

# Pacific 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Pacific Elementary School
<b>Street</b>	5100 El Paraiso
<b>City, State, Zip</b>	Sacramento, CA 95824
<b>Phone Number</b>	916.395.4670
<b>Principal</b>	Dr. Karen Bridges
<b>Email Address</b>	Karen-Bridges@scusd.edu
<b>School Website</b>	<a href="https://www.scusd.edu/">https://www.scusd.edu/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	34-67439-6034193

### 2025-26 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

### 2025-26 School Description and Mission Statement

Our Vision is to ensure all students will achieve at high levels through academics, social development, and diverse enrichment programs. We build a model of achievement through an engaging curriculum that develops excellence, collaboration and innovation.

Mission Statement: Our mission is to provide a safe, inspiring, and engaging learning environment that will cultivate responsible, lifelong learners who are prepared to meet the needs of an ever changing and culturally diverse world.

## 2025-26 School Description and Mission Statement

### Academic Improvement Strategies

Where academic improvements are needed, Pacific Elementary School staff and the School Site Council have collaboratively analyzed and monitored student achievement data to guide instructional decisions and ensure continuous improvement in student outcomes. The following initiatives represent key components of the school's plan to improve academic achievement during the 2025–26 school year:

**Collaborative Planning:** Teachers meet weekly in grade-level and school-wide professional learning communities to analyze student data, align instruction to standards, and identify strategies to address learning gaps.

**ELA Coaching Cycles:** Grade-level teams have participated in multiple English Language Arts (ELA) Coaching Cycles with district training specialists and continue to collaborate with district ELA/ELD coaches during scheduled grade-level Collaborative Time (CT).

**WIN Time (What I Need):** Dedicated daily intervention and enrichment blocks provide targeted instruction based on current assessment data, ensuring each student receives support or extension opportunities aligned with their individual learning needs.

**Reading Intervention Programs:** Students identified for additional literacy support receive small-group instruction through SIPPS and other evidence-based programs delivered by reading intervention teachers to accelerate reading proficiency.

**Instructional Coaching and Support:** The LCRSET (Literacy, Coaching, and Resource Support for Elementary Teaching) coach provides on-site professional development, classroom modeling, and coaching to strengthen instructional practices and promote differentiated instruction.

**Supplemental Academic Supports:** All students have access to adaptive computer-based learning programs, including i-Ready and ST Math, which provide individualized practice in reading and mathematics. Students requiring additional academic support are eligible to receive Supplemental Educational Services (tutoring).

**Whole Child Approach:** Individualized learning plans are developed to address the academic, social, and emotional needs of each student, fostering equitable learning opportunities and holistic development.

### Monitoring and Accountability:

Progress toward academic improvement goals is monitored through regular analysis of assessment data, including i-Ready diagnostics, formative assessments, and district benchmarks. Results are reviewed in staff meetings, grade-level collaborations, and School Site Council meetings to ensure alignment between instructional practices and student achievement outcomes. Data is also shared with families during parent-teacher conferences and through school communication platforms to maintain transparency and strengthen the home-school partnership in support of student success.

### School Plan Development and Stakeholder Involvement (2025–26)

The development of the 2025–26 School Plan for Student Achievement (SPSA) was a collaborative process that included input from all stakeholder groups. Teachers, staff, parents, and community representatives actively participated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Safety Committee to ensure alignment between school goals, the District's Strategic Plan, and available resources. The following outlines the process and activities conducted during the development of the plan:

**Stakeholder Collaboration:** The School Site Council, ELAC, and Safety Committee met jointly to review the 2024–25 SPSA goals, achievement data, and expenditures from the General Fund, Title I, and other categorical programs. Discussions focused on evaluating the impact of prior initiatives and identifying priorities for the 2025–26 school year.

**Budget Review and Alignment:** Committees analyzed current-year LCAP budget balances, expenditures, and alignment between site SPSA goals and the District's strategic priorities. Adjustments were recommended to ensure that funding supported instructional initiatives such as WIN Time, SIPPS, and targeted reading interventions.

**Program Evaluation:** Stakeholders reviewed the effectiveness of existing academic programs, including i-Ready, ST Math, and small-group literacy interventions, to determine which should be continued or expanded in the 2025–26 school year.

**Support for English Learners:** ELAC and SSC jointly reviewed English Learner achievement data and program implementation, emphasizing the need for ongoing professional development in ELD standards and effective instructional strategies. Collaboration with district ELA/ELD specialists and the LCRSET coach remains a key component of this support.

## 2025-26 School Description and Mission Statement

**Staff and Departmental Input:** During staff meetings, teachers reviewed student assessment data and SES eligibility to identify students for extended-day tutoring in ELA and Math. Staff provided input on instructional priorities and site-based programs based on survey data and student performance trends.

**Collaborative Time and Data Analysis:** Teachers participated in professional learning focused on using data platforms, such as Illuminate and i-Ready, to analyze student progress, design interventions, and guide instructional planning. Grade-level teams used Collaborative Time to examine classroom data, plan for WIN Time instruction, and ensure differentiation across all content areas.

**Social-Emotional Learning (SEL):** Staff engaged in professional development focused on integrating SEL practices into daily instruction to strengthen students' academic, social, and emotional growth.

**Plan Evaluation and Approval:** The School Site Council evaluated the 2024–25 SPSA, reviewed measurable outcomes, and incorporated stakeholder recommendations to develop and approve the amended 2025–26 SPSA.

Through this ongoing collaborative process, Pacific Elementary ensures that all stakeholders remain engaged in evaluating student data, refining instructional practices, and allocating resources to improve academic achievement and the overall success of every student.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	93
Grade 2	72
Grade 3	96
Grade 4	74
Grade 5	89
Grade 6	85
<b>Total Enrollment</b>	<b>597</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.8
Asian	26
Black or African American	6.4
Filipino	0.7
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	1.7
Two or More Races	4.5
White	17.3
English Learners	53.6
Foster Youth	0.7
Homeless	4.9
Migrant	0.3
Socioeconomically Disadvantaged	90.5
Students with Disabilities	6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29	100	1686	84.45	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	37.1	1.86	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	144.8	7.25	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	67.4	3.38	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	61	3.06	15831.9	5.67
<b>Total Teaching Positions</b>	29	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26	100	1596.7	82.4	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	26.2	1.35	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	159.1	8.21	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	66	3.41	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	89.7	4.63	14303.8	5.15
<b>Total Teaching Positions</b>	26	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.5	100	1568	80.08	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	49.7	2.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	162.7	8.31	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	60.2	3.08	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	117.3	5.99	13705.8	4.91
<b>Total Teaching Positions</b>	24.5	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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)	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
<b>Reading/Language Arts</b>	<p>ELA</p> <p>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 &amp; literature for the IB Diploma Oxford Univ Press 2021-2022</p> <p>ELD</p> <p>Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside &amp; Edge 7-12 (Text &amp; Workbook) Cengage 2017 Inside &amp; Edge 7-12 ONLINE : 2025-26</p>	0%
<b>Mathematics</b>	<p>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+ WkBs 2010-2011</p>	0%

	<p>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 &amp; 5 Oxford Univ Press 2023-2024  IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p>	
<b>Science</b>	<p>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 &amp; Spanish 2022-2023  Amplify Science K-3 (Kits + Refills) 2022-2023  Amplify Science 4-5 (Kits + Refills) 2022-2023  Amplify Science 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, &amp; ONLINE) 2020-2021  Amplify Science 6 grade Lab Kits Supplies 2020-2021  Amplify Science 7-8 Lab Kits 2020-2021  STEMScopes Biology (Text &amp; ONLINE) 2020-2021  STEMScopes Biology Workbooks 2020-2021  STEMScopes Biology Lab Kits 2020-2021  AP Biology (Text &amp; ONLINE) Pearson 2020-2021  STEMScopes Physics (Text &amp; ONLINE) 2020-2021  STEMScopes Physics Workbooks 2020-2021  STEMScopes Physics Lab Kits 2020-2021  AP College Physics (Text &amp; ONLINE) BFW 2020-2021  AP College Physics 2 (Text &amp; ONLINE) BFW 2020-2021  AP Physics for Sci &amp; Engineers (Text &amp; ONLINE) Pearson 2023-2024  Savvas Chemistry (Consumable Text &amp; ONLINE) 2020-2021  Savvas Chemistry Lab Kits 2020-2021  AP Chemistry (Text &amp; ONLINE) 2020-2021  Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017  AP Environmental Science (Text &amp; 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</p>	0%
<b>History-Social Science</b>	<p>K-5 SS McGraw Hill : Text, ONLINE, &amp; Workbooks 2023-2024  6-8 SS Discover Ed: Text &amp; 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 &amp; ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024</p>	0%

	<p>9th grade TCI: Geography Workbooks 2023-2024  AP World History: Ways of the World (10th) Text &amp; ONLINE BFW 2023-2024  AP US History: Fabric of a Nation; Text &amp; ONLINE (11th) BFW 2023-2024  AP Krugman's Economics: Text &amp; ONLINE (12th) BFW 2023-2024  AP Government: Stories of a Nation (12th) Text &amp; 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 movements 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</p>	
<p><b>Foreign Language</b></p>	<p>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 &amp; Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*  Chinese: Go Far with Chinese (Simplified) 1,2,3, Cheng &amp; Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*  AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng &amp; Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1*  Hmong: The Hmong Journey &amp; 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</p> <p>Other Prior Adoptions</p>	<p>0%</p>

	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	
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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 - Davis 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%
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	
Note: Cells with N/A values do not require data.		

## School Facility Conditions and Planned Improvements

Pacific Elementary School, located at 6201 41st St, Sacramento was built in 1951. It sits on a 9 acre site and houses 35 classrooms, comprising 55,509 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](http://scusdplan.org).

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

9/22/2025

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

## School Facility Conditions and Planned Improvements

<p><b>Interior:</b> Interior Surfaces</p>		X	<p>Boys RR located next to Room 12: W/O# 272640 adjust 9 ceiling tiles W/O#272646 replace stained ceiling tiles W/O#272647 Repair hole caused by door Girls Restroom near 30 wing: W/O# 272705 Repair first hand dryer W/O#272714 Paint Hand dryer W/O#272713 Loose toilet seat in stalls 1 and 3 Girls RR located next to Room 12: W/O# 272624 Recaulk 2 sinks W/O#272622 Adjust ceiling tiles W/O# 272625 Repair first stall door Kitchen: W/O# 272605 Replace missing ceiling tiles W/O# 272606 Replace broken window Mutli-Purpose: W/O# 272603 Touch up paint around towel dispenser Room 11: W/O# 272617 Replace broken window W/O#272618 Touch up door frame paint Room 5/Library: W/O# 272617 Replace 2 missing electrical outlet blanks W/O# 272618 Touch up door frame paint Room K-1: W/O#272612 Recaulk sink in restroom W/O# 273613 Fix chips and peels and touch up paint in restroom</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p><b>Electrical</b></p>	X		<p>Girls Restroom near 30 wing: W/O# 272705 Repair first hand dryer W/O#272714 Paint Hand dryer W/O#272713 Loose toilet seat in stalls 1 and 3 Room 20: W/O# 272695 Replace missing outlet cover next to HVAC unit Room 5/Library: W/O# 272617 Replace 2 missing electrical outlet blanks W/O# 272618 Touch up door frame paint</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>Girls Restroom near 30 wing: W/O# 272705 Repair first hand dryer W/O#272714 Paint Hand dryer W/O#272713 Loose toilet seat in stalls 1 and 3 Girls RR located next to Room 12: W/O# 272624 Recaulk 2 sinks W/O#272622 Adjust ceiling tiles W/O# 272625 Repair first stall door Room 19: W/O#272697 Adjust water pressure to drinking fountain Room K-1: W/O#272612 Recaulk sink in restroom W/O# 273613 Fix chips and peels and touch up paint in restroom</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Kitchen: W/O# 272605 Replace missing ceiling tiles W/O# 272606 Replace broken window Room 11: W/O# 272617 Replace broken window W/O#272618 Touch up door frame paint</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	8	14	38	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	8	9	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
<b>All Students</b>	335	328	97.91	2.09	14.02
<b>Female</b>	166	161	96.99	3.01	13.66
<b>Male</b>	169	167	98.82	1.18	14.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	91	88	96.70	3.30	14.77
<b>Black or African American</b>	19	19	100.00	0.00	21.05
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	145	142	97.93	2.07	18.31
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	64	100.00	0.00	3.13
<b>English Learners</b>	194	191	98.45	1.55	2.62
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	10	76.92	23.08	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	306	300	98.04	1.96	13.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	3.70

## 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
<b>All Students</b>	334	327	97.90	2.10	9.17
<b>Female</b>	165	161	97.58	2.42	5.59
<b>Male</b>	169	166	98.22	1.78	12.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	90	88	97.78	2.22	11.36
<b>Black or African American</b>	19	19	100.00	0.00	15.79
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	145	141	97.24	2.76	10.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	64	100.00	0.00	3.13
<b>English Learners</b>	193	190	98.45	1.55	1.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	10	76.92	23.08	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	305	299	98.03	1.97	8.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

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

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
<b>Science</b> (grades 5, 8 and high school)	3.49	6.02	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	85	83	97.65	2.35	6.02
Female	42	42	100.00	0.00	4.76
Male	43	41	95.35	4.65	7.32
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	4.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	11.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	0.00
English Learners	56	56	100.00	0.00	1.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	78	97.50	2.50	5.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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	99%	56%	97%	25%	93%

## 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

##### Parent Involvement (2025–26)

Pacific Elementary School values strong partnerships between home and school and provides multiple opportunities for parents and guardians to participate in their child’s education. Families are encouraged to engage in school activities such as Parent-Teacher Conferences, Back to School Night, Open House, the Harvest Festival, Book Fair, Community Fair, and events such as Breakfast or Lunch with Your Scholar. Monthly Parent Engagement Workshops are offered to strengthen home-school connections and support student success.

Parents also participate by volunteering in classrooms, preparing instructional materials, chaperoning field trips, and assisting during academic Family Nights. Parents serve in leadership and advisory roles through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Safety Committee, and Community Schools Site Committee.

The Community School Specialist plays a vital role in coordinating family engagement efforts by organizing workshops, connecting families to community resources, and supporting the Student Support Center’s parent meetings, trainings, and events. Through this position, families receive assistance in navigating school systems, accessing academic and wellness supports, and participating more fully in school activities.

Pacific Elementary’s approach ensures parents are informed and empowered partners who contribute to decision-making processes and the continuous improvement of student academic and social outcomes.

For more information, contact Dr. Karen Bridges, Principal at (916) 395-4670.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	666	157	23.6
Female	364	337	85	25.2
Male	348	329	72	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	175	167	21	12.6
Black or African American	58	48	19	39.6
Filipino	--	--	--	--
Hispanic or Latino	286	270	81	30.0
Native Hawaiian or Pacific Islander	14	12	9	75.0
Two or More Races	30	29	14	48.3
White	140	131	9	6.9
English Learners	401	384	53	13.8
Foster Youth	--	--	--	--
Homeless	60	55	28	50.9
Socioeconomically Disadvantaged	656	614	137	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	49	14	28.6

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
4.7	5.13	2.81	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	2.81	0.00
Female	1.37	0.00
Male	4.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.14	0.00
Black or African American	8.62	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	2.14	0.00
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	3.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.92	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
<b>K</b>	23	0	3	0
<b>1</b>	23	0	3	0
<b>2</b>	22	0	4	0
<b>3</b>	21	1	4	0
<b>4</b>	23	2	1	0
<b>5</b>	29	1	0	0
<b>6</b>	33	0	0	0
<b>Other</b>	23	0	2	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
<b>K</b>	21	1	3	0
<b>1</b>	21	2	2	0
<b>2</b>	24	0	4	0
<b>3</b>	20	3	1	0
<b>4</b>	32	0	2	0
<b>5</b>	28	0	3	0
<b>6</b>	27	0	4	0
<b>Other</b>	0	0	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	22		3	
1	23		4	
2	24		3	
3	24		4	
4	25		3	
5	30		3	
6	28		3	

## 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	1.1
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

## 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
<b>School Site</b>	\$8,852.78	\$1,423.81	\$7,428.97	\$90,931.98
<b>District</b>	N/A	N/A	\$7953.82	\$90,916.67
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.0	-2.5
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.8	-0.1

## 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
<b>Beginning Teacher Salary</b>	\$57,715	\$60,863
<b>Mid-Range Teacher Salary</b>	\$85,887	\$93,575
<b>Highest Teacher Salary</b>	\$124,477	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$152,281	\$157,645
<b>Average Principal Salary (Middle)</b>	\$160,625	\$165,341
<b>Average Principal Salary (High)</b>	\$175,611	\$182,580
<b>Superintendent Salary</b>	\$325,000	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	29.65%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3