

# Met Sacramento High 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>	Met Sacramento High School
<b>Street</b>	810 V Street
<b>City, State, Zip</b>	Sacramento, CA 95818
<b>Phone Number</b>	916.395.5417
<b>Principal</b>	Denise Lambert
<b>Email Address</b>	Denise-lambert@metsacramento.org
<b>School Website</b>	Metsacramento.org
<b>County-District-School (CDS) Code</b>	34-67439-0101907

## 2021-22 District Contact Information

<b>District Name</b>	The Met Sacramento High School
<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

Founded in 2003, Met Sacramento High School is one of the district's most innovative small high schools. The Met Sacramento is one of 100 schools nationwide that follows The Big Picture Learning program, which believes that schools must be personalized, educating every student equally, one student at a time. Each student's learning should grow out of his or her unique needs, interests, and passions.

The Met Sacramento prides itself on real-world learning, rigorous curriculum and a deep connection with all 300 of its students. We accomplish this with a student-friendly 1:25 student-to-teacher ratio. At Met Sac, we create academically rigorous project work for each student that combines The Big Picture Learning program's Five Learning goals—empirical reasoning, quantitative reasoning, communication, social reasoning, and personal qualities—with the student's personal interests and passions.

All students are required to learn through internships, ranging from work at the state capital, other schools, lawyers' offices, the zoo, various retail shops and a myriad of other local establishments. These internships both allow students to learn from mentors in the real world and transform the school into a shining community asset. However due to COVID, internships have been suspended for the school year. Students continue to work towards career exploration with a specific focus for each grade level.

We have 11 teachers who are also referred to as advisors because they act as school counselors. These teacher-advisors, whom students work with their entire high school career, are the heart and soul of the school. Advisors are coaches, mentors, teachers, and managers who meet with families and guide students in learning how to manage their time, plan their work, find internships, and complete projects. Many students describe their advisor as family; often lifelong friendships are formed. In addition to those advisors, we have 1 support teachers and an RSP teacher, all of whom contribute to Met student's academic and social growth.

No matter what their chosen course, all students are required to develop post-high school plans, which include college, foreign exchange, or going into the work world. By continuing strong relationships with students and their families, we nurture student success.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	69
Grade 10	49
Grade 11	70
Grade 12	52
<b>Total Enrollment</b>	<b>240</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	0.8
Asian	2.9
Black or African American	6.7
Filipino	0.4
Hispanic or Latino	45
Two or More Races	10
White	34.2
English Learners	7.9
Foster Youth	0.4
Socioeconomically Disadvantaged	55
Students with Disabilities	16.3

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.8	64.2	1666.9	83.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	42.3	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.7	11.3	93.0	4.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.7	24.4	70.7	3.5	12115.8	4.4
<b>Unknown</b>	0.0	0.0	128.7	6.4	18854.3	6.9
<b>Total Teaching Positions</b>	15.3	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.7
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.7

## 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	0.5
Local Assignment Options	3.1
Total Out-of-Field Teachers	3.7

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 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	Pearson's MyPerspectives grade 9 - 2017 Pearson's MyPerspectives grade 10 - 2017 Pearson's MyPerspectives grade 11 - 2017 Pearson's MyPerspectives grade 12 - 2017 The Language of Composition, 2018, 3rd ed., BFW Publishers. - 2018 Literature & Composition, 2017, 2nd ed., BFW Publishers. - 2017 Fundamentals c.2014 and Inside Phonics c. - 2014 Edge Level A c.2014 and Edge Level B c. - 2014		0%

<b>Mathematics</b>	<p>CCSS Integrated Pathway: Mathematics I, Walch Education - 2012</p> <p>CCSS Integrated Pathway: Mathematics II, Walch Education - 2012</p> <p>CCSS Integrated Pathway: Mathematics III, Walch Education - 2012</p> <p>The Practice of Statistics (For the AP Exam), 6th Edition. McMillan Learning 2018, - 2018</p> <p>Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole - 2006</p> <p>Blitzer Precalculus, 6th Edition. Pearson 2018,</p> <p>Calculus for AP, Cengage Learning 2017,</p>		0%
<b>Science</b>	<p>Myers Psychology for AP, 2nd ed. 2014, - 2014</p> <p>Invitation to Psychology, 4th and subsequent editions, Pearson, 2008 - 2008</p> <p>Holt Earth Science, Holt, Rinehart and Winston - 2006</p> <p>Biology: The Dynamics of Life, Glencoe - 2005</p> <p>Modern Biology, Holt, Reinhart, and Winston - 2002</p> <p>Biology, Prentice Hall - 2004</p> <p>BSCS Biology: A Molecular Approach, 8th Edition, Glencoe - 2001</p> <p>BSCS Biology: A Molecular Approach, 9th Edition, Glencoe - 2006</p> <p>Biology, 8th ed. (AP) Pearson, Benjamin Cummings - 2008</p> <p>Chemistry, Matters and Change, Glencoe/McGraw-Hill - 2005</p> <p>Holt Modern Chemistry, Holt, Rinehart and Winston - 2006</p> <p>Chemistry: The Central Science, 11th Edition, Prentice Hall - 2008</p> <p>Chemistry, 7th ed, (AP Edition), Houghton Mifflin - 2007</p> <p>Chemistry in the Community, Freeman - 2000</p> <p>Conceptual Physics, 9th Edition, (Addison Wesley) - 2002</p> <p>Physics: Principles and Problems, Glencoe/McGraw-Hill - 2005</p> <p>Physics, 6th Edition, John Wiley and Son, Inc. - 2007</p> <p>Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill - 2003</p> <p>Amplify Science California, Amplify Education, 2019</p>		0%
<b>History-Social Science</b>	<p>World Geography, McDougal Littell - 2006</p> <p>World Cultures and Geography, McDougal Littell - 2003</p> <p>World Geography and Cultures, Globe Fearon - 2002</p> <p>Our Stories in Our Voices, 2nd Edition, Allendar-Mark, 2017 - 2017</p> <p>Human Legacy, Holt - 2008</p> <p>Ways of the World with Sources for AP*, Third Edition, Bedford, Freeman and Worth, 2016 - 2016</p> <p>American Anthem Modern American History, Holt, Rinehart and Winston - 2007</p> <p>America's History, 8th Ed., Worth, 2014 - 2014</p> <p>Magruder's American Government, Pearson Prentice Hall - 2005</p> <p>Government in America: People, Politics and Policy, AP Edition, 17th edition, Pearson, 2018 - 2018</p> <p>Economics Principles in Action, Pearson Prentice Hall Modern - 2007</p>		0%
<b>Foreign Language</b>	<p>En Español, Levels 1, McDougal Littell, 2004 0618304304 - 2004</p> <p>En Español, Levels 2, McDougal Littell, 2004 0618304428 - 2004</p>		0%

En Español, Levels 3, McDougal Littell, 2004 0618304509 - 2004

Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014. - 2014

Dime! Pasaporte al mundo 21 (D.C. Heath) c. 1995 and Nuestro Mundo, D.C. Heath, 1997 - 1995/1997

Discovering French, Bleu Level 1 McDougal Littell, 2001 0618035044 - 2001

Discovering French, Blanc Level 2 McDougal Littell, 2001 0618035052 - 2001

Discovering French, Rouge Level 3 McDougal Littell, 2001 0618035060 - 2001

Ladd. Allons au-dela!. Pearson. 2012. ISBN: 978-0-32895-489-6 - 2012

Deutsch Aktuell, Level 1 Kraft (EMC Publishing) c. 1993 - 1993

Deutsch Aktuell, Level 21 Kraft (EMC Publishing) c. 1991 - 1991

Deutsch Aktuell, Level 3 Kraft (EMC Publishing) c. 1993 - 1993

Chalipa, C. and ter Haseborg, H. Neue Blickwinkel, 2nd Ed. Wayside. 2017. - 2017

Basic Hmong Book 1 Jonas, Vang-na Vangay & Lue Xiong - 1981

Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 - 1981

Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981, and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Discovering the Hmong Language, 2nd Edition, Van, Txhim Patrick San Jose, CA 2006 1424321700 - 1981

Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 and Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006 and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Introduction to Hmong Literacy, History, Language and Culture K. Va, Hmong Publishing, Sac , c.2007 - 1981

Adventures in Japanese 1, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007

Adventures in Japanese 2, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007

Adventures in Japanese 3, 3rd ed, Cheng & Tsui, 2007 0887275281 - 2007

Jenney's First Year Latin, Prentice Hall, 1990 0133193284 - 1990

Jenney's Second Year Latin, Prentice Hall, 1984 0205078702 - 1984

Jenney's Third Year Latin, Prentice Hall, 1990 0139188142 - 1990

Lienau, J. Scandite Muros. Wayside. 2017 and Mueller, H. Caesar: Selections from His Commentarii De Bello Gallico. And Boyd, B. Vergil's Aenid: Selected Readings from Books 1, 2, 4 and 6. Bolchazy-Carducci Publishers. 2012 - 2017

Ni Hao Chinese Language Course 1, Introductory Level, Chinasoft PTY Ltd., Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739065 -

Ni Hao Course 2, Elementary Level, Chinasoft Pty Ltd, Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739126 -  
 Ni Hao Course 3, Intermediate Level, Chinasoft Pty Ltd., Shumang Fredlein and Paul Fredlein, Textbook/Revised/Simplified (Cheng & Tsui Co.) 9781876739188 -  
 Integrated Chinese Simplified Character Edition, Level , Part 2, You, Liu, Ge, Chen, Bi & Wang (Cheng & Tsui Co.) -  
 Liu, Y and Yao, T, et al. Integrated Chinese Level 2. 4th Ed. Cheng & Tsui Publishers. 2018 and Liu, Y. and Yao, T., et al. Integrated Chinese Level 3 4th Ed. Cheng & Tsui Publishers. 2018. ISBN: 978-1-62291-150-9 - 2018  
 Learning American Sign Language Humphries & Padden, Prentice Hall, 2003 and DVD: Learning American Sign Language 2nd Ed. and Signing Naturally, Unit 1-6, Donsign, 2008, and Signing Naturally, Unit 7-12, Donsign, 2008 - 2003

## School Facility Conditions and Planned Improvements

The MET High School, built in 1942, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in May 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

6/14/2021

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



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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## 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
<b>All Students</b>	67	NT	NT	NT	NT
<b>Female</b>	32	NT	NT	NT	NT
<b>Male</b>	35	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	28	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	24	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	39	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	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	67	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	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	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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>	65	51	78.5%	21.5%	88.2%
<b>Female</b>	31	27	87.1%	12.9%	88.9%
<b>Male</b>	33	23	69.7%	30.3%	87.0%
<b>American Indian or Alaska Native</b>	1	1	100.0%	0.0%	100.0%
<b>Asian</b>	4	4	100.0%	0.0%	75.0%
<b>Black or African American</b>	6	4	66.7%	33.3%	100.0%
<b>Filipino</b>	1	1	100.0%	0.0%	0.0%
<b>Hispanic or Latino</b>	27	21	77.8%	22.2%	81.0%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0%	100.0%	0.0%
<b>Two or More Races</b>	4	3	75.0%	25.0%	100.0%
<b>White</b>	23	18	78.3%	21.7%	94.4%
<b>English Learners</b>	4	1	25.0%	75.0%	0.0%
<b>Foster Youth</b>	0	0	0.0%	100.0%	0.0%
<b>Homeless</b>	0	0	0.0%	100.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	24	12	50.0%	50.0%	83.3%
<b>Students Receiving Migrant Education Services</b>	1	0	0.0%	100.0%	0.0%
<b>Students with Disabilities</b>	9	6	66.7%	33.3%	83.3%

\*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>	65	47	72.3%	27.7%	8.5%
<b>Female</b>	31	26	83.9%	16.1%	3.8%
<b>Male</b>	33	20	60.6%	39.4%	15.0%
<b>American Indian or Alaska Native</b>	1	1	100.0%	0.0%	0.0%
<b>Asian</b>	4	4	100.0%	0.0%	25.0%
<b>Black or African American</b>	6	5	83.3%	16.7%	0.0%
<b>Filipino</b>	1	1	100.0%	0.0%	0.0%
<b>Hispanic or Latino</b>	27	16	59.3%	40.7%	12.5%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0%	100.0%	0.0%

<b>Two or More Races</b>	4	2	50.0%	50.0%	0.0%
<b>White</b>	23	19	82.6%	17.4%	5.3%
<b>English Learners</b>	4	1	25.0%	75.0%	0.0%
<b>Foster Youth</b>	0	0	0.0%	100.0%	0.0%
<b>Homeless</b>	0	0	0.0%	100.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	37	23	62.2%	37.8%	4.3%
<b>Students Receiving Migrant Education Services</b>	1	0	0.0%	100.0%	0.0%
<b>Students with Disabilities</b>	9	5	55.6%	44.4%	0.0%

\*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	48	NT	NT	NT	NT
Female	25	NT	NT	NT	NT
Male	23	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	0	0	0	0	0
Hispanic or Latino	24	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	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	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT



## 2020-21 Career Technical Education Programs

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

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

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

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

At the Met Sacramento High School, students all have internships 2 days per week. While these are not CTE programs, per se, they provide opportunities for student to earn credit while pursuing their interest area in a specific career field. Additionally, students do projects at these sites that both benefit the mentors and provide challenging, authentic curriculum to the students. These experiences bolster the students resumes, and, more importantly, build the skills that they will need in college and beyond, including communication, critical thinking, and collaboration, which are often the touchstones of an effective employee.

## 2020-21 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	32.2

## 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

Parents and community are encouraged to serve on school governance committees such as our School Site Council, School Advisory Board and at the many family-friendly activities that take place over the course of the school year. Parents take part and are invited to Back-to-School, Open House, and other events, such as Black History night, Women's history night, our Cinco De Mayo event, and other events based on student projects. The Met also uses a Participatory Budgeting model, which allows staff, students, parents, and community members to vote on identified areas of need and which projects should be funded. Additionally, each year, parents must attend their child's four exhibition dates as well. Events have been suspended due to COVID, but will resume when conditions permit.

For more information on volunteering, please contact Denise Lambert, Victoria Lemus, or Avis Howard at (916) 395-5417.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	0.0	1.6	11.8	8.4	7.5	10.1	9.0	8.9	9.4
<b>Graduation Rate</b>	91.9	93.5	86.3	79.8	83.1	81.3	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	51	44	86.3
<b>Female</b>	25	24	96.0
<b>Male</b>	26	20	76.9
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	24	21	87.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	16	15	93.8
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	33	86.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	247	247	55	22.3
Female	130	130	26	20.0
Male	117	117	29	24.8
American Indian or Alaska Native	2	2	0	0.0
Asian	8	8	0	0.0
Black or African American	16	16	5	31.3
Filipino	1	1	0	0.0
Hispanic or Latino	110	110	28	25.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	3	12.5
White	86	86	19	22.1
English Learners	19	19	10	52.6
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	136	136	43	31.6
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	39	39	11	28.2

### 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>	2.25	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>	1.97	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
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	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	
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

## 2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	12	
Mathematics	17	10	7	
Science	17	7	2	
Social Science	19	7	7	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	6	
Mathematics	18	12	3	
Science	19	4	6	
Social Science	11	19	7	

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	18	2	
Mathematics	12	17	1	
Science	11	14	3	
Social Science	12	19	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
<b>Pupils to Academic Counselor</b>	600

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.4
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.1
<b>Social Worker</b>	0.5
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.1

## 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>	\$9,467	\$514	\$8,952	\$62,617
<b>District</b>	N/A	N/A	\$6,048	\$82,119
<b>Percent Difference - School Site and District</b>	N/A	N/A	38.7	-26.9
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.8	-29.9



## 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. The MET Sacramento Charter School and district supplemental programs and services include:

- Tutoring
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services
- Translation for Home-School Communication
- Counseling (college, academic and career)
- Special Education
- Professional Development
- Support Staff 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
<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%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## 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>	23		