1.85	18.87
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	314	313	99.68	0.32	21.47
<b>Native Hawaiian or Pacific Islander</b>	37	36	97.30	2.70	16.67
<b>Two or More Races</b>	16	15	93.75	6.25	20.00
<b>White</b>	28	28	100.00	0.00	25.00
<b>English Learners</b>	235	235	100.00	0.00	5.96
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	633	628	99.21	0.79	29.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	120	118	98.33	1.67	8.47

## 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>	688	681	98.98	1.02	19.97
<b>Female</b>	346	343	99.13	0.87	17.78
<b>Male</b>	342	338	98.83	1.17	22.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	226	225	99.56	0.44	40.44
<b>Black or African American</b>	53	52	98.11	1.89	5.77
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	314	313	99.68	0.32	10.54
<b>Native Hawaiian or Pacific Islander</b>	37	36	97.30	2.70	5.56
<b>Two or More Races</b>	16	15	93.75	6.25	6.67
<b>White</b>	28	27	96.43	3.57	14.81
<b>English Learners</b>	235	235	100.00	0.00	3.83
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	5.56
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	632	627	99.21	0.79	18.82
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	119	116	97.48	2.52	1.72

## 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)	17.23	17.40	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>	348	344	98.85	1.15	17.78
<b>Female</b>	182	180	98.90	1.10	18.89
<b>Male</b>	166	164	98.80	1.20	16.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	106	106	100.00	0.00	35.85
<b>Black or African American</b>	23	22	95.65	4.35	9.09
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	171	170	99.42	0.58	8.88
<b>Native Hawaiian or Pacific Islander</b>	18	17	94.44	5.56	17.65
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	6.67
<b>English Learners</b>	121	121	100.00	0.00	2.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	311	308	99.04	0.96	16.88
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	57	55	96.49	3.51	3.64

## 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 7	97%	93%	96%	96%	96%

## 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

We openly welcome parents to participate in their children's education through a wide variety of opportunities. Parents are encouraged to volunteer in the classroom. Parents are also recruited to participate on committees such as the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents are invited through letters and fliers sent home, via Messenger through Infinite Campus, and information posted on our social media outlets such as Facebook and school website. Parents are invited to attend our monthly Parent Nights where information is shared and parent input is encouraged. Parents are encouraged and invited to come out monthly on the first Friday of each month to have lunch with their children.

For more information, contact Jessica Torres, School Office Manager at (916) 395-5380.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	734	276	37.6
Female	387	369	147	39.8
Male	381	365	129	35.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	240	236	44	18.6
Black or African American	73	65	44	67.7
Filipino	8	8	1	12.5
Hispanic or Latino	344	329	144	43.8
Native Hawaiian or Pacific Islander	42	40	19	47.5
Two or More Races	23	21	12	57.1
White	31	28	11	39.3
English Learners	276	270	89	33.0
Foster Youth	2	2	2	100.0
Homeless	27	25	17	68.0
Socioeconomically Disadvantaged	703	674	261	38.7
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	137	133	65	48.9

### 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	9.66	13.28	0.04	4.73	6.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.26	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	13.28	0.26
Female	12.4	0
Male	14.17	0.52
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.67	0.83
Black or African American	28.77	0
Filipino	0	0
Hispanic or Latino	13.66	0
Native Hawaiian or Pacific Islander	9.52	0
Two or More Races	30.43	0
White	16.13	0
English Learners	10.14	0
Foster Youth	0	0
Homeless	22.22	0
Socioeconomically Disadvantaged	13.37	0.28
Students Receiving Migrant Education Services	0	0
Students with Disabilities	17.52	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

## 2023-24 School Safety Plan

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

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	22	1
Mathematics	23	11	20	
Science	22	8	23	1
Social Science	23	8	21	2

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	21	
Mathematics	23	22	5	5
Science	21	9	23	
Social Science	22	8	23	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	19	2
Mathematics	21	19	13	1
Science	23	8	22	0
Social Science	23	8	19	2

## 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	228

## 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)	3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.3
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

## 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>	\$8,602	\$1,981	\$6,622	\$75,967
<b>District</b>	N/A	N/A	\$6,048	\$87,329
<b>Percent Difference - School Site and District</b>	N/A	N/A	9.1	-9.3
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.4	-11.7

## 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.

Will C. Wood Middle 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>	27	16	3