

# Fern Bacon Middle School "A New Era of Excellence"

## 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

<b>School Name</b>	Fern Bacon Middle School "A New Era of Excellence"
<b>Street</b>	4140 Cuny Avenue
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	(916) 395-5340
<b>Principal</b>	Mary Coronado
<b>Email Address</b>	Mary-Coronado@scusd.edu
<b>School Website</b>	<a href="http://www.fernbacon.scusd.edu">www.fernbacon.scusd.edu</a>
<b>County-District-School (CDS) Code</b>	34-67439-6059307

## 2022-23 District Contact Information

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Jorge Aguilar
<b>Email Address</b>	<a href="https://www.scusd.edu/form/send-us-email">https://www.scusd.edu/form/send-us-email</a>
<b>District Website Address</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>

## 2022-23 School Overview

### SCHOOL HISTORY / DESCRIPTION:

In early spring 2010 a call to action was made for change at Fern Bacon Middle School. The incoming principal conducted focus groups with students and staff; held department meetings and one-on-one meetings with key staff; and collected qualitative data by surveying students, staff, and parents. Subsequent analysis of student performance data and SQR findings predicated the structure of the program and selected curriculum. A collaborative leadership team including the principal, vice principals, instructional training specialists, site staff, and parent volunteers began planning the summer pre-service and professional development that would lay the foundation for the school's "New Era of Excellence." During the August pre-service that year, members of the teaching staff led colleagues through a data analysis protocol and strategic visioning session to help identify school priorities. These priorities became the essence of the school's vision and continue to provide the overarching frame for school improvement. As a result, Fern Bacon made significant academic growth and gained 146 API points in three years on the CST.

Moving forward, a strong foundation has been laid at Fern Bacon Middle School. The transition into a new system of

## 2022-23 School Overview

accountability has been seamless with an increase of proficiency in our SBAC scores in both English Language Arts and Mathematics. Fern Bacon Middle School was recently honored with CORE's 2019 Academic Growth Award for three (3) consecutive years of high academic growth in both ELA and Math. This high impact badge is based on a growth model for every student and reflects consistent work among educators to provide extraordinary classroom instruction. Our work continues to be integrated, interdependent, interactive, and inter-related to ensure congruence between teaching and learning. As a true learning organization, we will reach our vision by aligning our work to produce college/career ready students, strengthening family and community engagement, and fostering organizational transformation for continuous improvement.

### OUR VISION AT FERN BACON MIDDLE SCHOOL WILL NEVER WAVER:

Our people and their strengths, both individually and collectively, have been the most important factors in the transformation of Fern Bacon Middle School. It is our commitment, ownership, and hard work together that has helped us reach our desired results; a vision predicated on a culture of high expectations for student achievement and behavior conduct. To that end, the following vision statement guides our work:

As a result of rigorous, high quality first instruction, evidence-based practices, and authentic relationships, students will achieve tremendous academic growth and demonstrate preparedness for college/career pathways.

To reach our vision, Fern Bacon Middle School will set the following conditions for success:

- Provide standards-based curriculum that is designed to provide intensive, strategic and benchmark support for students to achieve mastery of grade level content;
- Utilize student achievement data to drive all decision making in the classroom and programmatically;
- Monitor student progress to ensure timely and systematic instructional and intervention response;
- Provide structures for teacher reflection, collaboration, and planning to ensure the delivery of high-quality, rigorous instruction in every classroom;
- Provide instructional coaching support & staff development to develop teaching and learning;
- Develop and promote authentic relationships with students, families and the community to support excellence and achievement.

Our core values at Fern Bacon Middle School: Achievement, Integrity, and Excellence.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	361
Grade 8	330
<b>Total Enrollment</b>	<b>691</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.4
Asian	24.3
Black or African American	15.6
Filipino	0.9
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	2.3
Two or More Races	3.6
White	2.9
English Learners	38.8
Foster Youth	0.1
Homeless	1.2
Migrant	1.4
Socioeconomically Disadvantaged	92.0
Students with Disabilities	16.8

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.80	87.71	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	42.30	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	3.47	93.00	4.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	5.67	70.70	3.53	12115.80	4.41
<b>Unknown</b>	1.00	3.15	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	31.70	100.00	2001.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.70	85.24	1686.00	84.45	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.08	37.10	1.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	6.15	144.80	7.25	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	5.54	67.40	3.38	11953.10	4.28
<b>Unknown</b>	0.00	0.00	61.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	32.50	100.00	1996.40	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.10	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	2.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	1.80	1.80
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	1.80	1.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	6.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.60	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson's MyPerspectives grade 7 - 2017 Pearson's MyPerspectives grade 8 - 2017	Yes	0%
Mathematics	Larson BIG IDEAS California Course 2, 2015-Houghton Mifflin - 2014 Larson BIG IDEAS California Course 3, 2015-Houghton Mifflin - 2014	Yes	0%
Science	Life Science, Holt, Rinehart and Winston - 2007 Focus on Physical Science, Glencoe/McGraw-Hill - 2007 Amplify Science California, Amplify Education, 2019	Yes	0%
History-Social Science	History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI) - 2005 History Alive! The United States Through Industrialism, Teachers' Curriculum Institute (TCI) - 2005	Yes	0%
Foreign Language		Yes	0%
Health			0%
Visual and Performing Arts			0%

## School Facility Conditions and Planned Improvements

Fern Bacon Middle School, built in 1960, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride 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 were been allocated for safety and security upgrades.

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

Year and month of the most recent FIT report

09/27/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	28	N/A	38	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	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
<b>All Students</b>	690	641	92.90	7.10	28.39
<b>Female</b>	336	318	94.64	5.36	33.02
<b>Male</b>	354	323	91.24	8.76	23.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	175	149	85.14	14.86	37.58
<b>Black or African American</b>	106	99	93.40	6.60	22.22
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	341	327	95.89	4.11	26.30
<b>Native Hawaiian or Pacific Islander</b>	16	16	100.00	0.00	12.50
<b>Two or More Races</b>	25	24	96.00	4.00	20.83
<b>White</b>	19	18	94.74	5.26	44.44
<b>English Learners</b>	275	243	88.36	11.64	9.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	16.67
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	621	580	93.40	6.60	27.93
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	117	111	94.87	5.13	9.91

## 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
<b>All Students</b>	690	666	96.52	3.48	15.02
<b>Female</b>	336	323	96.13	3.87	12.38
<b>Male</b>	354	343	96.89	3.11	17.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	175	171	97.71	2.29	22.81
<b>Black or African American</b>	106	98	92.45	7.55	5.10
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	341	331	97.07	2.93	15.11
<b>Native Hawaiian or Pacific Islander</b>	16	16	100.00	0.00	12.50
<b>Two or More Races</b>	25	25	100.00	0.00	4.00
<b>White</b>	19	17	89.47	10.53	17.65
<b>English Learners</b>	275	270	98.18	1.82	6.30
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	13	92.86	7.14	7.69
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	621	600	96.62	3.38	14.83
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	117	109	93.16	6.84	4.59

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	8.9	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
<b>All Students</b>	341	327	95.89	4.11	8.9
<b>Female</b>	165	159	96.36	3.64	4.4
<b>Male</b>	176	168	95.45	4.55	13.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	94	92	97.87	2.13	10.87
<b>Black or African American</b>	53	48	90.57	9.43	8.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	161	154	95.65	4.35	7.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100	0	0
<b>White</b>	11	11	100	0	18.18
<b>English Learners</b>	126	124	98.41	1.59	0.81
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	304	293	96.38	3.62	9.25
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	60	53	88.33	11.67	3.77

## 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 7	67%	64%	65%	62%	65%

## 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

Relationships with our parents and community are a cornerstone of our work at Fern Bacon Middle School. Teachers participate in the nationally acclaimed Parent Teacher Home Visit Project designed to strengthen relationships with students and families in addition to hosting a variety of activities during the year focused on academics and student achievement. Parents are also an important part of and actively participate on our School Site Council and English Learner Advisory Committee to help provide school governance.

A monthly meeting designed especially for parents, "Bulldog Cafe," is a great opportunity to socialize and learn about important school programs and student access to success. Parents are informed about how to monitor student success in school, high school choice options, college awareness, and multiple academic and program items that lead to success in school.

Back-to-School Night and Open House are annual school-wide events for parents to be connected to the school staff and learn about student progress. Fern Bacon is committed to honoring cultural diversity through our annual Heritage Festival and other student-sponsored activities.

Quality customer service and increasing parent engagement are of utmost importance to Fern Bacon Middle School. We welcome and encourage parents to visit classrooms, volunteer if possible in the library or on school-sponsored field trips to be involved at all levels.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	805	746	300	40.2
Female	395	365	145	39.7
Male	410	381	155	40.7
American Indian or Alaska Native	3	3	2	66.7
Asian	209	190	41	21.6
Black or African American	144	123	78	63.4
Filipino	6	6	2	33.3
Hispanic or Latino	376	361	142	39.3
Native Hawaiian or Pacific Islander	19	17	10	58.8
Two or More Races	26	25	14	56.0
White	22	21	11	52.4
English Learners	319	304	99	32.6
Foster Youth	4	4	4	100.0
Homeless	20	19	12	63.2
Socioeconomically Disadvantaged	739	689	288	41.8
Students Receiving Migrant Education Services	11	11	6	54.5
Students with Disabilities	134	126	65	51.6

### 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	5.87	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	8.32	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	8.32	0.00
Female	5.57	0.00
Male	10.98	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.31	0.00
Black or African American	15.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.18	0.00
Native Hawaiian or Pacific Islander	10.53	0.00
Two or More Races	3.85	0.00
White	9.09	0.00
English Learners	4.70	0.00
Foster Youth	0.00	0.00
Homeless	30.00	0.00
Socioeconomically Disadvantaged	8.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.19	0.00



## 2022-23 School Safety Plan

School Safety Plan  
Sacramento City Unified School District  
Comprehensive Safe School Plan (CSSP) 2022-2023

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

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	27	3
Mathematics	21	30	16	
Science	24	9	13	5
Social Science	23	9	22	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	19	2
Mathematics	21	24	17	
Science	30	3	3	17
Social Science	22	15	16	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	24	3
Mathematics	21	25	16	
Science	30	3	9	11
Social Science	21	8	24	

## 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	363.68

## 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)	1.9
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.1
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

## 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	\$7,319	\$1,843	\$5,476	\$63,559
District	N/A	N/A	\$6,048	\$83,404
Percent Difference - School Site and District	N/A	N/A	-9.9	-27.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-18.5	-29.3

## 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. Fern Bacon Middle School and district supplemental programs and services include:

- Class Size reduction in ELA and Math
- Learning Support Coordinator
- Student & Parent Support Center
- Math Support Program
- Extended Teacher Planning & Collaboration Days
- Extended Campus Monitor Support of Culture & Climate
- Supplemental Counseling Time
- Tutoring & extended day opportunities
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- College and Career Readiness Elective class
- Parent Education (Parent Resource Center)
- Newcomer ELD classes
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Home Visitation Project
- Special Education / Study Skills Support Class
- Professional Learning in ELD
- SPED Instructional Aides
- Supplemental Education Services
- School Choice
- School Resource Officer (Sacramento City Police)

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
<b>Beginning Teacher Salary</b>	\$47,335	\$51,081
<b>Mid-Range Teacher Salary</b>	\$52,444	\$77,514
<b>Highest Teacher Salary</b>	\$102,090	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$120,748	\$133,421
<b>Average Principal Salary (Middle)</b>	\$127,364	\$138,594
<b>Average Principal Salary (High)</b>	\$139,247	\$153,392
<b>Superintendent Salary</b>	\$316,011	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	28%	32%
<b>Percent of Budget for Administrative Salaries</b>	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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	6