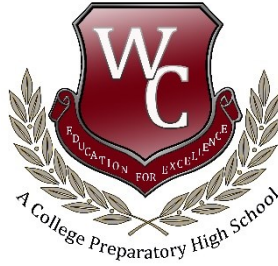


West Campus

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 | West Campus |
| Street | 5022 58th Street |
| City, State, Zip | Sacramento, CA 95820 |
| Phone Number | 916.277.6400 |
| Principal | John McMeekin |
| Email Address | John-McMeekin@scusd.edu |
| School Website | https://westcampus.scusd.edu/ |
| County-District-School (CDS) Code | 34-67439-3430865 |

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

West Campus is small college preparatory high school, with an enrollment of 830, and is the highest achieving school in the greater Sacramento area. With CAASPP scores of 89% in ELA and 51% in Math of students who are meeting and exceeding state standards (based on spring of 2022 testing). West Campus is recognized as both a Distinguished & Blue Ribbon School. West Campus provides a rigorous standards driven academic program with the single purpose of preparing students for post secondary success.

The high achieving students are the pride of West Campus High School. West Campus is known for its safe and positive environment where nearly all of the students participate in some type of extracurricular activity. Our athletic teams routinely compete for league championships and our marching band excels in band competitions.

The academic progress of the student body is highly supported through interventions in our after school tutoring program provided by both individual teachers and teacher led tutoring in the library.

Over 99% of our graduating class met the A-G requirements for admission to the University of California system.

The mission of WCHS is to provide a safe and supportive school environment that fosters social and emotional well-being; presents students with a challenging curriculum focused on college and career readiness; and promotes the development of lifelong learners and contributing citizens. We are a small, public college-preparatory high school serving academically motivated students who reside in the culturally and economically diverse neighborhoods of Sacramento.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 222 |
| Grade 10 | 207 |
| Grade 11 | 191 |
| Grade 12 | 214 |
| Total Enrollment | 834 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 57.3 |
| Male | 42.7 |
| American Indian or Alaska Native | 0.0 |
| Asian | 32.7 |
| Black or African American | 2.6 |
| Filipino | 2.5 |
| Hispanic or Latino | 31.1 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 10.7 |
| White | 19.9 |
| English Learners | 1.4 |
| Foster Youth | 0.1 |
| Homeless | 0.0 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 51.2 |
| Students with Disabilities | 1.0 |

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) | 29.80 | 96.32 | 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) | 0.70 | 2.42 | 93.00 | 4.65 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.30 | 1.23 | 70.70 | 3.53 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 128.70 | 6.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 30.90 | 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) | 31.40 | 99.81 | 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 | 0.16 | 67.40 | 3.38 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 61.00 | 3.06 | 15831.90 | 5.67 |
| Total Teaching Positions | 31.50 | 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 | 0.70 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.70 | 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 | 0.20 | 0.00 |
| Local Assignment Options | 0.10 | 0.00 |
| Total Out-of-Field Teachers | 0.30 | 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) | 0.00 | 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) | 1.90 | 10.70 |

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 | Pearson's MyPerspectives grade 9 - 2017 Pearson's MyPerspectives grade 10 - 2017 Pearson's MyPerspectives grade 11 - 2017 Pearson's MyPerspectives grade 12 - 2017 The Language of Composition, 2018, 3rd ed., BFW Publishers. - 2018 Literature & Composition, 2017, 2nd ed., BFW Publishers. - 2017 Fundamentals c.2014 and Inside Phonics c. - 2014 Edge Level A c.2014 and Edge Level B c. - 2014 | Yes | 0% |
| Mathematics | CCSS Integrated Pathway: Mathematics I, Walch Education - 2012 CCSS Integrated Pathway: Mathematics II, Walch Education - 2012 CCSS Integrated Pathway: Mathematics III, Walch Education - 2012 The Practice of Statistics (For the AP Exam), 6th Edition. McMillan Learning 2018, - 2018 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole - 2006 Blitzer Precalculus, 6th Edition. Pearson 2018, Calculus for AP, Cengage Learning 2017, | Yes | 0% |
| Science | Myers Psychology for AP, 2nd ed. 2014, - 2014 Invitation to Psychology, 4th and subsequent editions, Pearson, 2008 - 2008 Holt Earth Science, Holt, Rinehart and Winston - 2006 Biology: The Dynamics of Life, Glencoe - 2005 Modern Biology, Holt, Reinhart, and Winston - 2002 Biology, Prentice Hall - 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe - 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe - 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings - 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill - 2005 Holt Modern Chemistry, Holt, Rinehart and Winston - 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall - 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin - 2007 Chemistry in the Community, Freeman - 2000 Conceptual Physics, 9th Edition, (Addison Wesley) - 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill - 2005 Physics, 6th Edition, John Wiley and Son, Inc. - 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill - 2003 Amplify Science California, Amplify Education, 2019 | Yes | 0% |
| History-Social Science | World Geography, McDougal Littell - 2006 World Cultures and Geography, McDougal Littell - 2003 World Geography and Cultures, Globe Fearon - 2002 Our Stories in Our Voices, 2nd Edition, Allendar-Mark, 2017 - 2017 | Yes | 0% |

| | | | |
|-------------------------|--|-----|----|
| | <p>Human Legacy, Holt - 2008</p> <p>Ways of the World with Sources for AP*, Third Edition, Bedford, Freeman and Worth, 2016 - 2016</p> <p>American Anthem Modern American History, Holt, Rinehart and Winston - 2007</p> <p>America's History, 8th Ed., Worth, 2014 - 2014</p> <p>Magruder's American Government, Pearson Prentice Hall - 2005</p> <p>Government in America: People, Politics and Policy, AP Edition, 17th edition, Pearson, 2018 - 2018</p> <p>Economics Principles in Action, Pearson Prentice Hall Modern - 2007</p> | | |
| Foreign Language | <p>En Español, Levels 1, McDougal Littell, 2004 0618304304 - 2004</p> <p>En Español, Levels 2, McDougal Littell, 2004 0618304428 - 2004</p> <p>En Español, Levels 3, McDougal Littell, 2004 0618304509 - 2004</p> <p>Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014. - 2014</p> <p>Dime! Pasaporte al mundo 21 (D.C. Heath) c. 1995 and Nuestro Mundo, D.C. Heath, 1997 - 1995/1997</p> <p>Discovering French, Bleu Level 1 McDougal Littell, 2001 0618035044 - 2001</p> <p>Discovering French, Blanc Level 2 McDougal Littell, 2001 0618035052 - 2001</p> <p>Discovering French, Rouge Level 3 McDougal Littell, 2001 0618035060 - 2001</p> <p>Ladd. Allons au-dela!. Pearson. 2012. ISBN: 978-0-32895-489-6 - 2012</p> <p>Deutsch Aktuell, Level 1 Kraft (EMC Publishing) c. 1993 - 1993</p> <p>Deutsch Aktuell, Level 21 Kraft (EMC Publishing) c. 1991 - 1991</p> <p>Deutsch Aktuell, Level 3 Kraft (EMC Publishing) c. 1993 - 1993</p> <p>Chalipa, C. and ter Haseborg, H. Neue Blickwinkel, 2nd Ed. Wayside. 2017. - 2017</p> <p>Basic Hmong Book 1 Jonas, Vang-na Vangay & Lue Xiong - 1981</p> <p>Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981, and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Discovering the Hmong Language, 2nd Edition, Van, Txhim Patrick San Jose, CA 2006 1424321700 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 and Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006 and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Introduction to Hmong Literacy, History, Language and Culture K. Va, Hmong Publishing, Sac , c.2007 - 1981</p> <p>Adventures in Japanese 1, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p> | Yes | 0% |

| | | | |
|--|---|--|----|
| | <p>Adventures in Japanese 2, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p> <p>Adventures in Japanese 3, 3rd ed, Cheng & Tsui, 2007 0887275281 - 2007</p> <p>Jenney's First Year Latin, Prentice Hall, 1990 0133193284 - 1990</p> <p>Jenney's Second Year Latin, Prentice Hall, 1984 0205078702 - 1984</p> <p>Jenney's Third Year Latin, Prentice Hall, 1990 0139188142 - 1990</p> <p>Lienau, J. Scandite Muros. Wayside. 2017 and Mueller, H. Caesar: Selections from His Commentarii De Bello Gallico. And Boyd, B. Vergil's Aenid: Selected Readings from Books 1, 2, 4 and 6. Bolchazy-Carducci Publishers. 2012 - 2017</p> <p>Ni Hao Chinese Language Course 1, Introductory Level, Chinasoft PTY Ltd., Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739065 -</p> <p>Ni Hao Course 2, Elementary Level, Chinasoft Pty Ltd, Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739126 -</p> <p>Ni Hao Course 3, Intermediate Level, Chinasoft Pty Ltd., Shumang Fredlein and Paul Fredlein, Textbook/Revised/Simplified (Cheng & Tsui Co.) 9781876739188 -</p> <p>Integrated Chinese Simplified Character Edition, Level , Part 2, You, Liu, Ge, Chen, Bi & Wang (Cheng & Tsui Co.) -</p> <p>Liu, Y and Yao, T, et al. Integrated Chinese Level 2. 4th Ed. Cheng & Tsui Publishers. 2018 and Liu, Y. and Yao, T., et al. Integrated Chinese Level 3 4th Ed. Cheng & Tsui Publishers. 2018. ISBN: 978-1-62291-150-9 - 2018</p> <p>Learning American Sign Language Humphries & Padden, Prentice Hall, 2003 and DVD: Learning American Sign Language 2nd Ed. and Signing Naturally, Unit 1-6, Donsign, 2008, and Signing Naturally, Unit 7-12, Donsign, 2008 - 2003</p> | | |
| Health | | | 0% |
| Visual and Performing Arts | | | 0% |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

West Campus High School, built in 1954, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in June 2021. 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.

West Campus High School received additional Measure Q allocation in the categories of Core Academic Renovation, Modernization, Repair and Upgrades to construct a five-classroom science building that includes a classroom and ancillary space for robotics.

In addition, Measure R, a 2012 bond measure, provided the funding for new synthetic turf, installed on the adjacent Mark Twain campus. Funding received through Project Green provided for installation of hydration stations, electric hand dryers in restrooms and new automated sprinkler components.

Year and month of the most recent FIT report

6/21/21

| 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 D26: Replace broken floor tile. W.O.#180975; Classroom 201: Replace 4 floor tile. W.O.#180976, Classroom 204: Paint north wall. W.O.#180977; Classroom 206: Paint door. W.O.#180980; Classroom 209: Paint classroom. W.O.#180981; Classroom 213A: Replace carpet trip hazard. W.O.#180982; Classroom 214: Replace curtain draw string. W.O.#181071; |
| 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 | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | ROTC Quad: Uneven pavement by drain trip hazard. W.O.#181048; Lunch Quad:Sunscreen needs to be replaced. W.O.#181096 |

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 | 90 | N/A | 38 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 52 | 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 | 191 | 189 | 98.95 | 1.05 | 89.95 |
| Female | 112 | 111 | 99.11 | 0.89 | 90.99 |
| Male | 79 | 78 | 98.73 | 1.27 | 88.46 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 62 | 62 | 100.00 | 0.00 | 93.55 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 69 | 68 | 98.55 | 1.45 | 91.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 85.00 |
| White | 29 | 29 | 100.00 | 0.00 | 89.66 |
| English Learners | -- | -- | -- | -- | -- |
| 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 | 110 | 109 | 99.09 | 0.91 | 89.91 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 191 | 189 | 98.95 | 1.05 | 51.85 |
| Female | 112 | 111 | 99.11 | 0.89 | 45.95 |
| Male | 79 | 78 | 98.73 | 1.27 | 60.26 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 62 | 62 | 100.00 | 0.00 | 64.52 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 69 | 68 | 98.55 | 1.45 | 38.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 45.00 |
| White | 29 | 29 | 100.00 | 0.00 | 58.62 |
| English Learners | -- | -- | -- | -- | -- |
| 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 | 110 | 109 | 99.09 | 0.91 | 46.79 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 71.77 | 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 | 212 | 209 | 98.58 | 1.42 | 71.77 |
| Female | 124 | 121 | 97.58 | 2.42 | 66.94 |
| Male | 88 | 88 | 100 | 0 | 78.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 66 | 66 | 100 | 0 | 83.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 71 | 70 | 98.59 | 1.41 | 62.86 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 21 | 21 | 100 | 0 | 71.43 |
| White | 42 | 40 | 95.24 | 4.76 | 77.5 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 108 | 108 | 100 | 0 | 73.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

2021-22 Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified as they move to adopt a “Linked Learning” approach preparing students for career and post-secondary experiences. The department also works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation.

Linked Learning is a career-themed approach to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. No matter which professional interest they choose, Linked Learning students develop into adults who are prepared for college, career, and life after high school.

The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

CTE programs and courses are reviewed by CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to, business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 152 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 46.7 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.88 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 94.95 |

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 9 | 100% | 100% | 100% | 100% | 100% |

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

Regarding school improvement and governance, parents are welcome to join our West Campus Foundation for Excellence, School Site Council, and the ELAC Committee.

Strong academic performance and an active student body would not be possible without the visible support and participation of our parents. As a condition of enrollment at West Campus, families are required to support the school through some form parent participation for 10 hours each year, which include, but are not limited to the following:

- West Campus Foundation for Excellence meetings
- Orientation Support
- After School supervision in the library for drop in homework and computer access
- Food Donations for activities
- Chaperones at dances, field trips, college tours, etc.
- Food Sales at events
- Coordinating and Organizing student activities and school events
- Attending meetings for school improvement and governance
- Maintaining school grounds
- Fundraising activities
- Tickets sales at athletic events
- Equity Team Member

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 0 | 0 | | 7.5 | 7.7 | | 8.9 | 7.8 |
| Graduation Rate | | 100 | 100 | | 83.1 | 85.2 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 212 | 212 | 100.0 |
| Female | 124 | 124 | 100.0 |
| Male | 88 | 88 | 100.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 66 | 66 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 71 | 71 | 100.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 21 | 21 | 100.0 |
| White | 42 | 42 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 131 | 131 | 100.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 0 | 0 | 0.0 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 840 | 835 | 100 | 12.0 |
| Female | 479 | 476 | 62 | 13.0 |
| Male | 361 | 359 | 38 | 10.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 277 | 274 | 13 | 4.7 |
| Black or African American | 22 | 21 | 2 | 9.5 |
| Filipino | 21 | 21 | 1 | 4.8 |
| Hispanic or Latino | 259 | 259 | 46 | 17.8 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 89 | 89 | 18 | 20.2 |
| White | 168 | 167 | 20 | 12.0 |
| English Learners | 12 | 12 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 434 | 430 | 47 | 10.9 |
| Students Receiving Migrant Education Services | 3 | 3 | 1 | 33.3 |
| Students with Disabilities | 8 | 8 | 1 | 12.5 |

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 | 0.71 | 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 | 0.48 | 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 | 0.48 | 0.00 |
| Female | 0.42 | 0.00 |
| Male | 0.55 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.36 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 4.76 | 0.00 |
| Hispanic or Latino | 0.39 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.60 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.92 | 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 |

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 | 29 | 4 | 10 | 16 |
| Mathematics | 28 | 4 | 21 | 4 |
| Science | 29 | 4 | 10 | 13 |
| Social Science | 26 | 10 | 14 | 16 |

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 | 29 | 3 | 11 | 15 |
| Mathematics | 27 | 5 | 12 | 12 |
| Science | 28 | 3 | 10 | 15 |
| Social Science | 24 | 14 | 8 | 18 |

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 | 28 | 5 | 11 | 14 |
| Mathematics | 28 | 3 | 17 | 8 |
| Science | 27 | 8 | 15 | 8 |
| Social Science | 25 | 8 | 16 | 12 |

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 | 278 |

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) | 3.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.2 |
| Social Worker | 0.1 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0.2 |
| Resource Specialist (non-teaching) | |
| Other | 0.3 |

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 | \$6,683 | \$157 | \$6,526 | \$74,543 |
| District | N/A | N/A | \$6,048 | \$83,404 |
| Percent Difference - School Site and District | N/A | N/A | 7.6 | -11.2 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -1.0 | -13.5 |

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. West Campus High School and district supplemental programs and services include:

- After School Program (tutoring, enrichment, academic support, homework center)
- Supplemental instructional materials and books in reading/language arts and science.
- Summer school (online with limited subjects)
- Technology purchases to enhance the curriculum
- Access to technology (overnight, adaptive and weekend loaners)
- Parent Education/Family Nights
- Translation for Home-School Communication
- Counseling (personal, academic and college admissions)
- Special Education/504 Plan
- Counseling
- College Education Night
- Professional Development

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% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 54.3 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 1 |
| English | 6 |
| Fine and Performing Arts | 3 |
| Foreign Language | 3 |
| Mathematics | 6 |
| Science | 6 |
| Social Science | 7 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 32 |

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 | 2 | 3 | 3 |