Washington Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Washington Elementary School
Street	520 18th ST
City, State, Zip	Sacramento, CA 95811
Phone Number	916-395-4760
Principal	Dr. Gema Godina
Email Address	Gema-Godina@scusd.edu
School Website	www.washington.scusd.edu
Grade Span	K-6
County-District-School (CDS) Code	34-67439-0133777

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Washington Elementary School, located in Midtown Sacramento provides an engaging and collaborative community where learners thrive. We are an interdisciplinary STEAM focused school with a sustainable model for innovation that supports learners agency and voice in tackling authentic community issues through inquiry. We strive to develop and empower lifelong learners who have the skills, knowledge, and confidence necessary to lead successful lives. We serve Preschool - 6th grade including TK, and SDC. #WeAreLocomotives #WeLeadWeInnovateWeEmpowerWeCare.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	55
Grade 2	40
Grade 3	51
Grade 4	58
Grade 5	50
Grade 6	39
Total Enrollment	376

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	2.1
Asian	5.3
Black or African American	14.6
Filipino	1.3
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	11.4
White	27.1
English Learners	5.3
Foster Youth	0.3
Homeless	7.4
Socioeconomically Disadvantaged	49.2
Students with Disabilities	20.5

A. Conditions of Learning

State Priority: Basic

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

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

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)	14	86.44	1686	84.45	234405.2	84
Intern Credential Holders Properly Assigned	1	6.13	37.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	7.36	144.8	7.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	67.4	3.38	11953.1	4.28
Unknown/Incomplete/NA	0	0	61	3.06	15831.9	5.67
Total Teaching Positions	16.3	100	1996.4	100	279044.8	100

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.

2022-23 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)	13.1	83.1	1596.7	82.4	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	26.2	1.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	10.51	159.1	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	66	3.41	11746.9	4.23
Unknown/Incomplete/NA	1	6.33	89.7	4.63	14303.8	5.15
Total Teaching Positions	15.8	100	1937.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	15.1	85	1568	80.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	49.7	2.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.62	162.7	8.31	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	60.2	3.08	12112.8	4.34
Unknown/Incomplete/NA	1.6	9.33	117.3	5.99	13705.8	4.91
Total Teaching Positions	17.8	100	1958.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.20	1.1	1
Vacant Positions	0.00	0.5	0
Total Teachers Without Credentials and Misassignments	1.20	1.6	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	7.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

District adopted instructional materials are available for all students in grades TK-12. Each year, instructional materials sufficiency is ensured via site visits by the Sacramento County Office of Education and site leader verification. Site visits occurred throughout the months of August and September 2025. No findings of insufficiency for use in class and at home was presented to, and approved by, the board on October 2, 2025 . The Curriculum & Instruction Department maintains a current list of all district-adopted instructional materials, with the intent of adopting new materials as adoptions expire. The standard adoption cycle was interrupted during the COVID-19 pandemic and is now being remedied with planned adoptions for Mathematics and English Language Arts phased over the next four years.

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language 2025-26 & literature for the IB Diploma Oxford Univ Press 2021-2022 ELD Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : 2025-26	0%
Mathematics	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 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024 Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011	0%

	Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024 AP Pre-Calculus Prentice Hall 2018-2019 Pre-Calculus ONLINE 2021-2022 AP Calculus for AP Cengage 2018-2019 Calculus for AP ONLINE 2021-2022 AP Calculus : Fast Track to a 5 Online 2018-2019 AP Practice of Statistics 2018-2019 Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020	
Science	Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023 Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023 Amplify Science K-5 (Workbooks) English & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Sceince Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023 Amplify Science K-5 Spanish (Kits) 2022-2023 Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2025-26	0%
History-Social Science	K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024	0%

	9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024 AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024 AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024 AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024 IB Authoritarian states Oxford University Press 2017-2018 IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018 IB Civil rights and social movments in the Americas post-1945 Oxford Univ Press 2017-2018 IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018 IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018 IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018 IB Rights and protest 2017-2018 HISP World history: patterns of interaction (9th) McDougal Littell 2010 HISP World cultures : a global mosaic (10th) 2007 HISP America : past and present (11th) ADDISON-WESLEY 2006 HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009	
Foreign Language	Adoption 2024-25 through 2031-2 Spanish: Encuentros 2022 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** AP Spanish: WaySide Publishing: Triangulo Apreciado 6th ed Text, ONLINE, TE and Azulejo 2nd ed Text, ONLINE, TE Spanish for Spanish Speakers: Senderos 2023 L4 and L5, Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** French: Daccord 2024 L1,2,3 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** AP French:Themes 2ed Text, ONLINE, TE language and culture Vista Higher Learning German: Deutsch Neu L1,2,3/4, Klett Text, ONLINE, TE, WkBk **8 yr WkBk delivery all in Y1** "AP German: Neue Blickwinkel 2ed, Wayside Publishing, Text, ONLINE" Japanese: Adventures in 1, 2, 3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* Chinese:Go Far with Chinese (Simplified) 1,2,3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1* Hmong: The Hmong Journey & Keeb Kwm Haiv Neeg Hmoob, HER Publishing, Text Hmong: Ua Lub Neej Raws Txoj Hmoo; Hmoob Nyob Paj Tawg Teb, Lub Neej Dai Taw; Naid Khu Maiv Lig Vwj Lub Neej; Txiv Nraug, Ntsuag thiab Zaj Laug Ntxhais Ntxawm; English-Hmong/Hmong-English Dictionary 3rd ed; Learn Hmong the Jay Way; Hmoob Puav Pheej: Kev Cai thiab Dab Qhuas, Txoj Kev Taug; Keeb Txuj Mem toj; Cim Xeeb Hav Txiv Daw, Hmoob Piv Lus Txhiaj Teeb Meem; Hmong ABC Publishing, TEXTS Other Prior Adoptions	0%

	American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon Hmong 1, 2, 3 Hmong Book Center IB Spanish Manana libro del alumno Cambridge University Press IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press	
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017	0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Daivs 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023	0%
Science Laboratory Equipment (grades 9-12)	NA	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Washington ElementarySchool, located at 520 18th St, Sacramento was built in 1975. It sits on a 3 acre site and houses 22 classrooms, comprising 42,690 built square-feet. The site has 3 playgrounds.

In the 2024-25 School year the site received $0.00 worth of deferred maintenance spread between the following projects:None.

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.

The Sacramento City Unified School District award winning facilities master plan outlines the modernization of SCUSD schools and facility buildings, many of which are over 50 years old. The plan is a living document, reviewed regularly. It can be viewed at scusdplan.org.

Year and month of the most recent FIT report	09/04/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

				Bldg.02E Classroom C-3: Missing air grill cover (270951) Kitchen: WO#272341 ROR HVAC Unit Room 21: Room 22: AC unit leaking water W.O.#270445 Broken window closer. W.O.#270452 Room 4: Wall outlet for projector does not work Work Order #269469. No AC Work Order #269768 Room 51-A: AC not working. W.O.#270504 Room D-22: AC not working. W.O.#270497 Room D-23: AC not working. W.O.#270499 Room D-25: AC doesn't cool sufficiently. W.O.#270500 Need to replace ceiling trim. W.O.#270501 Room L-4: AC not staying on W.O.#270464 Outlets on east wall not working. W.O.#270468 Handle on faucet in sink doesn't turn off all the way.W.O.#270468 Room L-8 Black box: AC shuts off and leaks water. W.O.#270470 Staff Mens RR by X-Wing: The A/C unit is not working work order # (270726) Upper B- Girls RR:
Interior: Interior Surfaces	X			203: put in work order for door to be painted #266509 date 7-15-25 205: put in work order for door to be painted #266511 date 7-15-25 301: put in work order for door to be painted #266512 date 7-15-25 302: put in work order for door to be painted #266560 date 7-15-25 303: put in work order for door to be painted #266513 date 7-15-25 304: put in work order for door to be painted #266562 date 7-15-25 305: put in work order for door to be painted #266564 date 7-15-25 401: put in work order for door to be painted #266565 date 7-15-25 402: put in work order for door to be painted #266566 date 7-15-25 403: put in work order for door to be painted #266567 date 7-15-25 404: put in work order for door to be painted #266568 date 7-15-25 405: put in work order f0r door to be painted #266569 date 7-15-25 501: put in work order for door to be painted #266571 date 7-15-25 502: put in work order for door to be pained workorder#266566 date 7-15-25 503: put in work orderfor door to be painted workorder#266574 date 7-15- 25 504: put in work orderfor door to be painted workorder#266576 date 7-15- 25 801: put in work order for door to be painted #266577 date 7-15-25 802: put in work order for door to be painted #266578 date 7-15-25

School Facility Conditions and Planned Improvements

A-206: Missing Rubber baseboard work order # (270997) Door needs paint work order # (271001)
A-210: A210 wall has holes that need to be patched work order #(271014)
B-220: Wall is not completed it still need to be painted by the bookshelf work order # (271026)
B-222:
Bldg.00B Main Office: "Graffiti" on many floor tiles. WO # 266027
Bldg.01A Classroom D-7: Ceiling tile damage (270823)
Bldg.01B Classroom D-1: Back counter damage(270948)
Bldg.01B Classroom D-2: entry title broken (270950)
Bldg.01B Classroom D-5: Carpet damage (270953) ceiling tile damage (270823)
Bldg.01B Classroom D-6: Ceiling tile damage (270823)
Bldg.02C Classroom C-10: Carpet damage (270953) Water heater closet door will not lock (270966)
Bldg.02D Classroom C-7: Door needs painted and stucco damage outside (270869)
Bldg.02E Classroom C-2: Front Door Damagae (270869) Missing ceiling tiles (270823)
Bldg.03F Classroom B-3: Ceiling tile damage (270823) Carpet damage (270953) drinking fountain is leaking (270907)
Bldg.03F Classroom B-6: Carpet trim damage (270953)
Bldg.03F Classroom B-7: Ceiling tile damage (270823)
Bldg.P02 Classroom Y2: 2 Floor tiles missing. WO # 268468
Bldg.P05 Classroom B-1: Needs a door stop installed (270952)
Boys RR by room 25: w/o 272078 missing tile on wall
Boys RR by room D-3: One tile missing from wall. W.O.#270487
C7: Wall paper ripped WORK ORDER # (269761) wires exposed out side classroom needs cove work order # (269762) Doors and fram needs paint. Work order# (269747)
Drama Room: put in work order for door to be painted # 266579 date 7-15-25
Girls RR by room 13: w/o 272075 wall damaged patch and paint
Gym:
Kitchen: w/o 272103 hole in wall next to staff restroom
Kitchen: WO#272341 ROR HVAC Unit
Library: put in work order for door to be painted # 266580 date 7-15-25
Lobby: put in word order for door to be painted work order #266620 date-7-15-25
Locker / Boys:
Locker /Girls:
Multi-Purpose: WO#271521 ROR Exit Lights
Office Staff Room: put in word order for door to be painted # 266771 date 7-15-25
Office: put in word order for door to be painted # 266771 date 7-17-25

School Facility Conditions and Planned Improvements

				Room 1 Band: w/o 272066 damaged tile and missing baseboard Room 10: w/o269011 patch and paint holes above whiteboard Room 12: w/o 269577 both doors need to be painted Room 13: w/o 269576 back door needs to be painted Room 18: WO#265977 ROR Baseboard Room 2 Kinder: w/o 269001 door trim needs paint and front door Room 213-B: Hole in south wall. W.O.#270479 Room 23: w/o 269582 patch and paint hole I wall and front door needs paint Room 24: w/o both doors need to be painted Room 25: w/o 269586 front door and trim need to be painted Room 28-A: Multiple holes in walls. W.O.#270457 Room 3 Kinder: w/o 269002 both doors and trim need paint Room 34: w/o269593both doors need to be painted Room 35: w/o269594 both door need to be painted Room 5: w/o269008 door stop needs a new rubber Room 6: w/o 269007 patch and paint holes were old dispenser was Room D-1: Wall panels separating on south wall. W.O.#270486 Room D-11: Badly cracked floor tiles.W.O.#270493 Drinking fountain missing handle. W.O.#270494 Room D-17: Replace three ceiling tiles. W.O.#270496 Room D-25: AC doesn't cool sufficiently. W.O.#270500 Need to replace ceiling trim. W.O.#270501 Room L-1: Hole in wall W.O.#270460 Scoe: put in word order for door to be painted word order #266569 Upper B- Boys RR: X203: Missing blank cover Work order # (271020) Door needs paint Work order #(271021)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Bldg.00E Classroom P: Bad ballasts. WO # 272016 C2 Student Store: Doors and fram needs paint. Work order# (269720) Light swicth does not work. Work order # (268722) No grass just dirt looks ugly Work order#(269725) D2 is missing it't room nuber sign. Work order #(269728) Multi-Purpose: WO#271521 ROR Exit Lights Room 1: Two outlets on east wall don't work. W.O.#270333 Room 17: Electrical conduit missing endcap. W.O.#270449 Door closer leaks fluid and slams door W.O.#270450 Room 19: Room 214: No power on west wall. W.O.#270481 Room 215: Cover missing on electrical conduit. W.O.#270482 Broken window closer. W.O.#270483 Room 25: Smashed electrical outlet. W.O.#270453

School Facility Conditions and Planned Improvements

				Room 28 Nurses Office: Intercom does not work. W.O.#270456 Room 4: Wall outlet for projector does not work Work Order #269469. No AC Work Order #269768 Room 9: Receptacle for electric outlet coming out of wall W.O.#270419 Door doesn't close properly W.O.#270339 Room D-6: One light fixture out. W.O.#270489 Room L-3: Three light fixtures not working. W.O.#270462 Room L-4: AC not staying on W.O.#270464 Outlets on east wall not working. W.O.#270468 Handle on faucet in sink doesn't turn off all the way.W.O.#270468 X102: Classroom X102 is missing the light cover work order (271018) X208: The phone jack are not working by teachers desk. Work order # (271024)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All Gender RR by Room 2: Bldg.01B Classroom D-4: Faucet is loose (270907) Bldg.03F Classroom B-3: Ceiling tile damage (270823) Carpet damage (270953) drinking fountain is leaking (270907) Boys RR outside Gym: One sink not working. W.O.#270503 Intermediate Restrooms: Boys bathroom has a faucet loose (270909) and a hole in the ceiling (270911) Room 26-A: Faucet in sink leaking. W.O.#270454 Room 53 ROTC: Hot water handle on sink is stripped W.O.#270472 Drinking fountain doesn't work.W.O.#270491 Room D-11: Badly cracked floor tiles.W.O.#270493 Drinking fountain missing handle. W.O.#270494 Room D-13: Low flow from sink faucet. W.O.#270495 Room D-5: Sink makes loud rattling noise when turned on. W.O.#270488 Room L-4: AC not staying on W.O.#270464 Outlets on east wall not working. W.O.#270468 Handle on faucet in sink doesn't turn off all the way.W.O.#270468
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Bldg.02D Classroom C-7: Door needs painted and stucco damage outside (270869) Bldg.P03 Classroom Z: Peeling underneath counter. WO # 272015 Gym:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A-201: Classroom window needs a new screen work order (271008) A-207: Door needs to be replaced work order # (271013) Bldg.02E Classroom C-2: Front Door Damagae (270869) Missing ceiling tiles (270823) Bldg.02E Classroom C-5: Botton door damage (270869)

School Facility Conditions and Planned Improvements

C1 File Room: No Grass just dirt in front of C1 looks ugly. Work order # (269713)
C10: Doors and fram needs paint. Work order# (269752)
C11: Doors and fram needs paint. Work order# (269753)
C12: Doors and fram needs paint. Work order(269754)
C13: Doors and fram needs paint. Work order# (269756)
C14: Doors and fram needs paint. Work order# (269758)
C2 Student Store: Doors and fram needs paint. Work order# (269720) Light swicth does not work. Work order # (268722) No grass just dirt looks ugly Work order#(269725) D2 is missing it't room nuber sign. Work order #(269728)
C3: Doors and fram needs paint. Work order# (269739)
C4: Doors and fram needs paint. Work order# (269742)
C5: Doors and fram needs paint. Work order# (267744)
C6: Doors and fram needs paint. Work order# (269746)
C7: Wall paper ripped WORK ORDER # (269761) wires exposed out side classroom needs cove work order # (269762) Doors and fram needs paint. Work order# (269747)
C8: Doors and fram needs paint. Work order# (269748)
C9: Doors and fram needs paint. Work order# (269751)
Cafeteria: Doors on west end of cafeteria do not latch. W.O.#270200
Front Office: Front office doors need to be painted due to wear and tear work order # 270718
Lib rary: Door to office doesn't latch. W.O.#270455
Room 13 Hallway: Door sticks on strike plate. W.O.#270477
Room 16: Broken window closer. W.O.#270448
Room 17: Electrical conduit missing endcap. W.O.#270449 Door closer leaks fluid and slams door W.O.#270450
Room 19: Broken window closer. W.O.#270451
Room 204: Broken window closer. W.O.#270473
Room 207: Broken window closer.W.O.#270475
Room 210: Handle missing on window closer. W.O.#270476
Room 213-A: Handle missing on window closer W.O.#270478
Room 215: Cover missing on electrical conduit. W.O.#270482 Broken window closer. W.O.#270483
Room 216: Broken window closer. W.O.#270485
Room 22: AC unit leaking water W.O.#270445 Broken window closer. W.O.#270452
Room 3: Broken window closer. W.O.#270334
Room 6: broken window closer. W.O.#270335
Room 9: Receptacle for electric outlet coming out of wall W.O.#270419 Door doesn't close properly W.O.#270339

School Facility Conditions and Planned Improvements

				Room D-10: Closing rod for blinds broken. W.O.#270490 Room D-26: Front door doesn't latch properly. W.O.#270502 X106: Classroom X106 door could use paint due to wear and tear. W/O #(271037) X107: Classroom X107 door could use paint due to wear and tear. W/O # (271036) X108: Classroom X108 door could use paint due to wear and tear. W/O # (271027) X109: Classroom X109 door could use paint due to wear and tear. (271039) X201: Door needs paint Work order # (271019) X212: Door needs paint Work order # (270981)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	35	38	40	47	48
Mathematics (grades 3-8 and 11)	35	27	29	31	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	199	199	100.00	0.00	35.35
Female	100	100	100.00	0.00	43.00
Male	99	99	100.00	0.00	27.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	29	100.00	0.00	13.79
Filipino	--	--	--	--	--
Hispanic or Latino	79	79	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	35.29

White	59	59	100.00	0.00	47.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	29.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	98	100.00	0.00	21.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	12.77

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	198	197	99.49	0.51	27.04
Female	100	99	99.00	1.00	26.26
Male	98	98	100.00	0.00	27.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	29	100.00	0.00	3.57
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	17.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	29.41
White	59	58	98.31	1.69	48.28
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	23.53
Military	0	0	0	0	0

Socioeconomically Disadvantaged	97	97	100.00	0.00	14.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	10.64

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.3	31.91	25.04	26.94	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.08	31.91
Female	23	22	95.65	4.35	31.82
Male	25	25	100.00	0.00	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	18%	41%	50%	48%

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.

2025-26 Opportunities for Parental Involvement

All parents, guardians and caregivers of children at Washington Elementary School are members of the Locomotive Community Organization (LCO). The mission of the Locomotive Community Organization (LCO) is to:
Create a community of close relationships between the child's home and school by encouraging communication and engagement between teachers, the administration and families and provide support for Washington elementary, its teachers and families of Students. The LCO is inclusive and constitutes a group of diverse, organized and effective members who will meet this mission through, among other things, developing and participating in school wide activities, providing substantive administrative feedback as appropriate and raising funds for the financial support of the school and teachers. In addition to participating in the LCO, parents are welcome and encouraged to take-part in ELAC, DELAC and SCC. For more information, contact Dr. Gema Godina, Principal or Office Manager, Elva Lopez at (916) 395-4760. Meetings are being held in person and via Zoom the first Wednesday of the month.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	405	129	31.9
Female	205	193	60	31.1
Male	217	212	69	32.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	7	35.0
Black or African American	71	64	29	45.3
Filipino	--	--	--	--
Hispanic or Latino	156	151	55	36.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	49	17	34.7
White	108	104	15	14.4
English Learners	25	24	9	37.5
Foster Youth	--	--	--	--
Homeless	49	42	26	61.9
Socioeconomically Disadvantaged	228	215	101	47.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	105	104	35	33.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.85	0	0.71	6.16	6.04	6.04	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.01	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.00	0.00
Male	1.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.93	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2025-26

Section 1……Crisis Communication Flow
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
Section 3……Earthquake Emergency Procedures
a. Earthquake Emergency Response for Students with Special Needs
Section 4……Site Level Use of Schools as a Community Shelter *
Section 5……District Policies Related to Safety and Missing Student Protocol:
a. Board Policy 5020: Custodial & Parent Rights and Board Policy 5021: Noncustodial Parents
b. Employee Mandated Trainings
c. Student Risk Assessment Procedures for Suicide, Harm to Self and/or Harm to Others
d. Missing Student Protocol
e. Mental Health Crisis Response and Recovery Procedures
f. Workplace Violence Prevention Plan
g. Instructional Continuity Plan
Section 6……Bullying Policies and Procedures
Section 7……Dangerous Student Notification / Email Notifications Made by IT Dept.
Section 8……Wellness Plan
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 ICS Team
Section 12……....Site Level Communication Procedures
a. Emergency Phone Tree
Section 13……...Before and After School Programs - Coordinators and Contact Numbers / Days and 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

The Comprehensive Safe School Plans 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 2018 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5	0	0
1	29	0	3	1
2	21	1	4	0
3	19	1	4	0
4	33	0	0	0
5	33	0	0	0
6	26	0	3	0
Other	10	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	0	0
1	18	4	0	0
2	20	1	4	0
3	20	1	4	0
4	23	0	4	0
5	33	0	0	0
6	32	0	1	0
Other	11	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	18	2	4	
2	13	4	2	
3	17	1	2	
4	17	2	2	
5	25	1	1	
6	20	1	1	

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	0.7
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$14,391.80	$4,870.27	$9,521.52	$83,664.55
District	N/A	N/A	$7953.82	$90,916.67
Percent Difference - School Site and District	N/A	N/A	1.0	-21.2
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-30.0	-18.8

Fiscal Year 2024-25 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 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.

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
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$57,715	$60,863
Mid-Range Teacher Salary	$85,887	$93,575
Highest Teacher Salary	$124,477	$125,548
Average Principal Salary (Elementary)	$152,281	$157,645
Average Principal Salary (Middle)	$160,625	$165,341
Average Principal Salary (High)	$175,611	$182,580
Superintendent Salary	$325,000	$357,064
Percent of Budget for Teacher Salaries	29.65%	30.36%
Percent of Budget for Administrative Salaries	5.43%	4.88%

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 support 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, Educational Technology, Physical Education, the Visual and Performing Arts, and Culture and Climate. The learning opportunities afforded through district professional learning deeply aligns 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3