Earl Warren Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Earl Warren Elementary School
Street	5420 Lowell Street
City, State, Zip	Sacramento, CA 95820
Phone Number	916-395-4545
Principal	Matthew Schlager
Email Address	Matthew-Schlager@scusd.edu
School Website	http://earlwarren.scusd.edu/
County-District-School (CDS) Code	34-67439-6033906

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Earl Warren Elementary-Panther Pride!

Earl Warren Elementary School is one of over 40 elementary schools that make up Sacramento City Unified School District. Earl Warren has an enrollment of over 450 students and serves Transition Kindergarten through Sixth grade with an allocated staff of almost 20 general education teachers, PE specialist(s), an RSP teacher, 1 SDC teacher, 1 Resource teacher, 1 part-time SDC instructional assistant, a part-time Computer Lab tech, 2 custodial staff, an office staff of one full-time office manager, a part-time clerk, multiple Student Support Center staff, and 1 principal. A speech therapist is contracted several days per week to offer speech services, as well as a School Psychologist. Earl Warren is a diverse Title 1 school with nearly 100% of students participating in the free and reduced lunch program.

Utilizing various assessments, teachers may refer students with special needs to the Student Study Team (SST) for regular education additional support. The SST serves as a support for teachers and other school staff in monitoring student progress and assisting in the development of successful educational strategies. Available interventions may include the Resource Program, Speech services, referral to the school Psychologist for testing, After/Before-School program, tutoring, in-class assistance in small groups, reading intervention, pull-out by the Resource teacher, and a referral to our Student Support Center.

Positive Behavior Intervention and Support (PBIS) is a school-wide strategy that focuses on supporting the Social Emotional Learning (SEL) progress of the school community. A PBIS Team consisting of various school stakeholders will routinely monitor school data to provide appropriate scaffolds to support both student's and adult SEL development.

Other programs offered at our school include Parent/Teacher Home Visit Program, PE for all grades, 21st-century technology tools both in and out of the classroom including the following: SMART Boards, document cameras, installed LCD projectors, laptops, and computers, Conflict Managers, a model Computer lab to serve our students, a Head Start Preschool, a Student Support Services Center (Student Support Services coordinates our site level student support services with community resources, giving needed services to students and their families), a resource teacher who provides academic intervention, and an After-School and Before-School ASES program. The diversity of our student population is a definite strength! We work to build on-going understanding, and scaffold instruction based on the learning and language levels of our individual students. This school year our staff is being trained on Systematic English Language Development instruction.

2023-24 School Description and Mission Statement

In the spring of 2019, we were the only elementary school district in the district to receive the CORE award for three years of growth in both ELA and Math. We are a district-designated Silver Award "School on the Move." In 2008, we also won the prestigious California Schools Board Association, "Golden Bell Award" for our innovative parent-teacher home visit program. Many of our teachers have committed to building a positive relationship with our families by visiting their students and families in their homes. In 2009 and 2010 we were awarded the highly notable "Title I Academic Achievement Award," given by the California Department of Education. A school is awarded this distinguished title when it has doubled all of its API targets for its school-wide population and its subgroups. Furthermore, we are proud to have 2010 Sac-City Teacher of the Year, Mr. John Castro on staff, as well as the 2014 Sac-City Teacher of the Year, Mrs. Arlette Garcia. We are a lead school in the areas of Social Emotional Learning activities, and the use of Academic Parent Teacher Teams to help parents understand ways they can assist their students in school. We are making significant gains in student achievement and are very proud of our work, our students, and our families.

This is a plan of action designed to raise the academic performance and social-emotional development of the students and improve the school's academic program. The plan describes activities, strategies, and approaches undertaken at Earl Warren Elementary School to improve supplemental services that will provide opportunities for all students to meet high standards.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	49
Grade 2	61
Grade 3	59
Grade 4	67
Grade 5	57
Grade 6	73
Total Enrollment	434

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1%
Male	45.9%
American Indian or Alaska Native	0.9%
Asian	20%
Black or African American	4.4%
Filipino	0.5%
Hispanic or Latino	63.4%
Native Hawaiian or Pacific Islander	1.8%
Two or More Races	2.5%
White	6%
English Learners	31.6%
Foster Youth	0.9%
Homeless	0.5%
Migrant	0.5%
Socioeconomically Disadvantaged	90.8%
Students with Disabilities	10.6%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	90.91	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	9.09	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	70.70	3.53	12115.80	4.41
Unknown	0.00	0.00	128.70	6.43	18854.30	6.86
Total Teaching Positions	16.50	100.00	2001.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	94.74	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	67.40	3.38	11953.10	4.28
Unknown	1.00	5.26	61.00	3.06	15831.90	5.67
Total Teaching Positions	19.00	100.00	1996.40	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.00

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.5	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
Reading/Language Arts	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 Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019	Yes	0%
Mathematics	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	Yes	0%

	Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020		
Science	Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023 Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023 Amplify Science K-5 (Workbooks) English & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Sceince Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023 Amplify Science K-5 Spanish (Kits) 2022-2023 Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2009 ?	Yes	0%
History-Social Science	K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024 9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024	Yes	0%

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

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

School Facility Conditions and Planned Improvements

Earl Warren received a Facility Inspection Tool good overall rating score of exemplary on their most recent inspection. A shade structure for outdoor events and lunches was completed in the spring of 2023.

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 11: replaced carpet damaged due to vandalism wo 202359 Classroom A-3: Replace or repair ripped carpet in classroom wo 202148
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kitchen: Repair leaking faucet in the sink wo 203930
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	35	38	38	47	46
Mathematics (grades 3-8 and 11)	34	29	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	253	98.44	1.56	34.78
Female	134	132	98.51	1.49	38.64
Male	123	121	98.37	1.63	30.58
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	46.34
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	174	172	98.85	1.15	31.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	79	78	98.73	1.27	23.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	234	98.32	1.68	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	50	98.04	1.96	12.00

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	253	98.44	1.56	28.85
Female	134	132	98.51	1.49	30.30
Male	123	121	98.37	1.63	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	51.22
Black or African American	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	174	172	98.85	1.15	22.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	35.71
English Learners	79	78	98.73	1.27	24.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	234	98.32	1.68	27.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	50	98.04	1.96	10.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	18.18	25.03	25.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	55	94.83	5.17	18.18
Female	28	26	92.86	7.14	15.38
Male	30	29	96.67	3.33	20.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	45	43	95.56	4.44	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	20	95.24	4.76	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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

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

Parent Involvement Activities: Home Visits, Academic Parent Teacher Teams, Family Nights, Parent Workshops, Parent Membership on School Site Council and English Language Learner Advisory Committee, Classroom Volunteers, Parent Coffee Chats, Parent/Teacher Conferences.

For more information, contact Matthew Schlager, Principal at (916) 395-4545.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	464	447	117	26.2
Female	244	239	61	25.5
Male	220	208	56	26.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	5	2	40.0
Asian	91	86	14	16.3
Black or African American	25	22	9	40.9
Filipino	2	2	0	0.0
Hispanic or Latino	289	282	76	27.0
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	14	14	6	42.9
White	27	26	7	26.9
English Learners	154	148	29	19.6
Foster Youth	5	4	4	100.0
Homeless	8	7	5	71.4
Socioeconomically Disadvantaged	421	411	114	27.7
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	80	76	22	28.9

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	2.33	4.09	0.04	4.73	6.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.09	0
Female	1.23	0
Male	7.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.3	0
Black or African American	8	0
Filipino	0	0
Hispanic or Latino	3.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	11.11	0
English Learners	1.95	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.5	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

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D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21		3	
2	20	1	2	
3	17	2	1	
4	31		2	
5	24	1		
6	30		1	
Other	14	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	20	1	1	
1	20	6		
2	18	6		
3	20	4	2	
4	19	1	4	
5	26	1	4	
6	32		3	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	25	0	2	0
2	20	2	1	0
3	20	2	1	0
4	33	0	1	0
5	28	0	2	0
6	33	0	0	0
Other	10	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	0.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

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	$5,782	$588	$5,194	$62,706
District	N/A	N/A	$6,048	$87,329
Percent Difference - School Site and District	N/A	N/A	-15.2	-28.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-23.8	-30.6

Fiscal Year 2022-23 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

Earl Warren and district supplemental programs and services include:
- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Earl Warren also participated in training on Systematic English Language Development. Staff received two days of training prior to school beginning, followed by almost monthly trainings and instructional coaching days.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7