

# Kit Carson International Academy

## 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

<b>School Name</b>	Kit Carson International Academy
<b>Street</b>	5301 N Street
<b>City, State, Zip</b>	Sacramento, CA 95819
<b>Phone Number</b>	916.395-5350
<b>Principal</b>	Dr. LuTisha Stockdale
<b>Email Address</b>	lutisha-stockdale@scusd.edu
<b>School Website</b>	<a href="https://kitcarson.scusd.edu/">https://kitcarson.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-6061832

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### **Our Vision:**

Kit Carson International Academy has a flourishing academic culture where students are motivated to learn and are excelling in all subject areas. They take responsibility for their daily and long-term success, and they understand the present and future value of what they learn. Students feel safe and encouraged and have confidence in their abilities.

The staff is motivated by their unwavering belief in the potential of all students. They set high expectations for themselves and they believe that all students can learn without exception. They know every student by name and value the diversity, talent, and energy that each student brings to campus.

Parents are engaged and actively involved in all aspects of their child's education. Community members support the school's mission and they play an important role in enhancing the academic and social success of our students.

The school climate at KCIA supports a multi-culturally rich environment where diversity is celebrated. The development of social skills is an important part of the curriculum and students learn important lessons that will serve them well throughout life.

KCIA is an organization where innovation, creativity, and collaboration are valued. Continued growth is a high priority and our work is guided by a universal and sustained focus on improving student achievement.

### **Our Mission Statement:**

Kit Carson International Academy seeks to develop students who express themselves confidently and creatively, who use their knowledge to improve their local and global communities, and who thoughtfully consider the perspectives of other individuals and groups.

Through collaborative, interdisciplinary instruction, our students endeavor to explore highly engaging, rigorous and meaningful learning experiences that will encourage achievement at the highest level.

Kit Carson strives to foster students who demonstrate integrity and compassion, who share a global view of the world and who understand our inter-dependence with others.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	184
Grade 8	178
Grade 9	86
Grade 10	61
Grade 11	33
Grade 12	29
<b>Total Enrollment</b>	<b>571</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	1.1
Asian	4.9
Black or African American	11.6
Filipino	0.5
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	6.7
White	29.1
English Learners	8.9
Foster Youth	0.0
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	64.4
Students with Disabilities	15.9

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.40	81.75	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	1.46	42.30	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	5.07	93.00	4.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	70.70	3.53	12115.80	4.41
<b>Unknown</b>	3.20	11.68	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	27.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	1.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.30	

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	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	

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

September, 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  English A: Language and Literature - IB 2013 Adopted 2017  Inside the USA Level: Newcomer 2009 Adopted 2018 Inside Phonics 2009 Adopted 2018 Inside Fundamentals 2014 Adopted 2018 Inside Reading and Language Level A 2017 Adopted 2018 Inside Writing Level A 2017 Adopted 2018 Inside Reading and Language Level B 2017 Adopted 2018 Inside Writing Level B 2017 Adopted 2018 Myperspectives English Language Arts 7th 2017 Adopted 2018 Myperspectives English Language Arts 8th 2017 Adopted 2018	Yes	0%

<b>Mathematics</b>	<p>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  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>Mathematics Standard Level Course Companion IB 2012 Adopted 2016  Oxford IB Diploma Programme, IB Math App. and Int., SL</p> <p>Mathematics I Integrated Pathway [Replaced by Publisher, adopted 2015] 2017 Adopted 2014  Big Ideas Math Course 2 2015 Adopted 2015  Big Ideas Math Course 3 2015 Adopted 2015</p>	Yes	0%
<b>Science</b>	<p>Hole's Essentials of Human Anatomy and Physiology 2003, 2006 Adopted Prior to 2007  Biology AP - 8th ed 2008 Adopted Prior to 2007  Biology: AGS 2003 Adopted Prior to 2007  Chemistry AP-7th ed 2005 Adopted Prior to 2007  Earth Science 2006 Adopted Prior to 2007  Earth Science: AGS 2004 Adopted Prior to 2007  Physical Science: AGS 2004 Adopted Prior to 2007  Physics: Principles and Problems 2005 Adopted Prior to 2007</p> <p>Biology [Peason/Prentice Hall] 2004 Adopted Prior to 2007  IB Biology Course Book: 2014 Edition: Oxford IB Diploma Programme, 2014 ed.</p> <p>Modern Chemistry 2006 Adopted Prior to 2007  Chemistry: Matter and Change 2005 Adopted Prior to 2007</p> <p>Life Science 2007 Adopted 2008  Focus on Physical Science 2007 Adopted 2008  Amplify Science California, Amplify Education, 2019</p>	Yes	0%
<b>History-Social Science</b>	<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</p>	Yes	0%



	<p>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> <p>History of the Americas 1880-1981 IB 2015 Adopted 2017  Emergence of the Americas in Global Affairs, 1880-1929 - IB 2015 Adopted 2016</p> <p>Medieval World and Beyond 2005 Adopted 2006  United States Through Industrialism 2006 Adopted 2006</p>		
<b>Foreign Language</b>	<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 &amp; 2000 Adopted Prior to 2007  Abriendo Paso: Lectura 1995 &amp; 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> <p>Manana Libro del alumno IB 2015 Adopted 2017</p>	Yes	0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>		Yes	0%

## School Facility Conditions and Planned Improvements

Kit Carson International Academy, built in 1967, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in September 2021. 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.

In addition, the State’s Emergency Repair Program provided a power upgrade and complete replacement of the boiler unit.

<b>Year and month of the most recent FIT report</b>	9/24/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room B6: There is gum on the carpet.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	38	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	13	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
<b>All Students</b>	402	380	94.53	5.47	33.95
<b>Female</b>	196	184	93.88	6.12	39.67
<b>Male</b>	205	195	95.12	4.88	28.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	19	95.00	5.00	36.84
<b>Black or African American</b>	51	46	90.20	9.80	23.91
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	181	95.26	4.74	27.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	26	89.66	10.34	26.92
<b>White</b>	99	95	95.96	4.04	54.74
<b>English Learners</b>	45	43	95.56	4.44	2.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	293	277	94.54	5.46	27.08
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	73	66	90.41	9.59	16.67

## 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
<b>All Students</b>	402	382	95.02	4.98	12.57
<b>Female</b>	196	186	94.90	5.10	10.75
<b>Male</b>	205	195	95.12	4.88	14.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	20	100.00	0.00	20.00
<b>Black or African American</b>	51	46	90.20	9.80	2.17
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	181	95.26	4.74	8.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	26	89.66	10.34	19.23
<b>White</b>	99	96	96.97	3.03	21.88
<b>English Learners</b>	45	45	100.00	0.00	4.44
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	293	278	94.88	5.12	8.27
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	73	67	91.78	8.22	5.97

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	22.66	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
<b>All Students</b>	216	203	93.98	6.02	22.66
<b>Female</b>	104	98	94.23	5.77	22.45
<b>Male</b>	111	104	93.69	6.31	23.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100	0	16.67
<b>Black or African American</b>	22	19	86.36	13.64	5.26
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	94	88	93.62	6.38	12.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	15	88.24	11.76	26.67
<b>White</b>	61	59	96.72	3.28	45.76
<b>English Learners</b>	23	23	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	147	137	93.2	6.8	14.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	28	82.35	17.65	10.71

## 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.

KCIA's mission is guided by the International Baccalaureate philosophy focused on offering students rigorous instruction in a breadth of subjects leading to the opportunity to earn the prestigious IB Full Diploma.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	88.89



## 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 7	87%	90%	89%	84%	59%
Grade 9	34%	35%	38%	38%	39%

## 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

Parent involvement is essential to student success and we encourage parents to participate actively in their child's education at Kit Carson International Academy. The PTSO has over 40 members and meets regularly. We expect to increase membership with the IB momentum that we are gaining.

We are proud of our efforts and continue to seek additional opportunities for deeper and broader participation. Some of the other ongoing parent involvement committees are the School Site Council (SSC) and the English Learners Advisory Committee (ELAC). Parents may volunteer in classrooms, help supervise field trips, and support the school in many other ways.

## 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		0	0		7.5	7.7		8.9	7.8
Graduation Rate		100	100		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	30	30	100.0
Female	20	20	100.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	13	13	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	19	19	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	603	213	35.3
Female	314	299	110	36.8
Male	321	303	103	34.0
American Indian or Alaska Native	6	6	1	16.7
Asian	35	32	6	18.8
Black or African American	82	74	42	56.8
Filipino	5	5	1	20.0
Hispanic or Latino	280	266	99	37.2
Native Hawaiian or Pacific Islander	8	8	4	50.0
Two or More Races	42	38	14	36.8
White	178	174	46	26.4
English Learners	60	57	18	31.6
Foster Youth	6	5	4	80.0
Homeless	18	16	13	81.3
Socioeconomically Disadvantaged	422	400	171	42.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	97	36	37.1

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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	8.75	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	15.41	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	15.41	0.00
Female	8.92	0.00
Male	21.81	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	31.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	17.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	8.43	0.00
English Learners	11.67	0.00
Foster Youth	0.00	0.00
Homeless	33.33	0.00
Socioeconomically Disadvantaged	19.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	26.42	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

## 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	20	17	15	2
Mathematics	20	18	11	3
Science	23	10	9	6
Social Science	25	6	12	5

## 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	20	22	9	3
Mathematics	21	17	10	2
Science	22	14	9	3
Social Science	24	11	10	4

## 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	20	16	13	
Mathematics	22	10	15	1
Science	25	9	13	1
Social Science	25	8	12	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	439.23

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.3
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	0.1
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.1

## 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
<b>School Site</b>	\$10,385	\$2,795	\$7,591	\$76,859
<b>District</b>	N/A	N/A	\$6,048	\$83,404
<b>Percent Difference - School Site and District</b>	N/A	N/A	22.6	-8.2
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	14.1	-10.5

## 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. Kit Carson International Academy and district supplemental programs and services include:

- Class Size Reductions
- Math and ELA Tutoring
- Supplemental instructional materials and books
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors

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



## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

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

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	37	37