

O. W. Erlewine 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 | O. W. Erlewine Elementary School |
| Street | 2441 Stansberry Way |
| City, State, Zip | Sacramento, CA 95826 |
| Phone Number | 916.395.4660 |
| Principal | Eric Chapman |
| Email Address | Eric-Chapman@scusd.edu |
| School Website | https://www.scusd.edu/ |
| County-District-School (CDS) Code | 34-67439-6034177 |

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

O.W. Erlewine Elementary is a community school located in a quiet residential neighborhood along the American River Parkway. O. W. Erlewine School staff prides itself in providing a safe and nurturing environment from which our students can grow and learn. Erlewine's campus is beautiful, eclectic and highlights an outdoor learning center that includes a vast nature area and expansive school-based learning garden.

Erlewine offers a well-balanced standards-based instructional program, which is closely focused on meeting the individual needs of our students. Within our comprehensive approach, learning is student-centered and involves dynamic classroom approaches designed to support learners in acquiring a deeper knowledge of content through active exploration, differentiation, cultural responsiveness, and Social and Emotional Learning.

In an effort to eliminate digital divides, computer availability is at a one-to-one ratio for all Erlewine students. Our team recognizes the importance of developing technological skills in all of our learners so they have increased access to content and build competence in their application of 21st Century Skills.

Mission Statement:

The O.W. Erlewine School community is committed to creating equitable learning opportunities wherein students and adults work cooperatively within learning environments that are relevant, inclusive, and accessible for all learners. Through our approach to teaching and learning, our students are shown how responsibility, respect, and collaboration are traits that will support them as lifelong learners.

O.W. Erlewine School Vision:

- The students, staff, families, and the larger community of O.W. Erlewine School are committed to working harmoniously, in a spirit of mutual trust, collaboration, and shared decision-making.
- Our students will become college and career ready through a positive, safe, and rigorous learning environments which emphasize the following:
- Project Based and Problem Based Learning
- Morning Meetings
- Social and Emotional Learning
- Collaboration

2022-23 School Overview

- Intervention and Enrichment
- Integration of Technology
- Science Learning Lab
- Outdoor Learning (Nature Area and School Garden)

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 42 |
| Grade 1 | 39 |
| Grade 2 | 34 |
| Grade 3 | 45 |
| Grade 4 | 35 |
| Grade 5 | 29 |
| Grade 6 | 39 |
| Total Enrollment | 263 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.6 |
| Male | 54.4 |
| American Indian or Alaska Native | 1.5 |
| Asian | 3.8 |
| Black or African American | 13.7 |
| Filipino | 1.9 |
| Hispanic or Latino | 35.0 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 13.7 |
| White | 30.0 |
| English Learners | 8.7 |
| Foster Youth | 0.0 |
| Homeless | 0.8 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 64.3 |
| Students with Disabilities | 20.2 |



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) | 10.00 | 76.92 | 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) | 2.00 | 15.38 | 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 | 1.00 | 7.69 | 128.70 | 6.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 13.00 | 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) | 11.00 | 78.57 | 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) | 3.00 | 21.43 | 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 | 0.00 | 0.00 | 61.00 | 3.06 | 15831.90 | 5.67 |
| Total Teaching Positions | 14.00 | 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 | 2.00 | 3.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 3.00 |

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) | 20.00 | 16.60 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 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 | February, 2018 |
|--|----------------|

| 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

O.W. Erlewine Elementary School, built in 1965, received Facility Inspection Tool (FIT) overall repair rating score of “exemplary” from its most recent facility inspection in April 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 are expected to begin 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, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

Year and month of the most recent FIT report 6/1/2021

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Structural: Structural Damage, Roofs | X | | | |
| External: 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| 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 | 28 | 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 | 159 | 151 | 94.97 | 5.03 | 36.42 |
| Female | 82 | 74 | 90.24 | 9.76 | 35.14 |
| Male | 77 | 77 | 100.00 | 0.00 | 37.66 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 22 | 19 | 86.36 | 13.64 | 31.58 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 51 | 94.44 | 5.56 | 29.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 21 | 20 | 95.24 | 4.76 | 60.00 |
| White | 50 | 49 | 98.00 | 2.00 | 40.82 |
| English Learners | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 103 | 96 | 93.20 | 6.80 | 26.04 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 36 | 30 | 83.33 | 16.67 | 10.00 |

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 | 159 | 151 | 94.97 | 5.03 | 27.81 |
| Female | 82 | 74 | 90.24 | 9.76 | 20.27 |
| Male | 77 | 77 | 100.00 | 0.00 | 35.06 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 22 | 19 | 86.36 | 13.64 | 15.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 51 | 94.44 | 5.56 | 19.61 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 21 | 20 | 95.24 | 4.76 | 30.00 |
| White | 50 | 49 | 98.00 | 2.00 | 40.82 |
| English Learners | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 103 | 96 | 93.20 | 6.80 | 17.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 36 | 30 | 83.33 | 16.67 | 6.67 |

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 | 16.67 | 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 | 31 | 30 | 96.77 | 3.23 | 16.67 |
| Female | 14 | 13 | 92.86 | 7.14 | 15.38 |
| Male | 17 | 17 | 100 | 0 | 17.65 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100 | 0 | 16.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | 19 | 95 | 5 | 10.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 0% | 0% | 0% | 0% | 0% |

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

Erlewine is exemplified by high levels of family and community partnerships. At Erlewine parents are actively involved as classroom volunteers, our school library, chaperons on field trips, or through direct involvement in school planning bodies, such as, PTA, ELAC, and School Site Council. For more information, Eric Chapman, Principal at (916)395-4660.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 314 | 297 | 125 | 42.1 |
| Female | 148 | 139 | 64 | 46.0 |
| Male | 166 | 158 | 61 | 38.6 |
| American Indian or Alaska Native | 4 | 4 | 3 | 75.0 |
| Asian | 22 | 20 | 4 | 20.0 |
| Black or African American | 45 | 43 | 20 | 46.5 |
| Filipino | 5 | 5 | 1 | 20.0 |
| Hispanic or Latino | 100 | 96 | 48 | 50.0 |
| Native Hawaiian or Pacific Islander | 2 | 1 | 1 | 100.0 |
| Two or More Races | 40 | 38 | 19 | 50.0 |
| White | 96 | 90 | 29 | 32.2 |
| English Learners | 43 | 42 | 20 | 47.6 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 4 | 3 | 3 | 100.0 |
| Socioeconomically Disadvantaged | 208 | 197 | 105 | 53.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 68 | 66 | 41 | 62.1 |

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 | 0.95 | 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 | 1.27 | 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 | 1.27 | 0.00 |
| Female | 0.68 | 0.00 |
| Male | 1.81 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 4.44 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 2.50 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.92 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 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 | 13 | 3 | 2 | |
| 1 | 21 | 2 | 2 | |
| 2 | 16 | 4 | | |
| 3 | 17 | 2 | 2 | |
| 4 | 21 | 2 | 2 | |
| 5 | 18 | 2 | 2 | |
| 6 | 19 | 3 | 2 | |
| Other | 8 | 2 | | |

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 | 13 | 2 | 1 | |
| 1 | 17 | 1 | 1 | |
| 2 | 22 | | 2 | |
| 3 | 17 | 1 | 1 | |
| 4 | 17 | 2 | | |
| 5 | 21 | 1 | 1 | |
| 6 | 33 | | | |
| Other | 8 | 2 | | |

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 | 14 | 3 | | |
| 1 | 18 | 1 | 1 | |
| 2 | 15 | 1 | 1 | |
| 3 | 20 | 1 | 1 | |
| 4 | 31 | | 1 | |
| 5 | 28 | | 1 | |
| 6 | 19 | 2 | | |
| 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 | 0.3 |
| Social Worker | 0.1 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 0.7 |

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 | \$8,196 | \$1,855 | \$6,341 | \$83,398 |
| District | N/A | N/A | \$6,048 | \$83,404 |
| Percent Difference - School Site and District | N/A | N/A | 4.7 | 0.0 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -3.9 | -2.3 |

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. O. W. Erlewine Elementary School and district supplemental programs and services include:

- Supplemental instructional materials and books
- Enrichment and intervention programs
- Access to technology
- Library
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Professional Development for teachers and aides
- Science Lab
- School Garden

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/csl/>.

| 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.

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 | | | 25 |