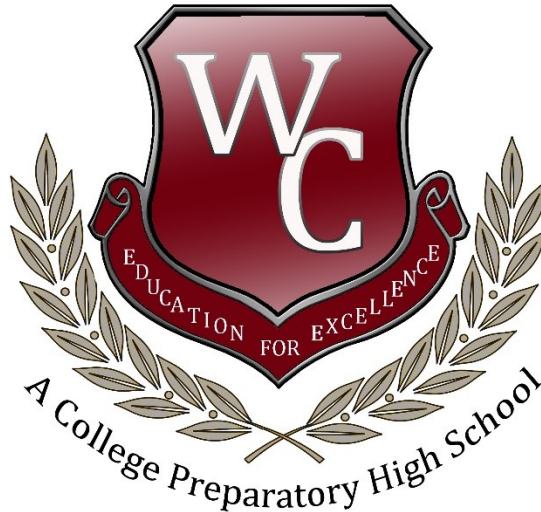# West Campus
2021 School Accountability Report Card

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

West Campus is small college preparatory high school, with an enrollment of 830, and is the highest achieving school in the greater Sacramento area. With CAASPP scores of 93% in ELA and 63% in Math of students who are meeting and exceeding state standards (based on spring of 2019 testing). West Campus is recognized as both a Distinguished & Blue Ribbon School. West Campus provides a rigorous standards driven academic program with the single purpose of preparing students for post secondary success.

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

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

Over 92% of our graduating class met the A-G requirements for admission to the University of California system.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	219
Grade 10	196
Grade 11	215
Grade 12	199
Total Enrollment	829

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.9
Male	41.1
Asian	32.8
Black or African American	3.4
Filipino	2.4
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.9
White	19.3
English Learners	1.3
Socioeconomically Disadvantaged	56
Students with Disabilities	0.5

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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
Reading/Language Arts	Pearson's MyPerspectives grade 9 - 2017 Pearson's MyPerspectives grade 10 - 2017 Pearson's MyPerspectives grade 11 - 2017 Pearson's MyPerspectives grade 12 - 2017 The Language of Composition, 2018, 3rd ed., BFW Publishers. - 2018 Literature & Composition, 2017, 2nd ed., BFW Publishers. - 2017 Fundamentals c.2014 and Inside Phonics c. - 2014 Edge Level A c.2014 and Edge Level B c. - 2014	Yes	0%
Mathematics	CCSS Integrated Pathway: Mathematics I, Walch Education - 2012 CCSS Integrated Pathway: Mathematics II, Walch Education - 2012 CCSS Integrated Pathway: Mathematics III, Walch Education - 2012 The Practice of Statistics (For the AP Exam), 6th Edition. McMillan Learning 2018, - 2018 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole - 2006 Blitzer Precalculus, 6th Edition. Pearson 2018, Calculus for AP, Cengage Learning 2017,	Yes	0%
Science	Myers Psychology for AP, 2nd ed. 2014, - 2014 Invitation to Psychology, 4th and subsequent editions, Pearson, 2008 - 2008 Holt Earth Science, Holt, Rinehart and Winston - 2006 Biology: The Dynamics of Life, Glencoe - 2005 Modern Biology, Holt, Reinhart, and Winston - 2002 Biology, Prentice Hall - 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe - 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe - 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings - 2008	Yes	0%

	Chemistry, Matters and Change, Glencoe/McGraw-Hill - 2005 Holt Modern Chemistry, Holt, Rinehart and Winston - 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall - 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin - 2007 Chemistry in the Community, Freeman - 2000 Conceptual Physics, 9th Edition, (Addison Wesley) - 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill - 2005 Physics, 6th Edition, John Wiley and Son, Inc. - 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill - 2003Amplify Science California, Amplify Education, 2019		
History-Social Science	World Geography, McDougal Littell - 2006 World Cultures and Geography, McDougal Littell - 2003 World Geography and Cultures, Globe Fearon - 2002 Our Stories in Our Voices, 2nd Edition, Allendar-Mark, 2017 - 2017 Human Legacy, Holt - 2008 Ways of the World with Sources for AP*, Third Edition, Bedford, Freeman and Worth, 2016 - 2016 American Anthem Modern American History, Holt, Rinehart and Winston - 2007 America's History, 8th Ed., Worth, 2014 - 2014 Magruder's American Government, Pearson Prentice Hall - 2005 Government in America: People, Politics and Policy, AP Edition, 17th edition, Pearson, 2018 - 2018 Economics Principles in Action, Pearson Prentice Hall Modern - 2007	Yes	0%
Foreign Language	En Español, Levels 1, McDougal Littell, 2004 0618304304 - 2004 En Español, Levels 2, McDougal Littell, 2004 0618304428 - 2004 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	Yes	0%

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

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

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

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

Year and month of the most recent FIT report	5/11/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Classroom 62A: Replace dry root T111 - W.O. #121705. Stage: Floor needs to be re-surfaced. No work order Gym: Bleachers broken - W.O. #124295.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Cafeteria: 15 lights out, need lift - W.O. #121913.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main Play Structure: Crack on slide - W.O. #99339. Lawn: Broken sprinklers - W.O. #s 12398, 122962, 122784, 121909.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	88	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	67	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	42	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	118	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	213	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	88	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	67	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	42	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	118	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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

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

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

All Students	213	54	25.4%	74.6%	94.4%
Female	124	34	27.4%	72.6%	97.1%
Male	89	20	22.5%	77.5%	90.0%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	72	17	23.6%	76.4%	94.1%
Black or African American	7	0	0.0%	100.0%	0.0%
Filipino	8	0	0.0%	100.0%	0.0%
Hispanic or Latino	71	14	19.7%	80.3%	85.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	21	6	28.6%	71.4%	100.0%
White	42	17	40.5%	59.5%	100.0%
English Learners	1	1	100.0%	0.0%	100.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	0	0	0.0%	100.0%	0.0%
Socioeconomically Disadvantaged	94	19	20.2%	79.8%	89.5%
Students Receiving Migrant Education Services	0	0	0.0%	100.0%	0.0%
Students with Disabilities	0	0	0.0%	100.0%	0.0%

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

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

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

i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Student Groups	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Total Enrollment	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Number Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent Not Tested	i-Ready (Gr 3-6) and Pearson (Gr 7-8, 11)/i-Ready (Gr 3-5) and MDTP (Gr 6-8, 11) Percent At or Above Grade Level
All Students	213	153	71.8%	28.2%	54.2%
Female	124	91	73.4%	26.6%	50.5%
Male	89	62	69.7%	30.3%	59.7%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	72	56	77.8%	22.2%	69.6%
Black or African American	7	4	57.1%	42.9%	25.0%
Filipino	8	6	75.0%	25.0%	50.0%
Hispanic or Latino	71	46	64.8%	35.2%	52.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%

Two or More Races	21	14	66.7%	33.3%	42.9%
White	42	33	78.6%	21.4%	39.4%
English Learners	1	1	100.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	0	0	0.0%	100.0%	0.0%
Socioeconomically Disadvantaged	118	85	72.0%	28.0%	61.2%
Students Receiving Migrant Education Services	0	0	0.0%	100.0%	0.0%
Students with Disabilities	0	0	0.0%	100.0%	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.

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

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	67	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	147
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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	88.79

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

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

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

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

While on Distance Learning we have developed collaborative parent teams that meet via Zoom to work on various aspect of the school climate and culture. These teams began meeting in July 2020 and have continued throughout the school year to support student learning and parent engagement. We anticipate supporting traditional parent involvement opportunities to resume when school returns to in person instruction.

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
Dropout Rate	0.5	0.0	0.0	8.4	7.5	10.1	9.0	8.9	9.4
Graduation Rate	99.0	100.0	98.5	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	201	198	98.5
Female	125	123	98.4
Male	76	75	98.7
American Indian or Alaska Native	0	0	0.00
Asian	68	67	98.5
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	61	60	98.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	19	19	100.0
White	38	37	97.4
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	122	121	99.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	830	828	42	5.1
Female	487	487	23	4.7
Male	343	341	19	5.6
American Indian or Alaska Native	0	0	0	0.0
Asian	272	272	15	5.5
Black or African American	28	28	3	10.7
Filipino	20	20	0	0.0
Hispanic or Latino	263	263	16	6.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	83	82	4	4.9
White	160	159	4	2.5
English Learners	11	11	1	9.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	467	467	32	6.9
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	4	4	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.24	0.00	5.56	0.04	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.71	3.70	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	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
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	29	3	14	12
Mathematics	28	4	17	9
Science	18	23	18	7
Social Science	29	6	11	17

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	4	10	16
Mathematics	28	4	21	4
Science	29	4	10	13
Social Science	26	10	14	16

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	3	11	15
Mathematics	27	5	12	12
Science	28	3	10	15
Social Science	24	14	8	18

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	376.8

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)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,683	$157	$6,526	$74,543
District	N/A	N/A	$6,048	$82,119
Percent Difference - School Site and District	N/A	N/A	7.6	-9.7
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-25.6	-12.7

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

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,817	$50,897
Mid-Range Teacher Salary	$69,671	$78,461
Highest Teacher Salary	$100,975	$104,322
Average Principal Salary (Elementary)	$120,748	$131,863
Average Principal Salary (Middle)	$127,364	$137,086
Average Principal Salary (High)	$139,247	$151,143
Superintendent Salary	$305,000	$297,037
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	5%

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	59.1

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	7
Fine and Performing Arts	2
Foreign Language	4
Mathematics	6
Science	7
Social Science	7
Total AP Courses Offered	33

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and supports through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, the Visual and Performing Arts and Social-Emotional Learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Sacramento City Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every 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

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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