



Local Control & Accountability Plan

# Quarterly Report: Local Control and Accountability Plan (LCAP)

January 13, 2022 Board of Education Meeting  
Agenda Item No. 8.3

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# Purpose

**Provide periodic updates on the annual development process for the Local Control and Accountability Plan (LCAP) and related items. This Quarterly Update includes:**

- Status of California School Dashboard and Dataquest data releases
- Differentiated Assistance status and required goal development
- Summary of plans to engage with educational partners
- Look ahead to Annual Update and 1-time Supplement to be presented in February

## CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

## GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

## Purpose

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A **community** document that continues to **evolve** over time.

Reflects the district's **vision** for improving student outcomes and the **concrete actions and expenditures** to be implemented in the coming year(s).

The LCAP is a three-year plan that describes the **goals, actions, services,** and **expenditures** to support positive **student outcomes** that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

(From [California Department of Education \(CDE\) LCAP web page](#))

Month	2021-22 Timeline (Development of 2022-23 LCAP)
<b>OCT</b>	<ul style="list-style-type: none"> <li>• Outreach, Quarterly Update, ESSER III Expenditure Plan Adoption</li> </ul>
<b>NOV</b>	<ul style="list-style-type: none"> <li>• Outreach, State Board of Education approval of new LCAP template</li> </ul>
<b>DEC</b>	<ul style="list-style-type: none"> <li>• Outreach, Develop Annual Update Draft and 1-time supplement</li> </ul>
<b>JAN</b>	<ul style="list-style-type: none"> <li>• Outreach, Quarterly Update (BOE), Develop Annual Update Draft</li> </ul>
<b>FEB</b>	<ul style="list-style-type: none"> <li>• Outreach, Annual Update and 1-time Supplement (BOE)</li> </ul>
<b>MAR</b>	<ul style="list-style-type: none"> <li>• Outreach, Initial drafting of full 22-23 LCAP, PAC Recommendations, Community Survey and Listening Sessions</li> </ul>
<b>APR</b>	<ul style="list-style-type: none"> <li>• Outreach, PAC Applications Available, Continued drafting of 22-23 LCAP</li> </ul>
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Outreach, Quarterly Update (BOE), Full Draft (BOE), Summary of Stakeholder Input (BOE)</li> </ul>
<b>JUN</b>	<ul style="list-style-type: none"> <li>• Outreach, Public Hearing (BOE), Adoption and Local Indicators (BOE), LCAP PAC Appointments (BOE)</li> </ul>


# LCAP 3-year cycle v. Annual Development Process

A new LCAP is developed and adopted **every** year. This occurs within a recurring, 3-year cycle.

3-year Cycle	LCAP Year
<b>2014-15 to 2016-17 Cycle</b> (Developed & Adopted in spring 2014)	2014-15 LCAP
	2015-16 LCAP
	2016-17 LCAP
<b>2017-18 to 2019-20 Cycle</b> (Developed & Adopted in 2016-17)	2017-18 LCAP
	2018-19 LCAP
	2019-20 LCAP
2020-21 LCAP Postponed due to COVID-19	
<b>2021-22 to 2023-24 Cycle</b> (Developed & Adopted in 2020-21)	2021-22 LCAP
	2022-23 LCAP
	2023-24 LCAP



# Engagement of Educational Partners

- Engagement of Educational Partners will build upon the foundation of input laid during recent planning processes from spring/summer 2019 through fall 2021 
- Key input opportunities that will continue:
  - Meetings with district committees and group
  - Listening Sessions
  - District Surveys
  - Board Meetings and public comments
  - Input on draft materials
  - Public Hearing

- Learning Continuity and Attendance Plan (LCA Plan)
- Expanded Learning Opportunities (ELO) Grant Plan
- ESSER III Expenditure Plan
- 2021-22 Local Control and Accountability Plan

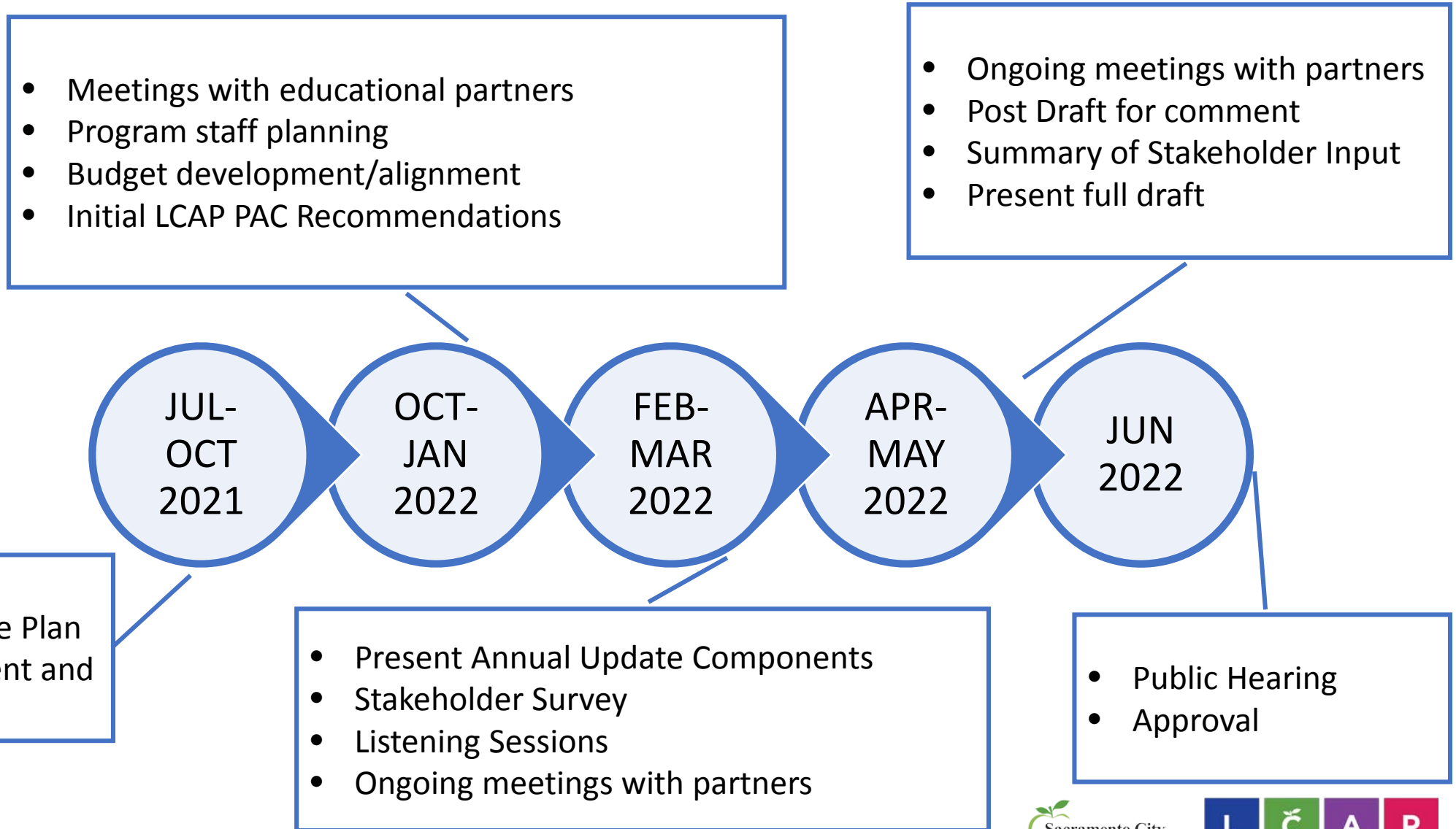
## Updates: Modification of Language Use

### **CDE will no longer be using the term ‘stakeholders’**

- At the November 2021 meeting, the State Board of Education (SBE) adopted the use of the term ‘educational partners’ as a replacement for the term ‘stakeholder.’
- Feedback from Native American communities indicating that they find use of the term ‘stakeholder’ offensive, as it connotes the practice of “staking a claim” to land.
- (From California State Board of Education Item #03, September 2021 Agenda)



# Engagement of Educational Partners



# The California School Dashboard

The California School Dashboard (CSD) is an online tool designed to help parents and educators access important information about K-12 schools and districts. This in turn supports more effective participation in decision-making to improve student learning and internal needs assessments.

The Dashboard features six state indicators that reports on student performance for districts, schools, and student groups. An additional 5 locally-reported indicators enable districts to share key information.

## 6 State Indicators

- Academics (Math/ELA)
- Chronic Absenteeism Rate
- College/Career
- English Learner Progress
- Graduation Rate
- Suspension Rate

## 5 Local Indicators

- Access to a Broad Course of Study
- Basics: Teachers, Instructional materials, Facilities
- Implementation of Academic Standards
- Local Climate Survey
- Parent and Family Engagement

NOTE: Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021. During 2020 and 2021 selected outcomes were reported. Full performance results are anticipated to resume on the 2022 Dashboard.

# 2019 Districtwide Performance

State Indicator	SCUSD All Students			State Performance		
	Color	Status	Change	Color	Status	Change
College Career Indicator	Yellow	40.5	+0.4	Yellow	44.1	+1.8
Graduation Indicator	Yellow	85.7	-0.5	Green	85.8	+2.7
Chronic Absenteeism Rate	Orange	14.8	+0.2	Orange	10.1	+1.1
Suspension Rate	Yellow	5.6	-0.4	Yellow	3.4	-0.1
Academic: ELA	Yellow	-21.5	+5.2	Green	-2.5	+3.7
Academic: Math	Orange	-48.8	+1.8	Orange	-33.5	+2.9

Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021. Performance will resume on the 2022 Dashboard.



# 2019 Student Group Performance

Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
<b>ALL Students</b>	Yellow	Orange	Yellow	Yellow	Yellow	Orange
<b>English Learners</b>	Orange	Orange	Green	Yellow	Orange	Orange
<b>Foster Youth</b>	Yellow	Yellow	Red	Red	Orange	Red
<b>Homeless Youth</b>	Orange	Red	Yellow	Yellow	Red	Red
<b>Socioeconomically Disadvantaged</b>	Yellow	Orange	Yellow	Yellow	Yellow	Orange
<b>Students with Disabilities</b>	Orange	Orange	Red	Orange	Red	Red
<b>African American</b>	Yellow	Red	Orange	Yellow	Orange	Orange
<b>American Indian or Alaska Native</b>	*	Orange	*	Yellow	Orange	Red
<b>Asian</b>	Yellow	Orange	Green	Green	Orange	Yellow
<b>Filipino</b>	Green	Orange	Blue	Green	Green	Yellow
<b>Hispanic/Latino</b>	Yellow	Orange	Orange	Orange	Yellow	Orange
<b>Native Hawaiian or Pacific Islander</b>	Orange	Red	Green	Orange	Yellow	Orange
<b>White</b>	Green	Green	Orange	Yellow	Green	Green
<b>Two or More Races</b>	Green	Yellow	Green	Yellow	Green	Green

\* indicates insufficient student privacy. There are less than the minimum number of students in the cohort for a performance color to be reported.

# Differentiated Assistance Status

Districts are identified by the state for Differentiated Assistance (DA) if the same student groups meets identification criteria in two or more of the state priority areas. Once identified, a district receives assistance from their County Office of Education (COE) to develop an action plan based upon identified student needs.

SCUSD is currently identified for differentiated assistance specific to performance for three student groups:

- **Foster Youth**
- **Homeless Youth**
- **Student with Disabilities**

*Note: This identification is based on performance results from the 2019 Dashboard. With the suspension of full dashboard performance results in 2020 and 2021 due to COVID-19, the 2019 differentiated assistance status has been maintained.*

In 2019-20, based on the continued underperformance of the three student groups over multiple years, SCUSD became eligible for additional support from the California Collaborative for Educational Excellence (CCEE) and continues to engage in the Systemic Instructional Review (SIR) process to date.

# LCAP Goal specific to DA Status

Beginning this year, districts eligible for Differentiated Assistance must develop an LCAP goal specific to the student groups that have been identified as consistently low-performing over multiple years.

*From the LCAP Template Instructions:*

An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

## 2021-22 Data Releases

While the full 2021 Dashboard performance results will not be reported, CDE is posting 2020-21 measurable outcomes on the Dashboard and their Dataquest sites. These data include:

- Four-year adjusted cohort Graduation Rate and outcomes (e.g. A-G completion rate, State Seal of Biliteracy completion, Dropout Rate)
- Five-year Cohort Graduation Rate
- Chronic Absenteeism Rate
- Suspension Rate
- Expulsion Rate
- Stability Rate\*

\*A new data report that measures the percentage of students enrolled during the academic year who were enrolled at least 245 consecutive calendar days at the same school without a disqualifying exit.

# Chronic Absenteeism Rate

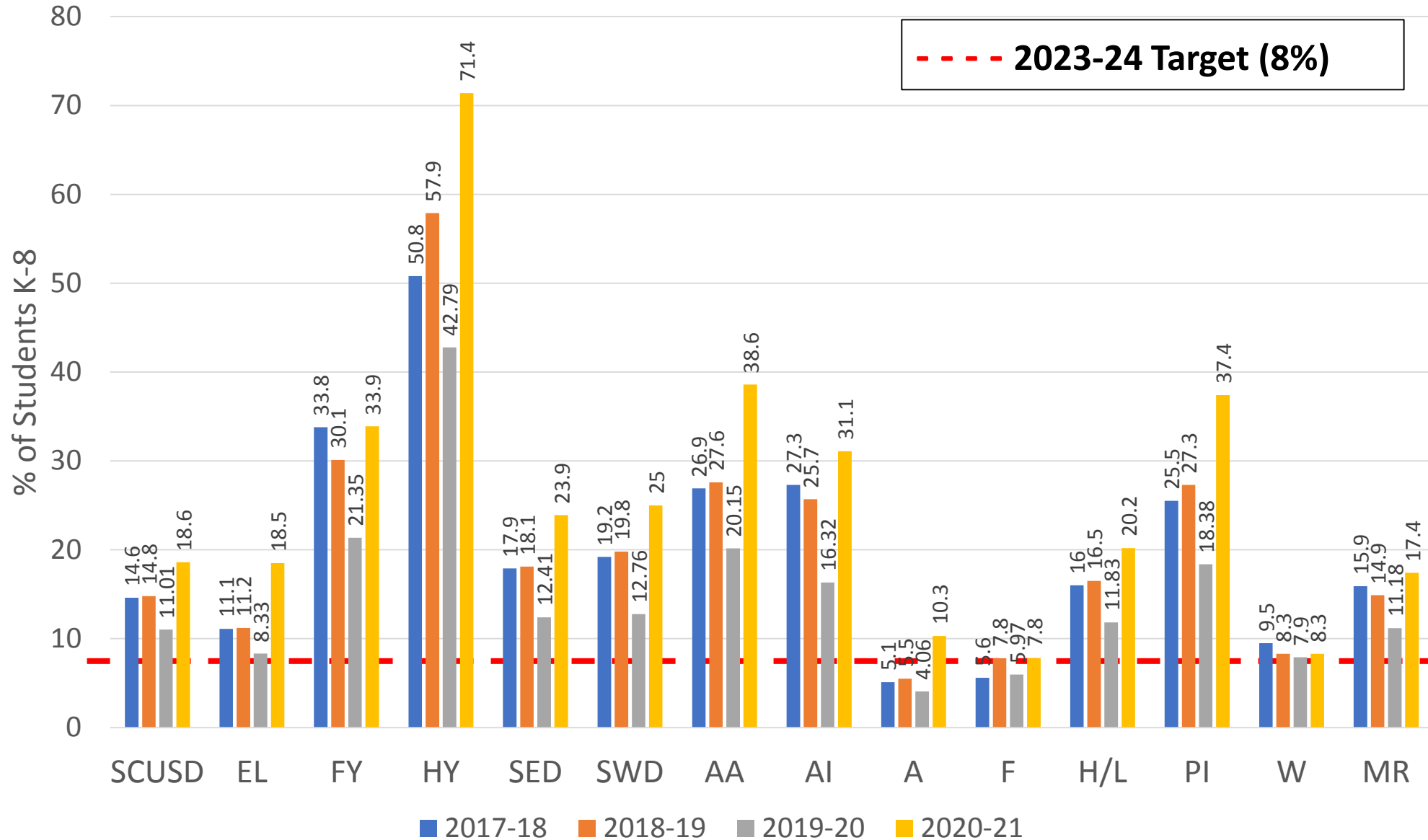
**Percentage of students (K-8) who were absent for 10% or more of the total instructional days**

Student Group	2017-18	2018-19	2019-20	2020-21	23-24
	EOY	EOY	To 2.28.20	EOY	Target
SCUSD	14.6	14.8	11.01	18.6	8
English Learners (EL)	11.1	11.2	8.33	18.5	6.1
Foster Youth (FY)	33.8	30.1	21.35	33.9	15.6
Homeless Youth (HY)	50.8	57.9	42.79	71.4	31.2
Socioeconomically Disadvantaged (SED)	17.9	18.1	12.41	23.9	9
Students with Disabilities (SWD)	19.2	19.8	12.76	25	9.3
African American (AA)	26.9	27.6	20.15	38.6	14.7
American Indian or Alaska Native (AI)	27.3	25.7	16.32	31.1	11.9
Asian (A)	5.1	5.5	4.06	10.3	3
Filipino (F)	5.6	7.8	5.97	7.8	4.4
Hispanic/Latino (H/L)	16	16.5	11.83	20.2	8.6
Native Hawaiian or Pacific Islander (PI)	25.5	27.3	18.38	37.4	13.4
White (W)	9.5	8.3	7.9	8.3	5.8
Two or More Races (MR)	15.9	14.9	11.18	17.4	8.1

Source: California School Dashboard/Dataquest, Internal Analysis for 2019-20



# Chronic Absenteeism Rate



**Percentage of students (K-8) who were absent for 10% or more of the total instructional days**

Source: California School Dashboard/ Dataquest, Internal Analysis for 2019-20

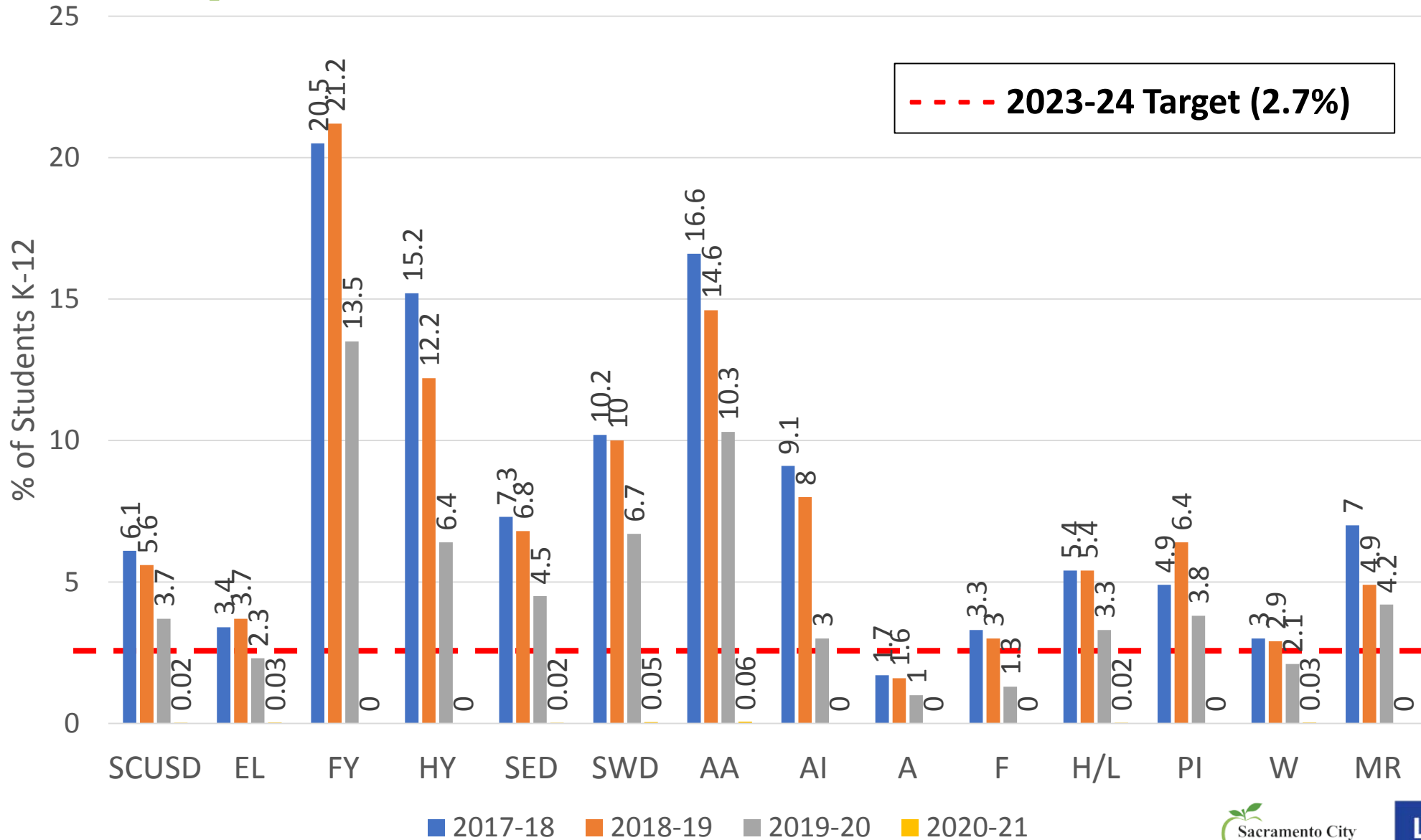
# Suspension Rate

**Percentage of students suspended 1 or more times during the school year**

Student Group	2017-18	2018-19	2019-20	2020-21	23-24
SCUSD	6.1	5.6	3.7	0.02	2.7
English Learners (EL)	3.4	3.7	2.3	0.03	1.7
Foster Youth (FY)	20.5	21.2	13.5	0.0	9.8
Homeless Youth (HY)	15.2	12.2	6.4	0.0	4.7
Socioeconomically Disadvantaged (SED)	7.3	6.8	4.5	0.02	3.3
Students with Disabilities (SWD)	10.2	10	6.7	0.05	4.9
African American (AA)	16.6	14.6	10.3	0.06	7.5
American Indian or Alaska Native (AI)	9.1	8	3.0	0.0	2.2
Asian (A)	1.7	1.6	1.0	0.0	0.7
Filipino (F)	3.3	3	1.3	0.0	0.9
Hispanic/Latino (H/L)	5.4	5.4	3.3	0.02	2.4
Native Hawaiian or Pacific Islander (PI)	4.9	6.4	3.8	0.0	2.8
White (W)	3	2.9	2.1	0.03	1.5
Two or More Races (MR)	7	4.9	4.2	0.0	3.1

Source: California School Dashboard/Dataquest

# Suspension Rate



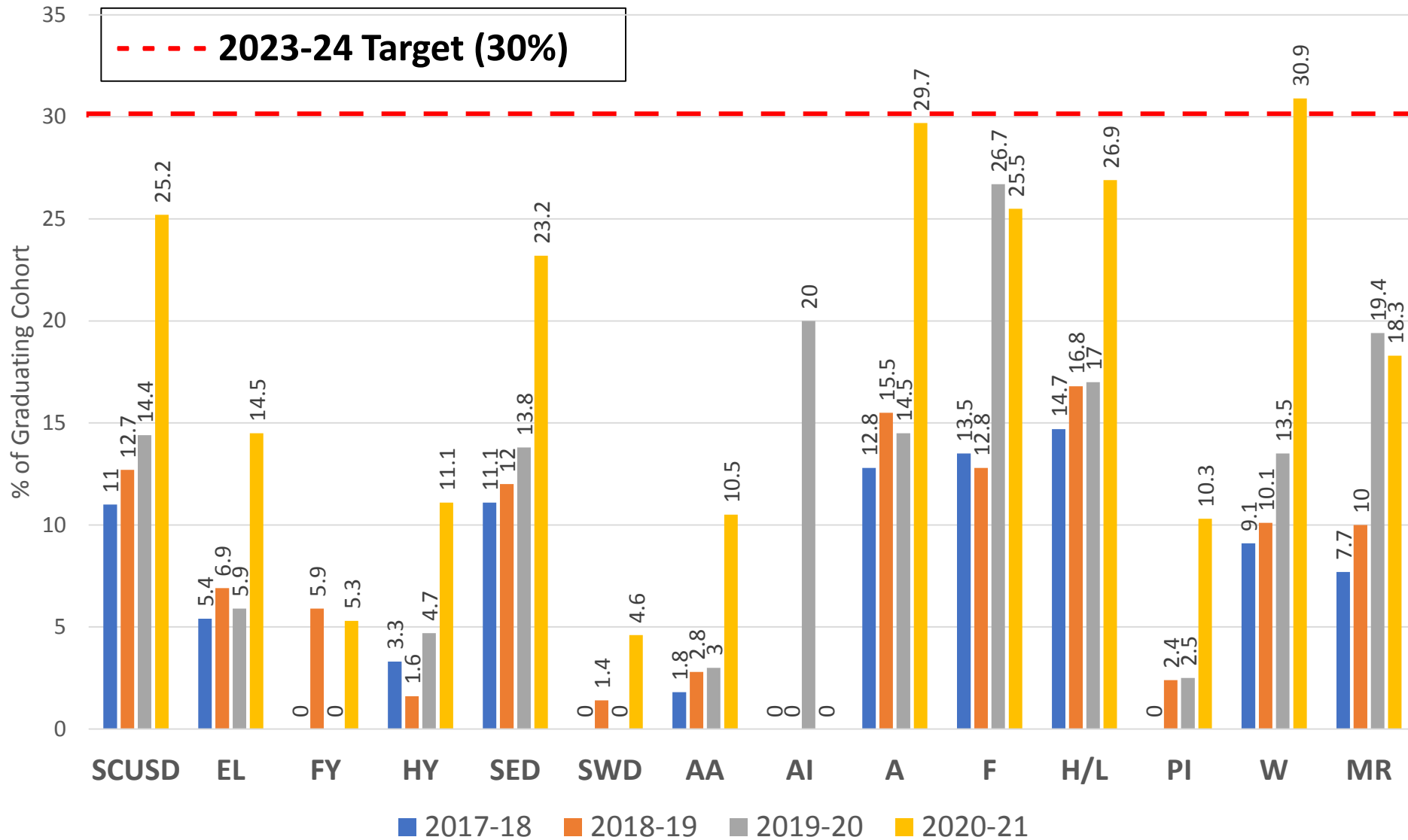
# State Seal of Biliteracy (SSB)

**Percentage of  
4-year  
graduating  
cohort who  
earned the  
State Seal of  
Biliteracy**

<b>Student Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>23-24</b>
SCUSD	11	12.7	14.4	25.2	30
English Learners (EL)	5.4	6.9	5.9	14.5	30
Foster Youth (FY)	0	5.9	0	5.3	30
Homeless Youth (HY)	3.3	1.6	4.7	11.1	30
Socioeconomically Disadvantaged (SED)	11.1	12	13.8	23.2	30
Students with Disabilities (SWD)	0	1.4	0	4.6	30
African American (AA)	1.8	2.8	3	10.5	30
American Indian or Alaska Native (AI)	0	0	20	0	30
Asian (A)	12.8	15.5	14.5	29.7	30
Filipino (F)	13.5	12.8	26.7	25.5	30
Hispanic/Latino (H/L)	14.7	16.8	17	26.9	30
Native Hawaiian or Pacific Islander (PI)	0	2.4	2.5	10.3	30
White (W)	9.1	10.1	13.5	30.9	30
Two or More Races (MR)	7.7	10	19.4	18.3	30

Source: Dataquest

# State Seal of Biliteracy



**Percentage of graduates earning the State Seal of Biliteracy**

Source: CDE Dataquest

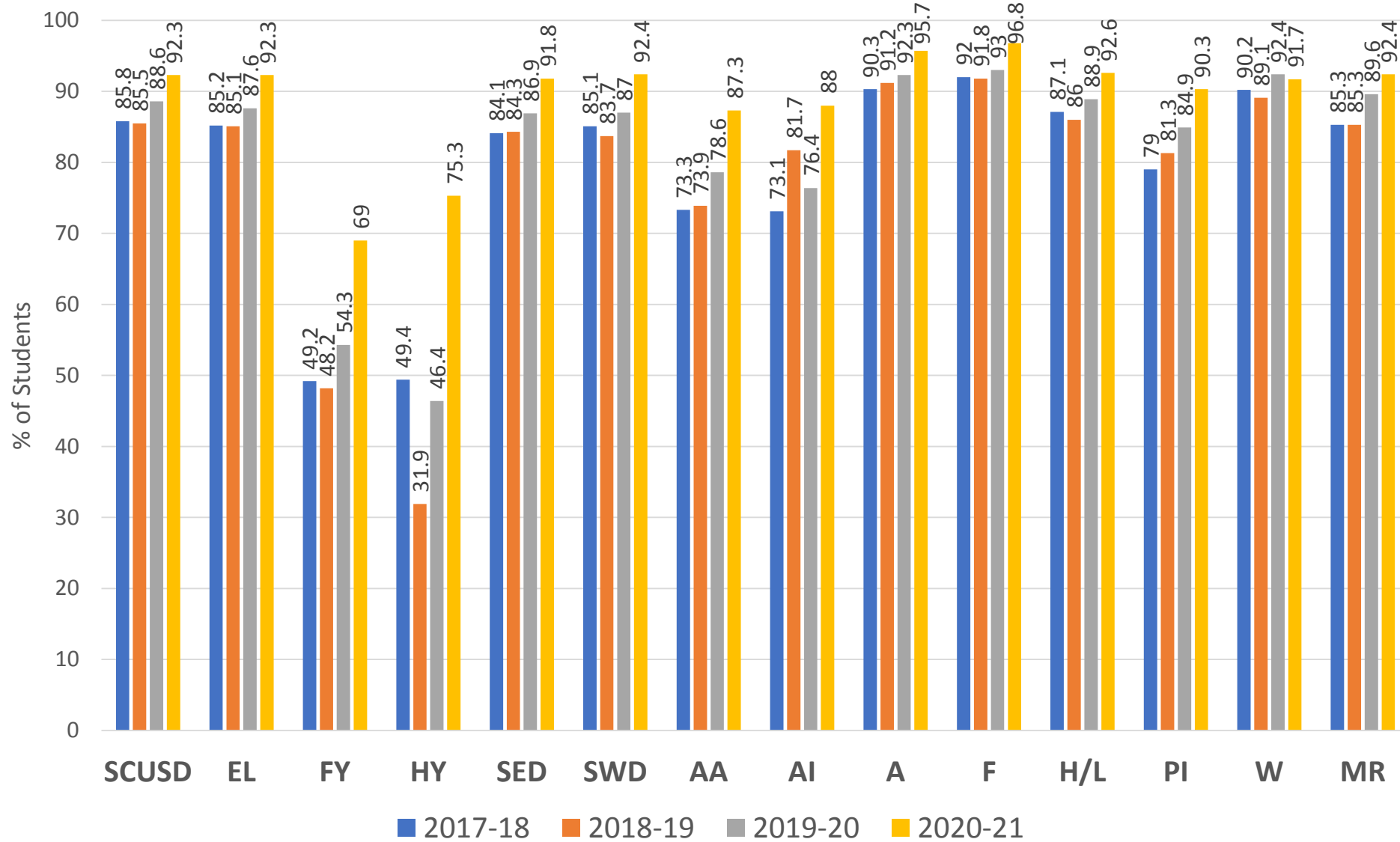
# Stability Rate

**Percentage of students enrolled during the academic year who were enrolled at least 245 consecutive calendar days at the same school without a disqualifying exit**

Source: Dataquest

<b>Student Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
SCUSD	85.8	85.5	88.6	92.3
English Learners (EL)	85.2	85.1	87.6	92.3
Foster Youth (FY)	49.2	48.2	54.3	69
Homeless Youth (HY)	49.4	31.9	46.4	75.3
Socioeconomically Disadvantaged (SED)	84.1	84.3	86.9	91.8
Students with Disabilities (SWD)	85.1	83.7	87	92.4
African American (AA)	73.3	73.9	78.6	87.3
American Indian or Alaska Native (AI)	73.1	81.7	76.4	88
Asian (A)	90.3	91.2	92.3	95.7
Filipino (F)	92	91.8	93	96.8
Hispanic/Latino (H/L)	87.1	86	88.9	92.6
Native Hawaiian or Pacific Islander (PI)	79	81.3	84.9	90.3
White (W)	90.2	89.1	92.4	91.7
Two or More Races (MR)	85.3	85.3	89.6	92.4

# Stability Rate



**Percentage of students enrolled during the academic year who were enrolled at least 245 consecutive calendar days at the same school without a disqualifying exit**

Source: Dataquest

# Alignment Efforts

The ESSER III Expenditure plan was the most recent effort to align new actions and expenditures to existing LCAP/district priorities. Where applicable, each action in the ESSER III expenditure plan noted alignment to specific LCAP goals/actions.

Current efforts include an analysis of the range of district plans/priorities, external findings/reports, and community input to identify the major through-lines. This will support development of an overarching set of strategic priorities.



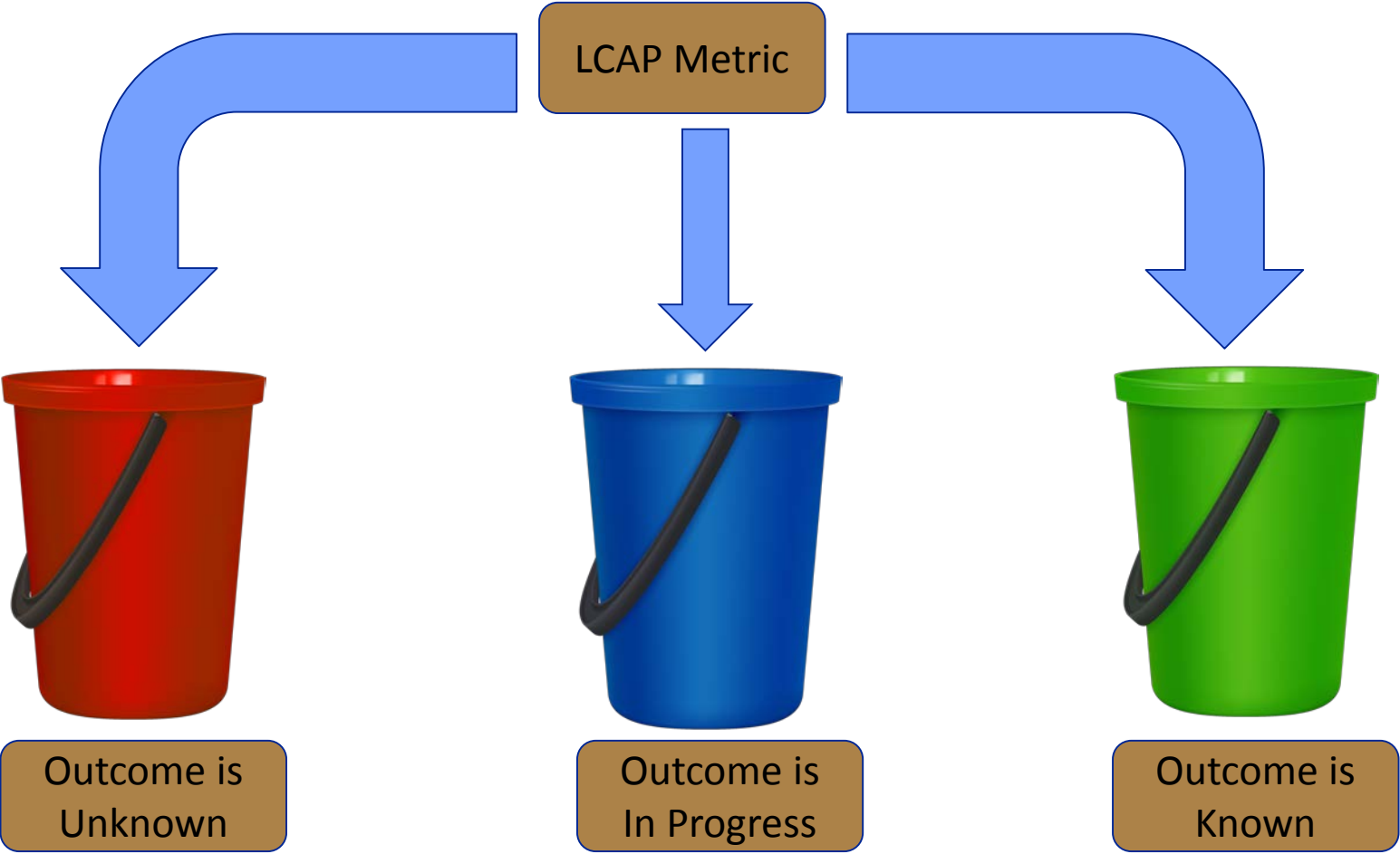
# Next Steps for Required Reporting

Prioritized next steps include the completion of (1) the Annual Update to the 2021-22 LCAP and (2) the 1-time supplement to the LCAP. These will be presented to the board at the 2.17.22 meeting.

**Annual Update:** Available mid-year outcome, expenditure, and implementation data for metrics and actions included in the 21-22 LCAP

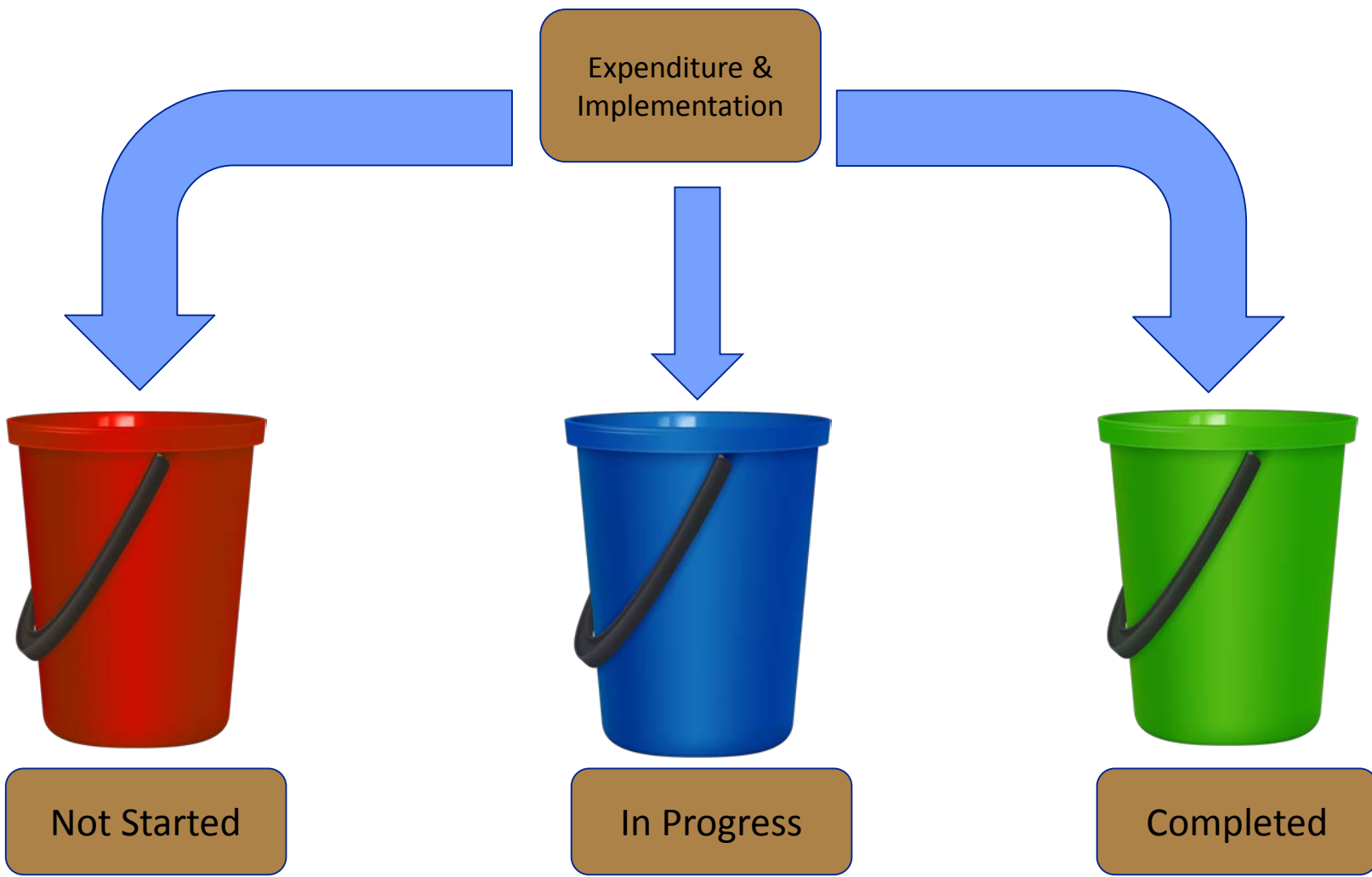
**1-Time Supplement:** Update on the implementation of and engagement related to the use of relief funding to support districts in addressing the impacts of the COVID-19 pandemic and distance learning

# Mid-Year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known.

# Mid-Year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed.

# Additional Next Steps

In addition to the Annual Update and 1-Time supplement, the annual LCAP timeline involves a range of ongoing steps that include, but are not limited to:

- Ongoing engagement of educational partners
- Collaboration with department staff to ensure that action titles, descriptions, and projected expenditures are accurate to the planned implementation for 2022-23
- Collaboration with business services to ensure that all appropriate funds are included in the LCAP and projected expenditures align to the proposed budget
- Gathering of all available measurable outcome data as it becomes available, including development of the annual Local Indicator analysis



# Four Year Cohort Graduation Rate

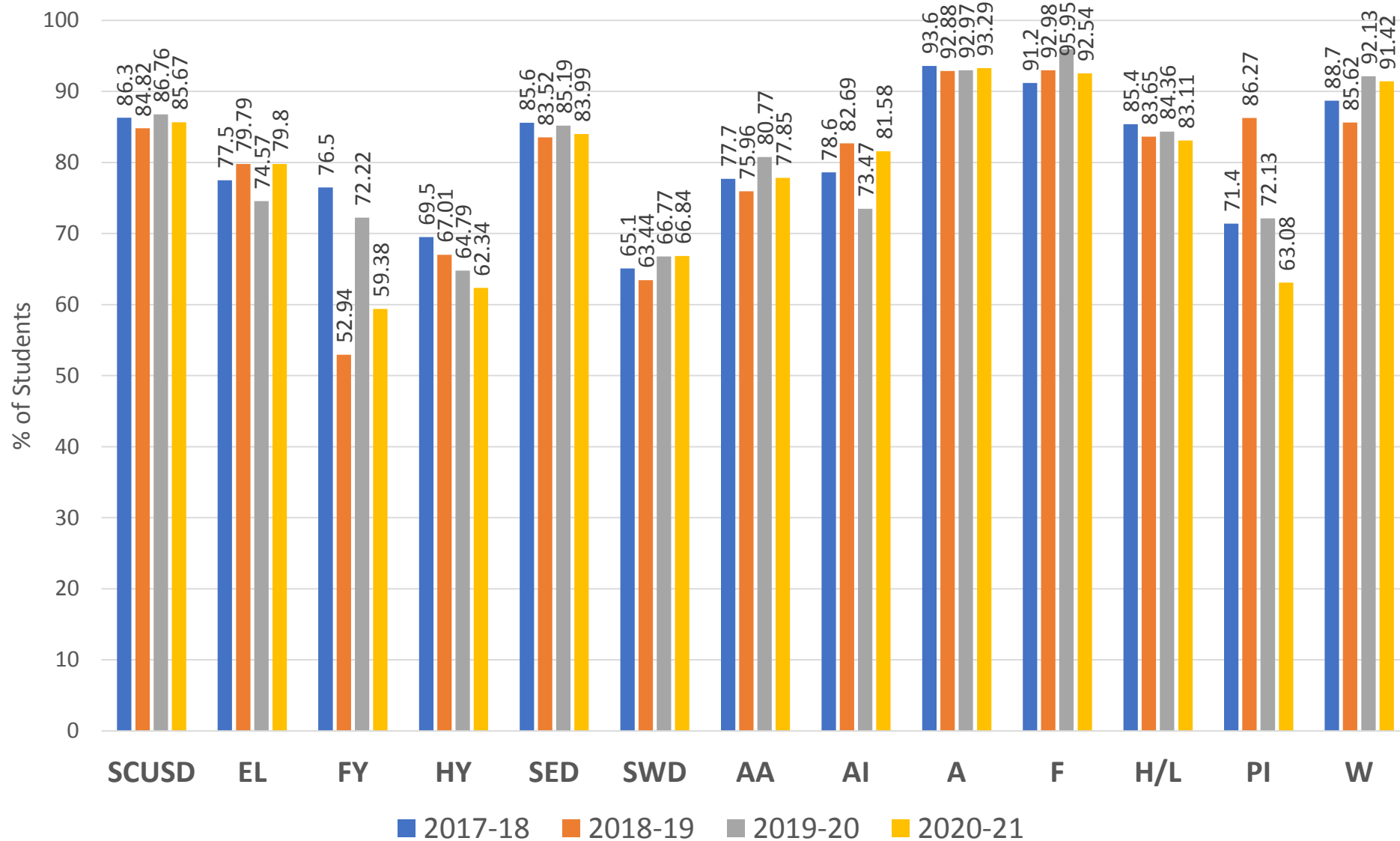
Four-year cohort graduates are those students who started 9<sup>th</sup> grade at the same time and graduated four years later

Source: Sacramento City Unified Internal Data Set

Student Group	2017-18	2018-19	2019-20	2020-21	23-24*
SCUSD	84.75	84.82	86.76	85.80	91
English Learners (EL)	69.83	79.79	74.57	79.80	82
Foster Youth (FY)	67.50	52.94	72.22	59.38	86
Homeless Youth (HY)	60.19	67.01	64.79	62.34	80
Socioeconomically Disadvantaged (SED)	80.40	83.52	85.19	83.99	90
Students with Disabilities (SWD)	60.11	63.44	66.77	66.84	78
African American (AA)	71.13	75.96	80.77	78.03	87
American Indian or Alaska Native (AI)	79.07	82.69	73.47	81.58	81
Asian (A)	90.41	92.88	92.97	93.29	95
Filipino (F)	87.50	92.98	95.95	92.54	97
Hispanic/Latino (H/L)	81.00	83.65	84.36	83.27	89
Native Hawaiian or Pacific Islander (PI)	60.98	86.27	72.13	63.08	80
White (W)	82.29	85.62	92.13	91.61	95

\*2023-24 Targets are from the LCAP's Combined 4/5 year graduation cohort rate metric. Reporting of this LCAP metric does not include any charter schools, including dependent charter schools.

# Four Year Cohort Graduation Rate



**Four-year cohort graduates are those students who started 9<sup>th</sup> grade at the same time and graduated four years later**

Source: Sacramento City Unified Internal Data Set

**2023-24 LCAP Target: (91%)**

# A-G Requirements Completion

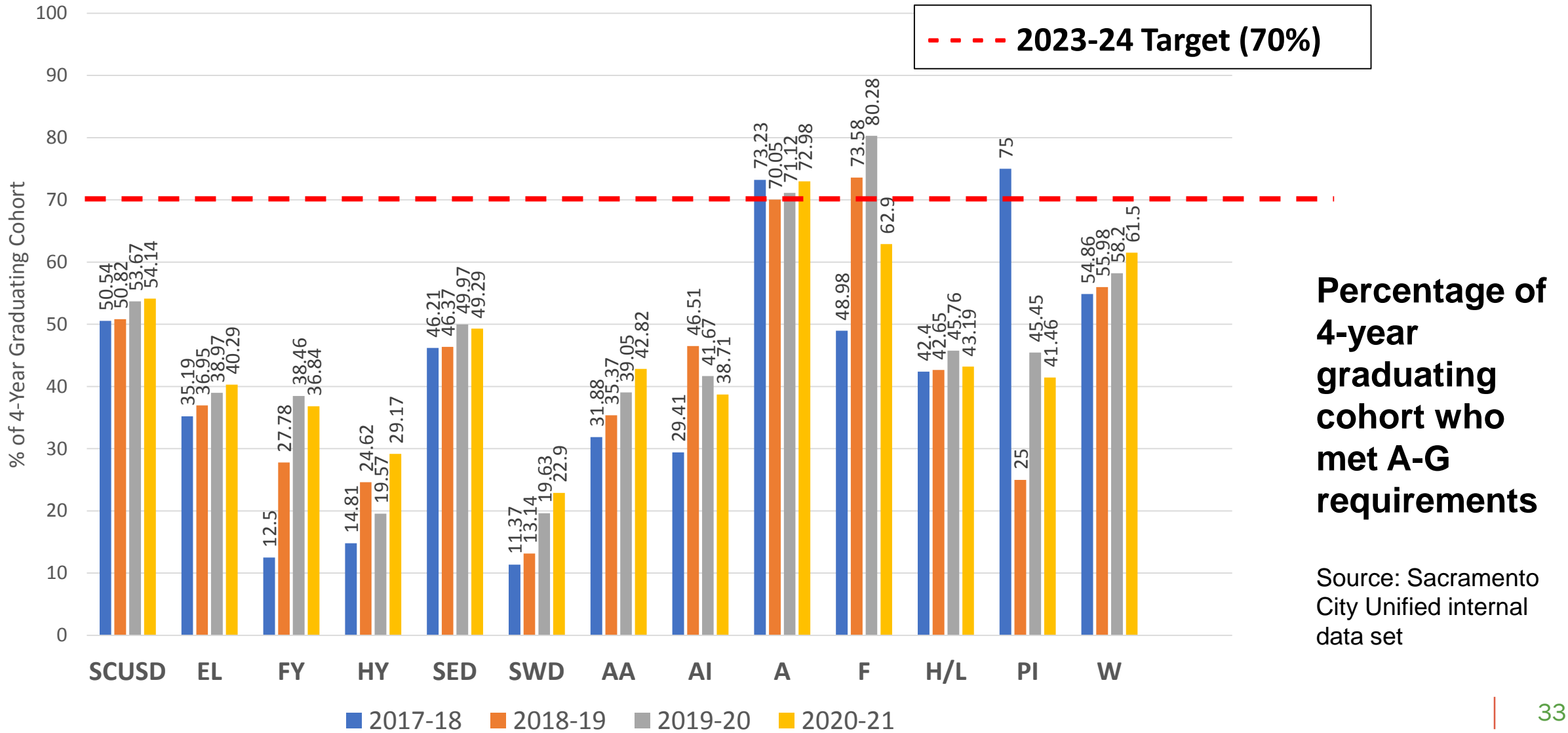
**Percentage of 4-year graduating cohort who met A-G requirements**

Source: Sacramento City Unified internal data set

Student Group	2017-18	2018-19	2019-20	2020-21	23-24
SCUSD	50.54	50.82	53.67	54.14	70
English Learners (EL)	35.19	36.95	38.97	40.29	59
Foster Youth (FY)	12.50	27.78	38.46	36.84	60
Homeless Youth (HY)	14.81	24.62	19.57	29.17	48
Socioeconomically Disadvantaged (SED)	46.21	46.37	49.97	49.29	67
Students with Disabilities (SWD)	11.37	13.14	19.63	22.90	46
African American (AA)	31.88	35.37	39.05	42.82	58
American Indian or Alaska Native (AI)	29.41	46.51	41.67	38.71	54
Asian (A)	73.23	70.05	71.12	72.98	81
Filipino (F)	48.98	73.58	80.28	62.90	87
Hispanic/Latino (H/L)	42.40	42.65	45.76	43.19	64
Native Hawaiian or Pacific Islander (PI)	75.00	25.00	45.45	41.46	66
White (W)	54.86	55.98	58.20	61.50	73



# A-G Requirements Completion



## 2020-21 CREDIT RECOVERY COURSE COMPLETIONS

School	School Type	2020-21 Completions	2021 Summer Completions	TOTAL 2020-21	% of School Enrollment with 1+ Credit Recovery Completions
American Legion	<i>Alternative: Continuation</i>	274	140	414	100%
AABHPHS (Health Professions)	<i>Small Specialty</i>	82	28	110	51%
Capital City	<i>Alternative: Independent</i>	95	19	114	31%
C.K. McClatchy	<i>Comprehensive</i>	386	424	810	34%
George W. Carver	<i>Small Charter School</i>	10	10	20	7%
Hiram Johnson	<i>Comprehensive</i>	283	535	818	49%
John F. Kennedy	<i>Comprehensive</i>	182	331	513	24%
Kit Carson	<i>Small Specialty</i>	3	11	14	2%
Luther Burbank	<i>Comprehensive</i>	194	97	291	17%
New Tech	<i>Small Charter School</i>	43	96	139	82%
Rosemont High School	<i>Comprehensive</i>	198	395	593	44%
Sac. Accelerated Academy	<i>Alternative: Independent</i>	2218	NA	2218	100%
School of Engineering	<i>Small Specialty</i>	149	180	329	61%
The MET	<i>Small Charter School</i>	112	72	184	66%
West	<i>Small: Specialty</i>	37	50	87	10%
<b>TOTAL</b>	-	<b>4266</b>	<b>2388</b>	<b>6654</b>	<b>50%</b>

CREDIT RECOVERY ACHIEVEMENT: 0-24% 25-49% 50-74% 75-100%

## 2021-22 CREDIT RECOVERY COMPARATIVE COURSE COMPLETIONS

SCHOOL	SCHOOL TYPE	2021-22 COMPLETIONS	+/- % from 20-21 PACE
American Legion	<i>Alternative: Continuation</i>	229	-5.9%
AABHPHS (Health Professions)	<i>Small Specialty</i>	27	-30.8%
Capital City	<i>Alternative: Independent</i>	23	+2.9%
C.K. McClatchy	<i>Comprehensive</i>	139	-71.4%
George Washington Carver	<i>Small Charter School</i>	1	+77.7%
Hiram Johnson	<i>Comprehensive</i>	176	-15.2%
John F. Kennedy	<i>Comprehensive</i>	54	-4.8%
Kit Carson	<i>Small Specialty</i>	1	-
Luther Burbank	<i>Comprehensive</i>	141	+52.8%
New Tech	<i>Small Charter School</i>	23	+42.9%
Rosemont High School	<i>Comprehensive</i>	99	-17.8%
Sacramento Accelerated Academy	<i>Alternative: Independent</i>	638	+0.3%
School of Engineering	<i>Small Specialty</i>	27	-69.4%
The MET	<i>Small Charter School</i>	12	-76.8%
West	<i>Small Specialty</i>	3	-5.9%
<b>TOTAL</b>	-	<b>1593</b>	<b>+6.2%</b>

CREDIT RECOVERY  
ACHIEVEMENT:

0-24%

25-49%

50-74%

75-100%

## 2020-21 CREDIT RECOVERY ACHIEVEMENT RELATIVE TO DEMOGRAPHICS

SCHOOL	SCHOOL TYPE	SED %	EL %	Amer. Ind./ Alsk. Nat. %	Asian %	Black %	Filipino %	Latino %	Nat. Haw./ Pac. Isl. %	Not Rep. %	2+ Races %	White %	% Pupils with 1+ Completion
American Legion	<i>Alt: Continuation</i>	90	18	1	2	28	1	55	4	0	1	7	100%
AABPHS (Health Professions)	<i>Small Specialty</i>	81	14	1	12	22	1	44	6	0	6	10	51%
Capital City	<i>Alt: Independent</i>	87	16	1	16	17	0	49	2	0	5	10	31%
C.K. McClatchy	<i>Comprehensive</i>	59	12	1	15	10	1	44	2	0	5	23	34%
George W. Carver	<i>Small Charter</i>	44	4	0	2	7	0	24	0	0	7	60	7%
Hiram Johnson	<i>Comprehensive</i>	80	31	1	25	12	1	48	3	0	4	7	49%
John F. Kennedy	<i>Comprehensive</i>	61	9	1	25	18	3	32	2	0	6	13	24%
Kit Carson	<i>Small Specialty</i>	71	11	1	5	14	1	48	2	0	6	24	2%
Luther Burbank	<i>Comprehensive</i>	85	25	0	27	22	1	41	2	0	3	3	17%
New Tech	<i>Small Charter</i>	65	20	2	3	10	2	65	0	0	4	15	82%
Rosemont High School	<i>Comprehensive</i>	67	10	0	8	16	3	35	2	0	7	29	44%
Sac. Accelerated Academy	<i>Alt: Independent</i>	-	-	2	7	23	2	52	5	-	-	9	100%
School of Engineering	<i>Small Specialty</i>	71	9	0	19	17	1	44	2	0	6	11	61%
The MET	<i>Small Charter</i>	52	6	0	3	11	0	45	0	0	6	34	66%
West	<i>Small: Specialty</i>	56	1	0	30	4	2	34	1	0	10	19	10%
<b>TOTAL</b>	-	<b>73</b>	<b>18</b>	<b>1</b>	<b>17</b>	<b>15</b>	<b>1</b>	<b>41</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>17</b>	<b>50%</b>

DEMOGRAPHICS: 0-24% 25-49% 50-74% 75-100%

CREDIT RECOVERY ACHIEVEMENT: 0-24% 25-49% 50-74% 75-100%

# Comments/Questions