

School of Engineering and Sciences

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 | School of Engineering and Sciences |
| Street | 7345 Gloria Drive |
| City, State, Zip | Sacramento, CA 95831 |
| Phone Number | 916.395.5040 |
| Principal | Carla DiBasilio |
| Email Address | Carla-DiBasilio@scusd.edu |
| School Website | www.seshs.org |
| County-District-School (CDS) Code | 34-67439-0114546 |

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

Our Mission: The School of Engineering and Sciences provides open access to a rigorous academic and technical course sequence. We insist on high levels of learning for all students with the ultimate goal of increasing the diversity of the science and engineering workforce living and working in Sacramento.

The School of Engineering and Sciences (SES) is one of Sacramento City Unified School District's small, career-themed schools designed through the assistance of the Bill and Melinda Gates Foundation. The School opened with grades 7 and 9 in 2007 and now holds 580 students in grades 7 through 12. The school moved to its new location in January 2010. Students have the opportunity to participate in sports and Student Government, and High School CIF Athletic programs are open to students at their home comprehensive high school.

As a industry-themed school, we have adopted a school structure and instructional techniques that allow our students to better learn about and experience careers in the fields of engineering and science. All students at SES take an engineering course each year in addition to the standard academic core courses (ELA, Math, History, etc.). These engineering courses expose students to various types of engineering, help them develop marketable job skills, and serve as a platform for many of the school's integrated unit projects. Integrated unit projects are a particular form of project-based learning in which groups of students are asked to solve a real world problem using information and skills from their core courses, including engineering. Students complete 4 integrated units each year ranging from science fair to green technology to EV cars. Students have the opportunity to participate in many extra curricular activities, such as competitive sports, FIRST robotics and student government.

The adult leadership provides an environment for students that is safe, orderly, and conducive to engaged learning. Students focus on unique coursework and mentorships aligned to their personal goals. Students have numerous opportunities to interact with professionals in a variety of scientific fields of study through career explorations and regional study tours. Regional science competitions are a part of the comprehensive activities program. Students also have the opportunity to enroll in early college coursework at California State University Sacramento while enrolled in high school.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 98 |
| Grade 8 | 124 |
| Grade 9 | 110 |
| Grade 10 | 81 |
| Grade 11 | 78 |
| Grade 12 | 55 |
| Total Enrollment | 546 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 32.1 |
| Male | 67.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 19.2 |
| Black or African American | 12.8 |
| Filipino | 2.2 |
| Hispanic or Latino | 46.0 |
| Native Hawaiian or Pacific Islander | 1.8 |
| Two or More Races | 7.0 |
| White | 10.8 |
| English Learners | 12.3 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.9 |
| Socioeconomically Disadvantaged | 61.2 |
| Students with Disabilities | 12.1 |

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) | 20.70 | 90.57 | 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) | 1.00 | 4.36 | 93.00 | 4.65 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 5.02 | 70.70 | 3.53 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 128.70 | 6.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.90 | 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 | 1.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 1.00 | |

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.

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 | 1.10 | |
| Total Out-of-Field Teachers | 1.10 | |

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) | 4.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.60 | |

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.

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

February, 2018

| 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 | 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 Fast Track to a 5: Preparation for the AP Calculus AB and Calculus BC Examinations Workbook 2017 Adopted 2018 | Yes | 0% |

| | | | |
|-------------------------------|--|-----|----|
| | <p>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>Precalculus 2007 Adopted 2008</p> | | |
| Science | <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: Dynamics of Life 2004 Adopted Prior to 2007 Chemistry: Matter and Change 2005 Adopted Prior to 2007 Conceptual Physics 2002 Adopted Prior to 2007 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 | | | 0% |
| Visual and Performing Arts | | | 0% |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

School of Engineer and Science, built in 1910, received Facility Inspection Tool (FIT) overall repair rating score of “fair” from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

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

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

School of Engineer and Science also received funding from the State’s Office of Public School Construction Career Tech Education program to build a new 6,000 square foot classroom building to accommodate the expansion of the engineering program, which is scheduled to be completed in summer of 2019.

Funding from the federal government through USAC (Universal Service Administrative Co.) allowed for technology infrastructure improvements to the district’s wireless connectivity allowing for more internet access in the classroom and digital voice communication. These projects are expected to be completed by end of 2019.

Year and month of the most recent FIT report 6/15/2021

| 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 | | Classroom B1: Repair floor w/o #128526 Classroom B2: Repair floor w/o #128526 Conference Room C: Repaint door interior w/o #128529 Work Room C: Repaint door interior w/o #128529 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| 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 | 48 | N/A | 38 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 28 | 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 | 294 | 286 | 97.28 | 2.72 | 47.55 |
| Female | 95 | 94 | 98.95 | 1.05 | 46.81 |
| Male | 199 | 192 | 96.48 | 3.52 | 47.92 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 57 | 98.28 | 1.72 | 61.40 |
| Black or African American | 29 | 29 | 100.00 | 0.00 | 37.93 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 144 | 141 | 97.92 | 2.08 | 36.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 70.00 |
| White | 28 | 25 | 89.29 | 10.71 | 60.00 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 3.45 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 183 | 177 | 96.72 | 3.28 | 44.07 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 29 | 27 | 93.10 | 6.90 | 18.52 |

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 | 294 | 286 | 97.28 | 2.72 | 27.62 |
| Female | 95 | 94 | 98.95 | 1.05 | 24.47 |
| Male | 199 | 192 | 96.48 | 3.52 | 29.17 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 57 | 98.28 | 1.72 | 40.35 |
| Black or African American | 29 | 29 | 100.00 | 0.00 | 17.24 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 144 | 141 | 97.92 | 2.08 | 17.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 35.00 |
| White | 28 | 25 | 89.29 | 10.71 | 56.00 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 183 | 177 | 96.72 | 3.28 | 23.73 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 29 | 27 | 93.10 | 6.90 | 3.70 |

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 | 26.54 | 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 | 173 | 162 | 93.64 | 6.36 | 26.54 |
| Female | 57 | 56 | 98.25 | 1.75 | 23.21 |
| Male | 116 | 106 | 91.38 | 8.62 | 28.3 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 32 | 32 | 100 | 0 | 31.25 |
| Black or African American | 20 | 19 | 95 | 5 | 15.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 78 | 74 | 94.87 | 5.13 | 16.22 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 13 | 100 | 0 | 30.77 |
| White | 21 | 16 | 76.19 | 23.81 | 56.25 |
| English Learners | 15 | 15 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 104 | 98 | 94.23 | 5.77 | 23.47 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 13 | 11 | 84.62 | 15.38 | 0 |

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 | 316 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |
| 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 | 99.69 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 61.54 |

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 | 0% | 0% | 0% | 0% | 0% |
| Grade 9 | 31% | 0% | 0% | 0% | 0% |

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

Parents are integral partners at SES to ensure successful programs. Our parent organizations provide significant support for students and staff alike. Parents volunteer for special projects, school improvement, enrichment activities, and intervention programs. Our monthly newsletter provides parents and students with comprehensive information on School events, student recognitions and academic programs.

Parents are encouraged to volunteer, serve on School Site Council, take part in ELAC, participate in the PTSA, assist in the decision-making process, and act as mentors for our students. Parent participation is especially valued in attending meetings, student presentations, senior projects, field trips, fundraising, and coaching for athletic and academic programs.

The School Site Council provides a significant opportunity for participation in decision-making regarding School policy, program and expenditure of funds at the site level.

Parents and community members are a visible presence on campus, and have helped build the programs on campus.

The school offers learning opportunities for families. Workshops range from financial aid to college application support to Infinite Campus and Google Classroom trainings.

For more information, contact (916) 395-5040.

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 | | 91.9 | 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 53 | 53 | 100.0 |
| Female | 15 | 15 | 100.0 |
| Male | 38 | 38 | 100.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 11 | 11 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 19 | 19 | 100.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 41 | 41 | 100.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| 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 | 571 | 550 | 164 | 29.8 |
| Female | 186 | 176 | 60 | 34.1 |
| Male | 384 | 373 | 104 | 27.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 107 | 105 | 18 | 17.1 |
| Black or African American | 75 | 69 | 21 | 30.4 |
| Filipino | 13 | 13 | 2 | 15.4 |
| Hispanic or Latino | 261 | 253 | 93 | 36.8 |
| Native Hawaiian or Pacific Islander | 10 | 10 | 3 | 30.0 |
| Two or More Races | 40 | 38 | 11 | 28.9 |
| White | 64 | 61 | 16 | 26.2 |
| English Learners | 68 | 67 | 18 | 26.9 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 357 | 341 | 113 | 33.1 |
| Students Receiving Migrant Education Services | 5 | 5 | 0 | 0.0 |
| Students with Disabilities | 69 | 67 | 25 | 37.3 |

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 | 8.96 | 3.70 | 2.45 |
| Expulsions | 0.18 | 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 | 7.18 | 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 | 7.18 | 0.00 |
| Female | 8.06 | 0.00 |
| Male | 6.77 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 3.74 | 0.00 |
| Black or African American | 9.33 | 0.00 |
| Filipino | 7.69 | 0.00 |
| Hispanic or Latino | 8.05 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 7.50 | 0.00 |
| White | 3.13 | 0.00 |
| English Learners | 10.29 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 8.40 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.80 | 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 | 24 | 8 | 7 | 8 |
| Mathematics | 21 | 12 | 10 | 3 |
| Science | 26 | 5 | 7 | 8 |
| Social Science | 21 | 11 | 7 | 8 |

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 | 21 | 10 | 12 | 6 |
| Mathematics | 20 | 13 | 12 | 3 |
| Science | 19 | 13 | 7 | 9 |
| Social Science | 17 | 17 | 10 | 8 |

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 | 23 | 8 | 13 | 3 |
| Mathematics | 25 | 7 | 10 | 4 |
| Science | 24 | 5 | 12 | 4 |
| Social Science | 19 | 12 | 15 | 3 |

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 | 273 |

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) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.2 |
| Resource Specialist (non-teaching) | |
| Other | 1.6 |

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 | \$7,070 | \$526 | \$6,545 | \$57,112 |
| District | N/A | N/A | \$6,048 | \$83,404 |
| Percent Difference - School Site and District | N/A | N/A | 7.9 | -37.4 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -0.7 | -39.7 |

2021-22 Types of Services Funded

School of Engineering and Sciences has a diverse population that works well together. Students collaborate and work in groups to plan and present their projects. Students are recognized for their academic achievement and social emotional growth by teachers and the Principal through academic awards assemblies each quarter. Students are responsible for planning and implementing a comprehensive activities program which includes School dances, School-wide assemblies, rallies and movie nights. Morning announcements include a short message for social-emotional development in addition to the daily informational component. The small total student enrollment allows teachers and other staff members to know students by name and reinforce students' connections to their school.

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. School of Engineering and Science and district supplemental programs and services include:

- Class Size Reduction
- Tutoring and intervention sessions
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Academic and Social-Emotional Counseling
- Professional Development
- Support Staff, such as 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 | 21.6 |
|--|------|

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 | 1 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 1 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 5 |

Professional Development

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

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 23 | 24 | 24 |