

# James Marshall Elementary School

## 2021 School Accountability Report Card



### 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	James Marshall Elementary School
<b>Street</b>	9525 Goethe Road
<b>City, State, Zip</b>	Sacramento, CA 95827
<b>Phone Number</b>	916.395.4605
<b>Principal</b>	Marla Van Laningham
<b>Email Address</b>	marla-vanlaningham@scusd.edu
<b>County-District-School (CDS) Code</b>	34-67439-6096150

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Children are first at James Marshall. Staff is engaging every student so they are challenged in a meaningful and captivating manner. There are strong community ties creating a happy and safe environment for students.

James W. Marshall Elementary is located in the heart of the Rosemont community. The entire staff at James Marshall is committed to the academic and social emotional success of every student. Teachers and support staff collaborate on a regular basis to review data to help guide daily instruction. We have several programs that enhance our daily classroom instruction. By effectively utilizing paraprofessionals and resource teachers, we provide leveled intervention in English-language arts for all primary students during the school day. This model allows for small group instruction at the students' instructional level. James Marshall has a partnership with CSU Sacramento and benefits from two different programs. The CSUS Readers program provides one on one before school tutoring in reading and the Classroom Tutoring program provides college students who help in classrooms on campus. James Marshall uses the Dreambox Learning program to help students close gaps in their mathematical learning as well. In addition, students are served by a variety of different Special Education classes on campus.

In addition to students' academic needs, James Marshall staff tries to focus on the whole child. We integrate social emotional learning, character education and growth mindset into our daily teaching. Our focus for the past few years has been kindness. Additionally, we offer extracurricular activities whenever possible. We have an active flag football team, basketball team and the Stride Program as well as fun filled and educational field trips and exciting assemblies such as "Fantasy Theater," which exposes all students to the arts and music. We have an excellent Physical Education program as well.

Parent involvement is encouraged at James Marshall. Parents are encouraged to become active in our Parent Teacher Group as well as our School Site Council and English Learner Advisory Committee. Parents are welcome on campus anytime and can volunteer in classrooms. The Parent Teacher Group and the staff at James Marshall work collectively to provide as many opportunities for parent education as possible, such as Family Science Night and an annual Art Show.

## 2021-22 School Overview

James Marshall has Pre-School on site. Free after school care, academic support and enrichment activities are also available through the Target Excellence program.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	49
Grade 2	65
Grade 3	51
Grade 4	52
Grade 5	53
Grade 6	42
<b>Total Enrollment</b>	<b>359</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.6
Asian	15.9
Black or African American	12.8
Filipino	2.2
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.5
White	21.4
English Learners	20.6
Foster Youth	1.7
Homeless	1.1
Socioeconomically Disadvantaged	81.1
Students with Disabilities	18.4

## 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>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 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
<b>Reading/Language Arts</b>	Benchmark Advance - 2017	Yes	0%
<b>Mathematics</b>	enVisionMATH California Common Core 2015-Pearson-K-6th - 2014	Yes	0%
<b>Science</b>	Amplify Science California, Amplify Education, 2019	Yes	0%
<b>History-Social Science</b>	California Vistas, McMillian McGraw-Hill - 2007	Yes	0%

## School Facility Conditions and Planned Improvements

James W. Marshall Elementary School, built in 1964, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in June 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

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

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

**Year and month of the most recent FIT report**

6/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Boys Restroom by Classroom 26: Repair floor W.O.#181253 Classroom 10: Repair base board. W.O.#181231 Classroom 11: Repair base board. W.O.#181233 Classroom 12: Repair base board. W.O.#181234 Classroom 14: Repair base board. W.O.#181238 Classroom 15: Repair base board. W.O.#181239 Classroom 16: Replace missing baseboard. W.O.#181240 Replace broken floor tile. W.O.#181241 Classroom 17: Replace missing baseboard W.O.#181242 Classroom 18: Repair base board. W.O.#181243 Classroom 19: Replace base boards W.O.#181245 Repair wall paper W.O.#181244 Classroom 2: Repair wall paper. W.O.#181223 Classroom 21: Replace base boards W.O.#181246 Classroom 22: Replace base boards W.O.#181247 Classroom 25: Replace missing base board W.O.#181250 Repair wall paper W.O.#181248 Classroom 26: Repair wall paper W.O.#181254 Classroom 27: Replace missing baseboard. W.O.#181257 Repair wall paper W.O.#181256 Classroom 29: Replace missing base board. W.O.#181259 Repair wall paper. W.O.#181258 Classroom 3: Repair wall paper. W.O.#181224 Classroom 30: Repair wall paper W.O.#181260

## School Facility Conditions and Planned Improvements

			<p>Classroom 32 (Library): Repair lifting carpet. W.O.#181262</p> <p>Classroom 4: Repair wall paper W.O.#181226</p> <p>Classroom 7: Repair wall paper. W.O.#181227</p> <p>Classroom 8 (Parent): Repair broken tile by sink W.O.#181228</p> <p>Classroom 9: Replace baseboard by west wall W.O.#181230 Replace 3 broken floor tile. W.O.#181229</p> <p>Girls Restroom by Classroom 26: Repair floor W.O.#181252</p> <p>Kitchen: Repair base boards. W.O.#181220</p> <p>Main Office: Nurses restroom floor needs repair. W.O.#181222</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Girls Restroom by Classroom 26: Repair floor W.O.#181252

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	200	NT	NT	NT	NT
Female	98	NT	NT	NT	NT
Male	102	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	28	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	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	200	NT	NT	NT	NT
Female	98	NT	NT	NT	NT
Male	102	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	28	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	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

<b>All Students</b>	198	177	89.4%	10.6%	23.2%
<b>Female</b>	97	92	94.8%	5.2%	22.8%
<b>Male</b>	101	85	84.2%	15.8%	23.5%
<b>American Indian or Alaska Native</b>	1	1	100.0%	0.0%	0.0%
<b>Asian</b>	34	31	91.2%	8.8%	29.0%
<b>Black or African American</b>	28	23	82.1%	17.9%	26.1%
<b>Filipino</b>	9	8	88.9%	11.1%	25.0%
<b>Hispanic or Latino</b>	70	64	91.4%	8.6%	20.3%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.0%	0.0%	100.0%
<b>Two or More Races</b>	14	11	78.6%	21.4%	27.3%
<b>White</b>	50	46	92.0%	8.0%	19.6%
<b>English Learners</b>	47	39	83.0%	17.0%	7.7%
<b>Foster Youth</b>	1	1	100.0%	0.0%	0.0%
<b>Homeless</b>	2	2	100.0%	0.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	110	94	85.5%	14.5%	14.9%
<b>Students Receiving Migrant Education Services</b>	0	0	0.0%	100.0%	0.0%
<b>Students with Disabilities</b>	35	16	45.7%	54.3%	6.3%

\*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.

<b>i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Student Groups</b>	<b>i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Total Enrollment</b>	<b>i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Number Tested</b>	<b>i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Tested</b>	<b>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</b>	<b>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</b>
<b>All Students</b>	198	178	89.9%	10.1%	15.2%
<b>Female</b>	97	93	95.9%	4.1%	16.1%
<b>Male</b>	101	85	84.2%	15.8%	14.1%
<b>American Indian or Alaska Native</b>	1	1	100.0%	0.0%	100.0%
<b>Asian</b>	34	31	91.2%	8.8%	22.6%
<b>Black or African American</b>	28	24	85.7%	14.3%	8.3%
<b>Filipino</b>	9	8	88.9%	11.1%	25.0%
<b>Hispanic or Latino</b>	70	64	91.4%	8.6%	12.5%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.0%	0.0%	0.0%

<b>Two or More Races</b>	14	11	78.6%	21.4%	18.2%
<b>White</b>	50	46	92.0%	8.0%	15.2%
<b>English Learners</b>	47	39	83.0%	17.0%	5.1%
<b>Foster Youth</b>	1	1	100.0%	0.0%	0.0%
<b>Homeless</b>	2	2	100.0%	0.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	158	139	88.0%	12.0%	12.9%
<b>Students Receiving Migrant Education Services</b>	0	0	0.0%	100.0%	0.0%
<b>Students with Disabilities</b>	35	17	48.6%	51.4%	5.9%

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (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	55	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	15	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	41	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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 PTG is involved in promoting a positive learning environment by promoting fundraising activities to support the classroom and organizing whole school gatherings that provide our school with a strong sense of community. Parents are always welcome to volunteer on campus in whatever capacity they are comfortable with.

For more information, contact the following persons and contact numbers:

Marla Van Laningham - Principal (916) 395-4605  
Christine Shelby - PTG President (916) 395-4605  
Vacant - School Site Council Chair (916) 395-4605  
Irena Leshchinskiy - ELAC (916) 395-4605  
Roxanne Sjolund - Head Start Preschool (916) 395-4605  
Jermain Montiel - Target Excellence (916) 291-3161

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	392	375	63	16.8
Female	176	169	29	17.2
Male	216	206	34	16.5
American Indian or Alaska Native	2	2	0	0.0
Asian	63	59	9	15.3
Black or African American	51	48	8	16.7
Filipino	8	8	1	12.5
Hispanic or Latino	141	141	26	18.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	35	8	22.9
White	89	81	11	13.6
English Learners	90	87	12	13.8
Foster Youth	8	8	3	37.5
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	315	304	60	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	69	18	26.1

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	1.49	0.00	5.56	0.04	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	1.14	3.70	2.45
<b>Expulsions</b>	0.00	0.01	0.05



## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 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

## 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	17	3	5	
1	24		2	
2	24		2	
3	18	4		
4	31		1	
5	31		2	
6	130		2	1
Other	13	1		

## 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	18	2	4	
1	18	2	6	
2	16	2	4	
3	19	1	4	
4	24	1	4	
5	17	3	2	
6	20	3	2	
Other	9	3		

## 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	16	1	2	
1	24		4	
2	15	8		
3	18	1	4	
4	19	3	2	
5	15	5	2	
6	17	3	2	
Other	7	5		

## 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
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	2.1

## 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
<b>School Site</b>	\$7,402	\$1,961	\$5,441	\$68,408
<b>District</b>	N/A	N/A	\$6,048	\$82,119
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.6	-18.2
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-43.3	-21.2

## 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. James Marshall Elementary School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice
- Target Excellence (After school Program)
- Computer Lab

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
<b>Beginning Teacher Salary</b>	\$46,817	\$50,897
<b>Mid-Range Teacher Salary</b>	\$69,671	\$78,461
<b>Highest Teacher Salary</b>	\$100,975	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$120,748	\$131,863
<b>Average Principal Salary (Middle)</b>	\$127,364	\$137,086
<b>Average Principal Salary (High)</b>	\$139,247	\$151,143
<b>Superintendent Salary</b>	\$305,000	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	31%	32%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

# 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 Students 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

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Jorge Aguilar
<b>Email Address</b>	<a href="https://www.scusd.edu/form/send-us-email">https://www.scusd.edu/form/send-us-email</a>
<b>District Website Address</b>	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
<b>All Students</b>	21435	18	0.08	99.92	22.22
<b>Female</b>	10343	5	0.05	99.95	--
<b>Male</b>	11089	13	0.12	99.88	30.77
<b>American Indian or Alaska Native</b>	126	0	--	100.00	--
<b>Asian</b>	3736	6	0.16	99.84	--
<b>Black or African American</b>	2861	4	0.14	99.86	--
<b>Filipino</b>	239	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8580	5	0.06	99.94	--
<b>Native Hawaiian or Pacific Islander</b>	463	0	0.00	100.00	--
<b>Two or More Races</b>	1758	1	0.06	99.94	--
<b>White</b>	3672	2	0.05	99.95	--
<b>English Learners</b>	3917	5	0.13	99.87	--
<b>Foster Youth</b>	129	1	0.78	99.22	--
<b>Homeless</b>	406	0	0.00	100.00	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15447	16	0.10	99.90	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	21435	22	0.10	99.90	5.00
<b>Female</b>	10343	8	0.08	99.92	--
<b>Male</b>	11089	14	0.13	99.87	7.69
<b>American Indian or Alaska Native</b>	126	0	--	100.00	--
<b>Asian</b>	3736	9	0.24	99.76	--
<b>Black or African American</b>	2861	3	0.10	99.90	--
<b>Filipino</b>	239	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8580	6	0.07	99.93	--
<b>Native Hawaiian or Pacific Islander</b>	463	0	0.00	100.00	--
<b>Two or More Races</b>	1758	2	0.11	99.89	--
<b>White</b>	3672	2	0.05		--
<b>English Learners</b>	3917	7	0.18	99.82	--
<b>Foster Youth</b>	129	0	0.00	100.00	--
<b>Homeless</b>	406	0	0.00	100.00	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15447	20	0.13	99.87	5.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	3497	8	0.23	99.77	--