Earl Warren Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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 in an effort to provide appropriate scaffolds to support both students 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 projector, 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.

2022-23 School Overview

In 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 home. 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 with the goal of improving supplemental services that will provide opportunities for all student to meet high standards.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	61
Grade 2	55
Grade 3	59
Grade 4	48
Grade 5	69
Grade 6	68
Total Enrollment	399

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	1.3
Asian	19.3
Black or African American	5.0
Filipino	0.8
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	1.0
Two or More Races	2.8
White	5.8
English Learners	33.1
Foster Youth	1.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	93.2
Students with Disabilities	10.3

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
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

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

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

2021-22 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)	11.10	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 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. Since the onset of Distance Learning in the Spring of 2020, we have provided all teachers and administrators with professional learning on Universal Design for Learning, and the professional learning we have made available is geared to distance learning. 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	November, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance - 2017	Yes	0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th - 2014	Yes	0%
Science	Amplify Science California, Amplify Education, 2019	Yes	0%
History-Social Science	California Vistas, McMillian McGraw-Hill - 2007	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Earl Warren Elementary School, built in 1948, received Facility Inspection Tool (FIT) overall repair rating score of "good" from its most recent facility inspection in June 2018. 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 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.

The passage of Measure Q, the district's 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which began in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district's wireless connectivity. The improvements, increased classroom internet access and digital voice communication.

The HVAC unit in the multipurpose room is being replaced in Fall of 2021 and an outdoor shade structure is anticipated to be completed by September 2022.

Year and month of the most recent FIT report	7/1/2021

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: REPLACE CARPET STRIPPING W/O 180592 Classroom 17: New carpet W.O. #145928 Classroom 18: REPLACE CARPET W/O 161850 W/O 149990 Classroom 3: REPLACE CARPET STRIPPING W/O 180590 Main Office: Paint behind office w/o 181295

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Exterior Walls: Paint exterior W.O. #145930
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	27	N/A	33

2021-22 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	256	254	99.22	0.78	36.22
Female	135	135	100.00	0.00	40.00
Male	121	119	98.35	1.65	31.93
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	37.50
Black or African American	18	18	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	159	158	99.37	0.63	34.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	72	71	98.61	1.39	18.31
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	236	99.58	0.42	36.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	39	100.00	0.00	2.56

2021-22 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	256	99.61	0.39	33.73
Female	136	136	100.00	0.00	30.37
Male	121	120	99.17	0.83	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	44.68
Black or African American	18	18	100.00	0.00	38.89
Filipino	--	--	--	--	--
Hispanic or Latino	160	160	100.00	0.00	29.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	72	72	100.00	0.00	18.31
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	236	99.58	0.42	33.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	39	100.00	0.00	2.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20	NT	25.03	28.5	29.47

2021-22 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	70	70	100	0	20
Female	40	40	100	0	10
Male	30	30	100	0	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100	0	20
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100	0	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100	0	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	8.33

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	96%	96%	96%	91%

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.

2022-23 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/Teacher Conferences.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	439	164	37.4
Female	239	223	73	32.7
Male	234	216	91	42.1
American Indian or Alaska Native	6	6	5	83.3
Asian	85	79	9	11.4
Black or African American	34	31	17	54.8
Filipino	3	3	0	0.0
Hispanic or Latino	297	273	110	40.3
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	12	12	7	58.3
White	29	28	14	50.0
English Learners	158	145	36	24.8
Foster Youth	8	8	3	37.5
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	435	408	152	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	59	30	50.8

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.46	3.70	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.33	0.04	4.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0.00
Female	0.00	0.00
Male	4.70	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.18	0.00
Black or African American	2.94	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	0.00	0.00
English Learners	1.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.23	0.00

2022-23 School Safety Plan

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan (CSSP) 2020-2021

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continuously seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.
Section 1 ....Crisis Communication Flow Chart
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 Procedure
a)   Evacuation for Persons with Disabilities
Section 4.. Site Level Use of schools as a Community Shelter
Section 5.. District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents
b) Mandated Child Abuse Reporting
c) Suicide Risk Assessment Procedures
d) Mental Health Crisis Response Procedure
e) Missing Student Protocol
Section 6..Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students
b) Report of Suspected Bullying Page 1
c) Report of Suspected Bullying Page 2
d) Guidance for Action Plan
e) Student Safety Plan
Section 7...................... Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8..Wellness Plan
a)   BP 5030 Student Wellness
Section 9.. District Handbook
Section 10.. Component I: Social Climate
.... Component II: Physical Climate/Campus
Section 11...................................Site Level Incident Command System (ICS) Roles and Team
Section 12...Site Level Communication Procedures
a)   Emergency Phone Tree
Section 13.. Before and After School Programs
.... Coordinators/Contact Numbers
.... Days/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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	
1	19	2	4	
2	18	2	4	
3	21	2	4	
4	21	3	2	
5	24	1	2	
6	27	1	2	
Other	12	1		

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		

2021-22 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

2021-22 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	
Social Worker	0.3
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$83,404
Percent Difference - School Site and District	N/A	N/A	-15.2	-28.3
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-23.8	-30.6

2021-22 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 program, 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 Elementary School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Enrichment programs (i.e Robotics Club)
- Access to technology
- Parent Education/Family Nights
- Social Services (Student Support Center)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (social emotional)
- Special Education
- Professional Development
- Supplemental Education Services
- Computer Lab Media Aide
- Staff Development in PDSA and MTSS
- ASES

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$47,335	$51,081
Mid-Range Teacher Salary	$52,444	$77,514
Highest Teacher Salary	$102,090	$105,764
Average Principal Salary (Elementary)	$120,748	$133,421
Average Principal Salary (Middle)	$127,364	$138,594
Average Principal Salary (High)	$139,247	$153,392
Superintendent Salary	$316,011	$298,377
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	4%	5%

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 supports 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, the Visual and Performing Arts and Social-Emotional Learning. 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.

For the 2022-2023 school year the Earl Warren staff is focussed on Systematic English Language Development. Prior to the beginning of the school year, all teachers participated in 6 hours of training. Additionally, every month teachers receive additional training as well as instructional coaching on ELD strategies.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7