



## 2023-24 School Contact Information

<b>School Name</b>	Caroline Wenzel Elementary School
<b>Street</b>	6870 Greenhaven Drive
<b>City, State, Zip</b>	Sacramento, CA 95831
<b>Phone Number</b>	916.395.4525
<b>Principal</b>	Kelly Ryan
<b>Email Address</b>	kelly-ryan@scusd.edu
<b>School Website</b>	<a href="https://carolinewenzel.scusd.edu/">https://carolinewenzel.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-6033831

## 2023-24 District Contact Information

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Lisa Allen
<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</b>	www.scusd.edu

## 2023-24 School Description and Mission Statement

Caroline Wenzel School is a caring community of students, parents, and staff dedicated to educational excellence. Staff, parents and students have worked to make Wenzel a place where students feel safe, where their voice is heard (Peer Mediators), where they are recognized for citizenship, attendance, life skills and academic efforts. The culture and climate of Wenzel are built upon a frame of ethical leadership focused on the standards of commitment, duty, equity, integrity, ethical responsibility, and respect.

Support services for continuous improvement in student achievement are provided to students. This same work continues this year as goals in our School Plan for Student Achievement. In addition to continuous improvement work, our staff collective discussed and plan for transformative work to create integration and a sense of belonging. The work includes creating positive engagement opportunities between students, parents and teachers, and students and teachers, adding to beautify our school environment. Our class sizes continue to be 24:1 in Kindergarten; 24:1 in 1st, 2nd and 3rd grades 324 ref\*q2re563.28 11.52 ref

## 2023-24 School Description and Mission Statement

Parents, students, staff, and members of our community are all working together to continue Caroline Wenzel's path to

## 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>	11.00	75.86	1666.90	83.27		

## 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>	10.00	71.43	1686.00	84.45	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	37.10	1.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	28.57				

## 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)	16.6	18.1
<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)	11.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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. 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.

<b>Year and month in which the data were collected</b>	October 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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	Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019		
<b>Mathematics</b>	Envisions K-2 (2024 Update) Savvas 2023-2024 Envisions K-2 - ONLINE (2024 Update) 2023-2024 Envisions 3-6 Savvas 2013-2014 Envisions 3-6 - ONLINE 2023-2024		





## School Facility Conditions and Planned Improvements

Caroline Wenzel Elementary received a Facility Inspection Tool (FIT) overall rating score of good on their most recent inspection.

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 in 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.

**Year and month of the most recent FIT report**

9/29/2022

System Inspected	Rate Good	Rate
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## 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. Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
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## 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.

#### 2023-24 Opportunities for Parental Involvement

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	273	242	95	39.3
Female	125	109	42	38.5
Male	148	133	53	39.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	3	100.0
Asian	22	20	5	25.0





**2021-22 Elementary Average Class Size and Class Size Distribution**

## 2022-23 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>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.2
<b>Social Worker</b>	0.3
<b>Nurse</b>	0.4
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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>	\$8589	\$3,021	\$5,568	\$75,304
<b>District</b>	N/A	N/A	\$6,048	\$87,329
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.3	-10.2
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-16.9	-12.5

## Fiscal Year 2022-23 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 students with disabilities, and English learners. Programs and services such as enrichment programs, 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.

Caroline Wenzel Elementary School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with office staff or your student's teacher to receive information regarding the services that are specific to your child's school.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$49,228	\$55,550
<b>Mid-Range Teacher Salary</b>	\$54,542	\$80,703
<b>Highest Teacher Salary</b>	\$106,174	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$125,578	\$137,703
<b>Average Principal Salary (Middle)</b>	\$132,459	\$143,760
<b>Average Principal Salary (High)</b>	\$144,817	\$159,021
<b>Superintendent Salary</b>	\$327,071	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	29.04%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.73%	4.87%

