

Capital City Independent School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Capital City Independent School
Street	7222 24th Street
City, State, Zip	Sacramento, CA 95822
Phone Number	916.395.5020
Principal	Darrell Amerine
Email Address	Darrell-Amerine@scusd.edu
School Website	https://capitalcity.scusd.edu/
County-District-School (CDS) Code	34-67439-3430519

2022-23 District Contact Information

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

2022-23 School Overview

Capital City School is one of the most innovative schools in the Sacramento City Unified School District (SCUSD). Our goal is to customize a quality education program for students whose needs are best met through study outside the traditional setting. We offer online and in person instruction. Our Elementary students have the option of daily interaction and synchronous instruction with a grade level teacher or the option of the one and half (1.5) hour a week appointment with a teacher. In middle school we have two core subjects taught by a teacher for one and half hours every day and then students transfer to the next two core classes before taking physical education each day. In high school we offer forty five minute weekly appointments either in person or via Zoom. Our independent study strategy allows teachers and students to confer one-on-one focusing on the student's educational needs, interests, aptitudes and abilities.

Capital City School serves students in grades K-12. Full accreditation (six years) from the Western Association of Schools and Colleges (WASC) was granted to Capital City School in the year 2016. In February 2020, we completed our WASC review and received our accreditation. Course material, assignment criteria, textbooks and standards adhere to a continuity that allows students to return to the traditional school setting. However, many students do make Capital City School their school of choice.

Students and parents value the small school environment, one-on-one teaching strategy, individualized educational plans and high standards. Capital City School has proven to be a catalyst for building self-esteem and motivating students to get back on track. The staff's hard work is evident in the changed attitudes and beliefs of students who were once underachievers. More than simply a means by which many students make up lost credits and complete their requirements for graduation, Capital City provides a safe, caring environment that fosters academic and personal growth.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	77
Grade 2	91
Grade 3	86
Grade 4	101
Grade 5	91
Grade 6	89
Grade 7	62
Grade 8	85
Grade 9	59
Grade 10	92
Grade 11	101
Grade 12	151
Total Enrollment	1,153

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.4
Non-Binary	2
American Indian or Alaska Native	0.6
Asian	18.6
Black or African American	16.7
Filipino	1.1
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	2.0
Two or More Races	8.9
White	11.4
English Learners	11.4
Foster Youth	0.3
Homeless	0.7
Migrant	0.1
Socioeconomically Disadvantaged	65.7
Students with Disabilities	6.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	41.09	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	4.10	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.00	54.74	70.70	3.53	12115.80	4.41
Unknown	0.00	0.00	128.70	6.43	18854.30	6.86
Total Teaching Positions	14.60	100.00	2001.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	8.00	
Total Out-of-Field Teachers	8.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education and Visual and Performing Arts. Since the onset of Distance Learning in the Spring of 2020, we have provided all teachers and administrators with professional learning on Universal Design for Learning, and the professional learning we have made available is geared to distance learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edge Reading, Writing & Language Fundamentals 2014 Adopted 2018 Edge Reading, Writing & Language Level A 2014 Adopted 2018 Edge Reading, Writing & Language Level B 2014 Adopted 2018 Inside the USA Level: Newcomer 2009 Adopted 2018 Inside Phonics 2009 Adopted 2018 Basic English: AGS 2002 Adopted Myperspectives English Language Arts 9th 2017 Adopted 2018 Myperspectives English Language Arts 10th 2017 Adopted 2018 Myperspectives English Language Arts 11th 2017 Adopted 2018 Myperspectives English Language Arts 12th 2017 Adopted 2018 Language of Composition AP 2018 Adopted 2018 Literature & Composition: Reading, Writing, Thinking AP 2017 Adopted 2018 American Literature: AGS 2007 Adopted Prior to 2007	Yes	0%
Mathematics	Mathematics I Integrated Pathway [Replaced by Publisher, adopted 2015] 2017 Adopted 2014 Mathematics II Integrated Pathway Volume 1 Units 1-4 2014 Adopted 2014 Mathematics II Integrated Pathway Volume 2 Units 5-6 2014 Adopted 2014 Mathematics III Integrated Pathway Volume 1 Units 1-2B 2015 Adopted 2015 Mathematics III Integrated Pathway Volume 2 Units 3-4B 2015 Adopted 2015 Calculus for AP 2017 Adopted 2018	Yes	0%

	<p>Fast Track to a 5: Preparation for the AP Calculus AB and Calculus BC Examinations Workbook 2017 Adopted 2018 Introduction To Statistics and Data Analysis AP 2010 Adopted 2014 Practice of Statistics AP 2018 Adopted 2018 Basic Math Skills: AGS 2003 Algebra: AGS 2004 Geometry: AGS 2001</p> <p>Algebra 1 Common Core 2015 Adopted Site Purchase</p>		
Science	<p>STEMscopes The Living Earth 2018 adopted 2020 STEMscopes Physics in the Universe 2018 adopted 2020 Amplify Science California, Amplify Education, 2019</p>	Yes	0%
History-Social Science	<p>Magruder's American Government 2005 Adopted Prior to 2007 American Government: Advanced High School Course AP 2004 Adopted Prior to 2007 Economics Principles in Action 2007 Adopted Prior to 2007 Economics: AGS 2005 Adopted Prior to 2007 World Geography 2003 Adopted Prior to 2007 World Geography: AGS 2001 Adopted Prior to 2007 Our Stories in Our Voices 2017 Adopted 2015 United States Government : AGS 2004 Adopted Prior to 2007 American Anthem: Modern American History 2007 Adopted Prior to 2007 America's History for the AP Course 2014 Adopted 2014 Strive for a 5 for America's History: Preparing for the AP United States History Exam 2014 Adopted 2016 United States History: Preparing for the Advanced Placement Examination AP 2018 Adopted 2018 Human Legacy: World History, Modern Era 2008 Adopted 2007 World History Human Legacy: Modern Era 2008 Adopted 2007 World History: AGS 2001 Adopted Prior to 2007</p>	Yes	0%
Foreign Language	<p>Discovering French Blanc (two) 2001 Adopted Prior to 2007 Discovering French Bleu (one) 2001 Adopted Prior to 2007 Discovering French Nouveau!/Rouge 3/4 2004 Adopted Prior to 2007 Discovering French Rouge (3/4) 2004 Adopted Prior to 2007 Abriendo Paso: Gramatica 1995 & 2000 Adopted Prior to 2007 Abriendo Paso: Lectura 1995 & 2000 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 1995 Adopted Prior to 2007 Dime!: Pasaporte al Mundo 21 Level 3 1997 Adopted Prior to 2007 En Espanol 2 (dos) 2004 Adopted Prior to 2007 En Espanol 3 (tres) 2004 Adopted Prior to 2007 En Espanol 1 (uno) 2004 Adopted Prior to 2007</p>	Yes	0%
Health	Lifetime Health, Holt 2004	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Capital City Independent Study School, built in 2004, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in August 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) supported 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

11/22/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Multi-Purpose Room: Replace fire extinguisher bracket w/o 190253
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	609	430	70.61	29.39	33.80
Female	324	223	68.83	31.17	41.63
Male	285	207	72.63	27.37	25.37
American Indian or Alaska Native	--	--	--	--	--
Asian	108	97	89.81	10.19	32.99
Black or African American	115	64	55.65	44.35	20.63
Filipino	--	--	--	--	--
Hispanic or Latino	238	168	70.59	29.41	33.94
Native Hawaiian or Pacific Islander	13	7	53.85	46.15	--
Two or More Races	58	39	67.24	32.76	38.46
White	63	47	74.60	25.40	55.32
English Learners	50	41	82.00	18.00	7.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	8	72.73	27.27	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	436	298	68.35	31.65	29.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	26	65.00	35.00	11.54

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	608	432	71.05	28.95	20.00
Female	324	226	69.75	30.25	20.00
Male	284	206	72.54	27.46	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	108	97	89.81	10.19	19.59
Black or African American	114	66	57.89	42.11	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	238	168	70.59	29.41	20.83
Native Hawaiian or Pacific Islander	13	6	46.15	53.85	--
Two or More Races	58	41	70.69	29.31	27.50
White	63	46	73.02	26.98	26.67
English Learners	50	41	82.00	18.00	9.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	9	81.82	18.18	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	435	300	68.97	31.03	15.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	25	62.50	37.50	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.28	NT	25.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	187	63.18	36.82	18.28
Female	148	100	67.57	32.43	20.2
Male	147	87	59.18	40.82	16.09
American Indian or Alaska Native	--	--	--	--	--
Asian	50	32	64	36	25
Black or African American	53	33	62.26	37.74	12.12
Filipino	--	--	--	--	--
Hispanic or Latino	126	81	64.29	35.71	13.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	17	73.91	26.09	6.25
White	35	18	51.43	48.57	50
English Learners	32	20	62.5	37.5	5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	142	65.74	34.26	13.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	8	53.33	46.67	--

2021-22 Career Technical Education Programs

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

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

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

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	41
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	2.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0%	0%	0%	0%	0%
Grade 7	31%	36%	36%	36%	31%
Grade 9	13%	13%	11%	11%	13%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Community resource information is available for parents, students and community members on our multiple bulletin boards in the front office and our parent resource room. The school surveys parents each year so that we may set up parenting workshops and classes. We recently began working with a new non profit called Shine which helps are teen parents. This non profit hold parental trainings and offers on site child care for teen parents to attend. They offer assistance with diapers, formula and other necessary items to help the teen parents with taking care of their baby. Parents are encouraged to participate in the monthly School Site, Attendance and Graduation Committees. We have a parent resource room located in the office where we have college and work information along with access to the internet.

All parents are encouraged to come to their student's appointments so that they may engage in the learning process. For more information, contact the school at (916) 395-5020

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		23.2	10.5		7.5	7.7		8.9	7.8
Graduation Rate		59.4	86		83.1	85.2		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	143	123	86.0
Female	79	71	89.9
Male	63	51	81.0
American Indian or Alaska Native	--	--	--
Asian	24	22	91.7
Black or African American	16	14	87.5
Filipino	--	--	--
Hispanic or Latino	63	54	85.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	24	85.7
English Learners	20	15	75.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	125	106	84.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	12	100.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1603	1456	787	54.1
Female	828	758	429	56.6
Male	772	695	356	51.2
American Indian or Alaska Native	17	13	10	76.9
Asian	266	246	95	38.6
Black or African American	298	264	177	67.0
Filipino	16	15	5	33.3
Hispanic or Latino	653	592	333	56.3
Native Hawaiian or Pacific Islander	36	33	22	66.7
Two or More Races	136	126	64	50.8
White	181	167	81	48.5
English Learners	174	154	76	49.4
Foster Youth	6	5	3	60.0
Homeless	25	25	21	84.0
Socioeconomically Disadvantaged	1141	1042	620	59.5
Students Receiving Migrant Education Services	5	4	3	75.0
Students with Disabilities	132	114	63	55.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.04	4.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	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

2022-23 School Safety Plan

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan (CSSP) 2020-2021

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continuously seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.

Section 1	Crisis Communication Flow Chart
Section 2.....	Site Level Emergency Procedures
a) Lockdown Response	
b) Fire	
c) Bomb Threat, ATF Bomb Threat Checklist	
d) Active Shooter	
e) Chemical Accident	
f) Severe Weather/Loss of Power (City of Sacramento)	
Section 3.....	Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities	
Section 4.....	Site Level Use of schools as a Community Shelter
Section 5.....	District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents	
b) Mandated Child Abuse Reporting	
c) Suicide Risk Assessment Procedures	
d) Mental Health Crisis Response Procedure	
e) Missing Student Protocol	
Section 6.....	Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students	
b) Report of Suspected Bullying Page 1	
c) Report of Suspected Bullying Page 2	
d) Guidance for Action Plan	
e) Student Safety Plan	
Section 7.....	Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....	Wellness Plan
a) BP 5030 Student Wellness	
Section 9.....	District Handbook
Section 10.....	Component I: Social Climate
.....	Component II: Physical Climate/Campus
Section 11.....	Site Level Incident Command System (ICS) Roles and Team
Section 12.....	Site Level Communication Procedures
a) Emergency Phone Tree	
Section 13.....	Before and After School Programs
.....	Coordinators/Contact Numbers
.....	Days/Hours of Operation on Campus
Section 14.....	Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....	Site Level Family Reunification Plans
a) Reunification Logs	
Section 16.....	*Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs	
Section 17.....	School Site Safety Committee Member List and Approval of CSSP
Section 18.....	Staff/School Handbook
Section 19.....	Site Map (Please Label All Rooms)
Section 20.....	OPTIONAL – Additional Site Specific Safety Information

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	2	2		
2	3	2		
3	4	2		
4	3	2		
5	4	2		
6	5	4		
Other	29		1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	2	2		
2	3	1		
3	5	2		
4	3	2		
5	5	2		
6	6	2		
Other	13	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3	2	
1	14	3	3	
2	17	2	3	
3	23	2	4	1
4	31	2		5
5	30	2	3	1
6	31	3	1	2
Other	70			1

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	22	15	9	6
Mathematics	17	6	4	1
Science	15	10	1	2
Social Science	12	26	4	2

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	16	22	6	2
Mathematics	23	5	3	5
Science	17	6	1	1
Social Science	14	22	6	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	27	6	5
Mathematics	23	10	3	1
Science	20	13	2	3
Social Science	13	34	5	4

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1153

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,748	\$135	\$8,613	\$79,789
District	N/A	N/A	\$6,048	\$83,404
Percent Difference - School Site and District	N/A	N/A	35.0	-4.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	26.6	-6.8

2021-22 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Capital Independent Study School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,335	\$51,081
Mid-Range Teacher Salary	\$52,444	\$77,514
Highest Teacher Salary	\$102,090	\$105,764
Average Principal Salary (Elementary)	\$120,748	\$133,421
Average Principal Salary (Middle)	\$127,364	\$138,594
Average Principal Salary (High)	\$139,247	\$153,392
Superintendent Salary	\$316,011	\$298,377
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.3
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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	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	