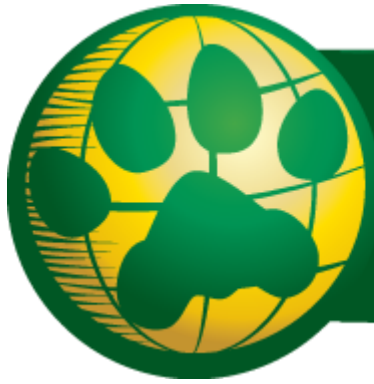


Caleb Greenwood Elementary School

2021 School Accountability Report Card



CALEB GREENWOOD

An International Baccalaureate World School

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Caleb Greenwood Elementary School
Street	5457 Carlson Drive
City, State, Zip	Sacramento, CA 95819
Phone Number	916-395-4515
Principal	Erin Hanson
Email Address	erin-hanson@scusd.edu
County-District-School (CDS) Code	34-67439-6033815

2021-22 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

2021-22 School Overview

Mission: Through the collaborative efforts of teachers, students, parents, and staff, Caleb Greenwood, An International Baccalaureate World School, provides a rigorous and balanced program of inquiry with a global perspective.

Vision: By providing an engaging and meaningful learning environment, we will foster a child's natural curiosity and desire to learn. We will focus on student achievement while embracing social emotional learning, critical thinking, international-mindedness, and reflection, to prepare students for success in college and their chosen careers.

The IB Primary Years Program prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. The PYP is designed for students aged 3 to 12 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The PYP framework is guided by six transdisciplinary themes of global significance and is delivered through site-developed curriculum based on national and local standards. IB Schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, are globally aware and join with others in celebrating our common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations. IB students are given a unique education experience that enables them to engage with people in an increasingly globalized, rapidly changing world and can lead them to some of the highest-ranking universities around the world. A vital element of an IB education is the transformative and ongoing professional development opportunities for educators. Each year, Caleb Greenwood, along with schools from all over the world, send groups of teachers to collaborative professional development sessions, in which teachers and school leaders work together to evaluate, reflect on, refine, and grow our program of inquiry.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	72
Grade 2	95
Grade 3	72
Grade 4	66
Grade 5	65
Grade 6	94
Total Enrollment	535

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	4.3
Black or African American	2.2
Filipino	1.7
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.2
White	62.2
English Learners	3
Socioeconomically Disadvantaged	29.3
Students with Disabilities	17.2

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

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

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)	18.3	100.0	1666.9	83.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	42.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	93.0	4.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	70.7	3.5	12115.8	4.4
Unknown	0.0	0.0	128.7	6.4	18854.3	6.9
Total Teaching Positions	18.3	100.0	2001.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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%

School Facility Conditions and Planned Improvements

Caleb Greenwood Elementary School, built in 1950, received Facility Inspection Tool (FIT) overall repair rating score of “exemplary” from its most recent facility inspection in June 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

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

7/14/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	159	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	189	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	159	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	189	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Student Groups	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Total Enrollment	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Number Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Not Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent At or Above Grade Level

All Students	294	282	95.9%	4.1%	57.8%
Female	134	128	95.5%	4.5%	60.2%
Male	160	154	96.3%	3.7%	55.8%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	14	14	100.0%	0.0%	57.1%
Black or African American	8	8	100.0%	0.0%	50.0%
Filipino	9	8	88.9%	11.1%	25.0%
Hispanic or Latino	50	43	86.0%	14.0%	39.5%
Native Hawaiian or Pacific Islander	2	2	100.0%	0.0%	0.0%
Two or More Races	31	30	96.8%	3.2%	56.7%
White	189	185	97.9%	2.1%	63.2%
English Learners	10	7	70.0%	30.0%	42.9%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	0	0	0.0%	100.0%	0.0%
Socioeconomically Disadvantaged	53	46	86.8%	13.2%	34.8%
Students Receiving Migrant Education Services	0	0	0.0%	100.0%	0.0%
Students with Disabilities	68	60	88.2%	11.8%	33.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Student Groups	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Total Enrollment	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Number Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Not Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent At or Above Grade Level
All Students	295	292	99.0%	1.0%	52.4%
Female	134	132	98.5%	1.5%	47.0%
Male	161	160	99.4%	0.6%	56.9%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	14	14	100.0%	0.0%	64.3%
Black or African American	8	8	100.0%	0.0%	50.0%
Filipino	9	9	100.0%	0.0%	33.3%
Hispanic or Latino	50	49	98.0%	2.0%	40.8%
Native Hawaiian or Pacific Islander	2	2	100.0%	0.0%	0.0%

Two or More Races	31	30	96.8%	3.2%	53.3%
White	190	189	99.5%	0.5%	55.0%
English Learners	10	10	100.0%	0.0%	30.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	0	0	0.0%	100.0%	0.0%
Socioeconomically Disadvantaged	92	91	98.9%	1.1%	37.4%
Students Receiving Migrant Education Services	0	0	0.0%	100.0%	0.0%
Students with Disabilities	68	67	98.5%	1.5%	28.4%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	36	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Our high level of parent involvement is an integral part of our school community and positive school culture. Our classrooms have active parent volunteers present throughout the day, and our school garden and library programs are run entirely by our parent and community volunteers. We have an active PTSO, Parent Teacher Student Organization, that coordinates many parent volunteer opportunities, plans community-building events, and provides a wide variety of enrichment programs for our students. If you would like information about any of these opportunities for parent involvement, please contact the front office at 916-395-4515 or the Caleb Greenwood PTSO at calebgreenwoodptso@gmail.com.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	539	23	4.3
Female	280	268	10	3.7
Male	285	271	13	4.8
American Indian or Alaska Native	0	0	0	0.0
Asian	25	23	0	0.0
Black or African American	16	12	2	16.7
Filipino	9	9	0	0.0
Hispanic or Latino	111	108	7	6.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	50	49	2	4.1
White	352	336	12	3.6
English Learners	18	16	1	6.3
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	173	162	15	9.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	96	12	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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.72	0.18	5.56	0.04	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.35	3.70	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.01	0.00

2021-22 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 1Crisis 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

2021-22 School Safety Plan

- 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		4	
1	24		3	
2	24		5	
3	24		3	
4	33			6
5	33			4
6	75			4

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	24		6	
1	24		8	
2	24		6	
3	22		6	
4	33			
5	31		6	
6	33			

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	24		4	
3	24		3	
4	33			
5	33		1	
6	31		3	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	5.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,608	\$923	\$5,685	\$71,253
District	N/A	N/A	\$6,048	\$82,119
Percent Difference - School Site and District	N/A	N/A	-6.2	-14.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-39.1	-17.2

2020-21 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. Caleb Greenwood Elementary School and district supplemental programs and services include:

- Supplemental instructional materials and books
- Access to technology
- Parent Teacher Student Organization (PTSO)
- Student/family primary language support
- Translation for home-school communication
- Gifted and Talented Education (GATE)
- Student Study Teams (SST)
- Special Education
- Professional development
- Support staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental education services

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$46,817	\$50,897
Mid-Range Teacher Salary	\$69,671	\$78,461
Highest Teacher Salary	\$100,975	\$104,322
Average Principal Salary (Elementary)	\$120,748	\$131,863
Average Principal Salary (Middle)	\$127,364	\$137,086
Average Principal Salary (High)	\$139,247	\$151,143
Superintendent Salary	\$305,000	\$297,037
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	

Sacramento City Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21435	18	0.08	99.92	22.22
Female	10343	5	0.05	99.95	--
Male	11089	13	0.12	99.88	30.77
American Indian or Alaska Native	126	0	--	100.00	--
Asian	3736	6	0.16	99.84	--
Black or African American	2861	4	0.14	99.86	--
Filipino	239	0	0.00	100.00	--
Hispanic or Latino	8580	5	0.06	99.94	--
Native Hawaiian or Pacific Islander	463	0	0.00	100.00	--
Two or More Races	1758	1	0.06	99.94	--
White	3672	2	0.05	99.95	--
English Learners	3917	5	0.13	99.87	--
Foster Youth	129	1	0.78	99.22	--
Homeless	406	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15447	16	0.10	99.90	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3497	9	0.26	99.74	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21435	22	0.10	99.90	5.00
Female	10343	8	0.08	99.92	--
Male	11089	14	0.13	99.87	7.69
American Indian or Alaska Native	126	0	--	100.00	--
Asian	3736	9	0.24	99.76	--
Black or African American	2861	3	0.10	99.90	--
Filipino	239	0	0.00	100.00	--
Hispanic or Latino	8580	6	0.07	99.93	--
Native Hawaiian or Pacific Islander	463	0	0.00	100.00	--
Two or More Races	1758	2	0.11	99.89	--
White	3672	2	0.05		--
English Learners	3917	7	0.18	99.82	--
Foster Youth	129	0	0.00	100.00	--
Homeless	406	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15447	20	0.13	99.87	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3497	8	0.23	99.77	--