

# Capital City Independent 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>	Capital City Independent School
<b>Street</b>	7222 24th Street
<b>City, State, Zip</b>	Sacramento, CA 95822
<b>Phone Number</b>	916.395.5020
<b>Principal</b>	Kelly Dunkley
<b>Email Address</b>	Kelly-Dunkley@scusd.edu
<b>School Website</b>	<a href="https://capitalcity.scusd.edu/">https://capitalcity.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-3430519

## 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

Capital City School is one of the most innovative schools in the Sacramento City Unified School District (SCUSD). Our goal is to customize a quality education program for students whose needs are best met through study outside the traditional setting. We offer Traditional Independent Study through in-person, synchronous and asynchronous learning opportunities. Our Elementary students have the option of daily interaction and synchronous instruction with a grade level teacher. In middle school we have two self-contained classrooms. One each for 7th and 8th grade. In high school students are assigned one Advisory Teacher to oversee and guide the students with their educational plan for the 6 A-G required courses so they have a vast array of choices to successfully graduate. Our independent study strategy allows teachers and students to confer one-on-one focusing on the student's educational needs, interests, aptitudes and abilities.

Capital City School serves students in grades K-12. We last received full accreditation (six years) from the Western Association of Schools and Colleges (WASC) was granted to Capital City School in the year 2016. We are currently seeking WASC accreditation for the year 2-23-2024. Our WASC visit is scheduled in March 2024. With the new selection of a principal who is leading the school-wide staff in the WASC Accreditation. Course material, assignment criteria, textbooks and standards adhere to a continuity that allows students to return to the traditional school setting. However, many students do make Capital City School their school of choice.

Students and parents value the small school environment, one-on-one mentoring and advising strategy, individualized educational plans and high standards. Capital City School has proven to be a catalyst for building self-esteem and motivating students to get back on track. The staff's hard work is evident in the changed attitudes and beliefs of students who were once underachievers. Capital City provides a safe, caring environment that fosters academic and personal growth to provide opportunities for our students to meet graduation requirements.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	19
Grade 1	23
Grade 2	36
Grade 3	36
Grade 4	32
Grade 5	44
Grade 6	29
Grade 7	47
Grade 8	48
Grade 9	45
Grade 10	61
Grade 11	92
Grade 12	102
<b>Total Enrollment</b>	<b>614</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.3%
American Indian or Alaska Native	0.3%
Asian	16.6%
Black or African American	16.4%
Filipino	1.5%
Hispanic or Latino	45.3%
Native Hawaiian or Pacific Islander	2%
Two or More Races	8.5%
White	9.3%
English Learners	13.8%
Foster Youth	0.5%
Homeless	1.8%
Migrant	1.1%
Socioeconomically Disadvantaged	82.9%
Students with Disabilities	8.3%

## 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>	6.00	41.09	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	42.30	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	4.10	93.00	4.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.00	54.74	70.70	3.53	12115.80	4.41
<b>Unknown</b>	0.00	0.00	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	14.60	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>	20.30	74.38	1686.00	84.45	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.30	1.24	37.10	1.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.91	144.80	7.25	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.30	23.10	67.40	3.38	11953.10	4.28
<b>Unknown</b>	0.00	0.29	61.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	27.40	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>	0.60	0.20
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.60	0.20

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>	0.00	0.00
<b>Local Assignment Options</b>	8.00	6.30
<b>Total Out-of-Field Teachers</b>	8.00	6.30

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.

## 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	1.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	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</p> <p>Envisions K-2 - ONLINE (2024 Update) 2023-2024</p> <p>Envisions 3-6 Savvas 2013-2014</p> <p>Envisions 3-6 - ONLINE 2023-2024</p> <p>Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014</p> <p>Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024</p> <p>Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011</p> <p>Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024</p> <p>AP Pre-Calculus Prentice Hall 2018-2019</p> <p>Pre-Calculus ONLINE 2021-2022</p> <p>AP Calculus for AP Cengage 2018-2019</p> <p>Calculus for AP ONLINE 2021-2022</p> <p>AP Calculus : Fast Track to a 5 Online 2018-2019</p> <p>AP Practice of Statistics 2018-2019</p> <p>Practice of Statistics ONLINE 2021-2022</p> <p>IB MYP Mathematics 2 Oxford Univ Press 2023-2024</p> <p>IB MYP Mathematics 3 Oxford Univ Press 2023-2024</p> <p>IB MYP Mathematics 4 &amp; 5 Oxford Univ Press 2023-2024</p> <p>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</p> <p>Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023</p> <p>Amplify Science K-5 (Workbooks) English &amp; Spanish 2022-2023</p> <p>Amplify Science K-3 (Kits + Refills) 2022-2023</p> <p>Amplify Science 4-5 (Kits + Refills) 2022-2023</p> <p>Amplify Science Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023</p> <p>Amplify Science K-5 Spanish (Kits) 2022-2023</p> <p>Amplify Science 6-8 (Text, Workbook, &amp; ONLINE) 2020-2021</p> <p>Amplify Science 6 grade Lab Kits Supplies 2020-2021</p> <p>Amplify Science 7-8 Lab Kits 2020-2021</p> <p>STEMScopes Biology (Text &amp; ONLINE) 2020-2021</p> <p>STEMScopes Biology Workbooks 2020-2021</p> <p>STEMScopes Biology Lab Kits 2020-2021</p> <p>AP Biology (Text &amp; ONLINE) Pearson 2020-2021</p> <p>STEMScopes Physics (Text &amp; ONLINE) 2020-2021</p> <p>STEMScopes Physics Workbooks 2020-2021</p> <p>STEMScopes Physics Lab Kits 2020-2021</p> <p>AP College Physics (Text &amp; ONLINE) BFW 2020-2021</p> <p>AP College Physics 2 (Text &amp; ONLINE) BFW 2020-2021</p> <p>AP Physics for Sci &amp; Engineers (Text &amp; ONLINE) Pearson 2023-2024</p> <p>Savvas Chemistry (Consumable Text &amp; ONLINE) 2020-2021</p> <p>Savvas Chemistry Lab Kits 2020-2021</p> <p>AP Chemistry (Text &amp; ONLINE) 2020-2021</p> <p>Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017</p> <p>AP Environmental Science (Text &amp; ONLINE) Pearson 2020-2021</p> <p>Hole's Human Anatomy (Text only) McGraw-Hill 2006 ?</p> <p>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>	Yes	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>	Yes	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

Capital City School received a Facility Inspection Tool (FIT) overall rating score of exemplary 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.

We have a new principal and plant manager a FIT Inspection should occur in December 2023-January 2024.

Year and month of the most recent FIT report

12/28/2022

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			Pod B: Repair cracked floor tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			Main Office: Repaint front door exterior.

## 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)	34	36	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	13	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>	383	307	80.16	19.84	35.64
<b>Female</b>	199	159	79.90	20.10	41.03
<b>Male</b>	183	148	80.87	19.13	29.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	59	51	86.44	13.56	38.00
<b>Black or African American</b>	58	47	81.03	18.97	27.66
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	167	128	76.65	23.35	33.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	24	80.00	20.00	45.83
<b>White</b>	48	39	81.25	18.75	47.37
<b>English Learners</b>	45	39	86.67	13.33	17.95
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	325	260	80.00	20.00	32.81
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	17	60.71	39.29	29.41

## 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>	383	302	78.85	21.15	13.33
<b>Female</b>	199	158	79.40	20.60	12.18
<b>Male</b>	183	144	78.69	21.31	14.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	59	52	88.14	11.86	9.80
<b>Black or African American</b>	58	48	82.76	17.24	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	167	124	74.25	25.75	12.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	24	80.00	20.00	33.33
<b>White</b>	48	38	79.17	20.83	15.79
<b>English Learners</b>	45	39	86.67	13.33	2.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	325	257	79.08	20.92	10.98
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	17	60.71	39.29	11.76

## 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)	18.28	16.76	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>	206	174	84.47	15.53	16.76
<b>Female</b>	118	97	82.20	17.80	14.58
<b>Male</b>	88	77	87.50	12.50	19.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	25	92.59	7.41	8.00
<b>Black or African American</b>	33	26	78.79	21.21	3.85
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	86	83.50	16.50	17.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	40.00
<b>White</b>	21	16	76.19	23.81	25.00
<b>English Learners</b>	28	23	82.14	17.86	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	169	143	84.62	15.38	13.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	19	14	73.68	26.32	14.29

## 2022-23 Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified particularly, Linked Learning pathways, Career Technical Education pathways and California Partnership Academies approach preparing students for career and post-secondary experiences. The department works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation. These pathways are career-themed approaches to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. All pathways and academies offer students the opportunity to develop into adults who are prepared for college, career, and life after high school. The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state. Our CTE programs support the CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	15.29

## 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	16%	18%	1%	1%	1%
Grade 9	14%	16%	16%	16%	16%

## 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

Community resource information is available for parents, students and community members on our multiple bulletin boards in the front office. Our School Site Council involves parents in decision making regarding school implementation and budget. Capital City is a welcoming environment for parents to participate in their children's learning both live on campus and asynchronous. The school surveys parents each year so that we may set up parenting workshops and classes. We currently have the non profit, Shine, which helps our teen parents. This non profit hold parental trainings and offers on site child care for teen parents to attend. They offer assistance with diapers, formula and other necessary items to help the teen parents with taking care of their baby. Parents are encouraged to participate in the monthly School Site, Attendance and Graduation Committees. We partner with the Valley High Resource Center, which offers a plethora of resources and supports for all families.

All parents are encouraged to come to their student's appointments so that they may engage in the learning process. For more information, contact the school at (916) 395-5020

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism



## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	24.1	10.5	36.2	10.1	7.7	11.3	9.4	7.8	8.2
<b>Graduation Rate</b>	58	86	57.8	81.3	85.2	79.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	116	67	57.8
<b>Female</b>	68	42	61.8
<b>Male</b>	48	25	52.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	16	9	56.3
<b>Black or African American</b>	22	8	36.4
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	49	30	61.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	14	10	71.4
<b>English Learners</b>	15	8	53.3
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	104	57	54.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	16	9	56.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	875	807	401	49.7
Female	456	420	215	51.2
Male	418	386	185	47.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	8	6	3	50.0
Asian	115	108	36	33.3
Black or African American	157	143	88	61.5
Filipino	12	12	5	41.7
Hispanic or Latino	391	366	177	48.4
Native Hawaiian or Pacific Islander	17	17	12	70.6
Two or More Races	83	72	38	52.8
White	91	82	41	50.0
English Learners	122	110	45	40.9
Foster Youth	6	5	5	100.0
Homeless	26	23	19	82.6
Socioeconomically Disadvantaged	707	663	339	51.1
Students Receiving Migrant Education Services	8	8	7	87.5
Students with Disabilities	89	80	43	53.8

### 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	0.00	0.11	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	0.11	0
Female	0.22	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.64	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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

- 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

### 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
1	2	2		
2	3	1		
3	5	2		
4	3	2		
5	5	2		
6	6	2		
Other	13	2	1	

## 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	13	3	2	
1	14	3	3	
2	17	2	3	
3	23	2	4	1
4	31	2		5
5	30	2	3	1
6	31	3	1	2
Other	70			1

## 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	10	2	0	0
1	11	3	1	0
2	12	6	0	0
3	12	6	0	0
4	15	2	2	0
5	13	6	0	0
6	11	3	2	0
Other	0	0	0	0

## 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	16	22	6	2
Mathematics	23	5	3	5
Science	17	6	1	1
Social Science	14	22	6	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	17	27	6	5
Mathematics	23	10	3	1
Science	20	13	2	3
Social Science	13	34	5	4

## 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	12	40	4	2
Mathematics	12	9	1	2
Science	17	7	2	2
Social Science	10	47	4	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	204.67

## 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
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	\$8,748	\$135	\$8,613	\$79,789
District	N/A	N/A	\$6,048	\$87,329
Percent Difference - School Site and District	N/A	N/A	35.0	-4.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	26.6	-6.8

## 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.

Capital City 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%



## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## 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.

For the 2023-2024 School year:

I-Ready  
 COST  
 Infinite Campus  
 Powerschools  
 Lexia  
 ELD  
 Google Classroom and EdTech Support

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>	10	3	10