

# Luther Burbank High 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

<b>School Name</b>	Luther Burbank High School
<b>Street</b>	3500 Florin Road
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	916.433.5100
<b>Principal</b>	Jim Peterson
<b>Email Address</b>	<a href="mailto:jim-peterson@scusd.edu">jim-peterson@scusd.edu</a>
<b>School Website</b>	<a href="https://lutherburbank.scusd.edu/">https://lutherburbank.scusd.edu/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	34-67439-3430972

## 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>	<a href="http://www.scusd.edu">www.scusd.edu</a>

## 2025-26 School Description and Mission Statement

Luther Burbank High School is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Latino, African American, Pacific Islanders, South, South East and South West Asian students, among others, all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment focused on relationships and individualized learning, our school is structured around Career and Technical Education (CTE) pathways and specialized programs. With a school population of approximately

## 2025-26 School Description and Mission Statement

1,600 students, we have organized our campus into distinct pathways and programs that provide students with focused, career-aligned experiences.

Rather than a single large school, we offer five specialized pathways: International Baccalaureate (IB), Media, Law & Social Justice, Building Trades Academy, and Urban Agriculture. In addition, we have a Navy NJROTC program that emphasizes leadership and discipline.

This structure allows for a more personalized instructional experience, where students are grouped based on their chosen pathway, fostering a deeper connection to their area of interest. By aligning our curriculum with real-world applications, we aim to make education more meaningful, helping students see how their learning translates to future careers and contributions to the community.

For more information about the school, please visit our website at: [www.Lutherburbankhs.com](http://www.Lutherburbankhs.com)

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	380
Grade 10	362
Grade 11	366
Grade 12	427
<b>Total Enrollment</b>	<b>1,535</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.2
Asian	25.4
Black or African American	16.6
Filipino	1.7
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	3.7
Two or More Races	4.4
White	2.8
English Learners	28.4
Foster Youth	0.3
Homeless	4.1
Migrant	1.2
Socioeconomically Disadvantaged	79.9
Students with Disabilities	20.3

### 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>	66.1	81.3	1686	84.45	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.2	0.28	37.1	1.86	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.4	9.16	144.8	7.25	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3	3.72	67.4	3.38	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.4	5.5	61	3.06	15831.9	5.67
<b>Total Teaching Positions</b>	81.4	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>	58.2	75.11	1596.7	82.4	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	2.69	26.2	1.35	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.8	12.68	159.1	8.21	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	1.6	66	3.41	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	6.1	7.89	89.7	4.63	14303.8	5.15
<b>Total Teaching Positions</b>	77.5	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>	55.3	69.18	1568	80.08	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	5	6.25	49.7	2.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.2	7.81	162.7	8.31	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.8	3.56	60.2	3.08	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	10.5	13.18	117.3	5.99	13705.8	4.91
<b>Total Teaching Positions</b>	80	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>	2.00	3	1
<b>Misassignments</b>	5.40	6.8	5.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	7.40	9.8	6.2

## 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>	1.80	0	1
<b>Local Assignment Options</b>	1.10	1.2	1.8
<b>Total Out-of-Field Teachers</b>	3.00	1.2	2.8

## 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)	6.5	8.6	7.8
<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)	0.3	0.1	0.1

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

Luther Burbank High School, located at 3500 Florin Rd, Sacramento was built in 1961. It sits on a 47 acre site and houses 102 classrooms, comprising 293,800 built square-feet. The site has 0 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

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

<b>Interior:</b> Interior Surfaces	X			Classroom A220: 2 missing ceiling tiles W/O#267509 Classroom A221: 1 missing ceiling tile W/O#267509 Classroom A222: 1 missing ceiling tile W/O#2 Classroom A223: 2 Missing ceiling tiles W/O#267502
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Classroom B-6: Internet cords need rewiring W/O#26753 Classroom B-7: Internet cords need rewiring W/O#267523 Classroom D-6: Internet wire hanging W/O#267526 Classroom E-10: internet wire hanging from light fixture W/O#267554 Classroom E-11: Internet wire hanging from air duct W/O#267557 Classroom E-12: internet wire hanging from light W/O#267558 Classroom E-7: Internet wire hanging on light fixture W/O#267552 Classroom E-9: Internet cords need rewiring W/O#267552 Classroom F-1: internet wire wrapped around light W/O#267560 Classroom F-2: Internet wire hanging W/O#267561 Classroom F-3: Internet wire hanging from light W/O#267562 Classroom F-4: Internet wire needs proper installation W/O#267565 Classroom F-5: Internet wire needs rewiring W/O#267566 Classroom H-2: Internet wire needs proper installation W/O#267567 Classroom H-3: internet wire needs proper installation W/O#267568 Classroom H-4: Internet wire hanging W/O#267569 Classroom H-5: Internet wire hanging W/O#267570
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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)	35	26	38	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	14	8	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	361	312	86.43	13.57	26.13
Female	153	130	84.97	15.03	30.23
Male	208	182	87.50	12.50	23.20
American Indian or Alaska Native	--	--	--	--	--
Asian	101	96	95.05	4.95	37.50
Black or African American	64	50	78.13	21.87	22.45
Filipino	--	--	--	--	--
Hispanic or Latino	149	126	84.56	15.44	20.00
Native Hawaiian or Pacific Islander	11	8	72.73	27.27	--
Two or More Races	16	13	81.25	18.75	38.46
White	11	10	90.91	9.09	--
English Learners	110	91	82.73	17.27	5.49
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	255	87.03	12.97	25.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	55	77.46	22.54	5.66

## 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>	361	305	84.49	15.51	8.25
<b>Female</b>	153	128	83.66	16.34	7.81
<b>Male</b>	208	177	85.10	14.90	8.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	101	94	93.07	6.93	19.15
<b>Black or African American</b>	64	50	78.13	21.87	4.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	149	123	82.55	17.45	3.28
<b>Native Hawaiian or Pacific Islander</b>	11	8	72.73	27.27	--
<b>Two or More Races</b>	16	11	68.75	31.25	0.00
<b>White</b>	11	10	90.91	9.09	--
<b>English Learners</b>	110	92	83.64	16.36	2.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	19	82.61	17.39	10.53
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	293	249	84.98	15.02	8.91
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	51	71.83	28.17	2.00

## 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)	13.29	11.8	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
<b>All Students</b>	360	339	94.17	5.83	11.80
<b>Female</b>	186	176	94.62	5.38	10.23
<b>Male</b>	174	163	93.68	6.32	13.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	80	80	100.00	0.00	31.25
<b>Black or African American</b>	66	57	86.36	13.64	3.51
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	167	94.35	5.65	5.99
<b>Native Hawaiian or Pacific Islander</b>	12	11	91.67	8.33	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	97	93	95.88	4.12	2.15
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	280	264	94.29	5.71	10.23
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	58	92.06	7.94	3.45

## 2024-25 Career Technical Education Programs

The College and Career Readiness Department provides high-quality support to all schools in Sacramento City Unified, particularly Linked Learning pathways, Career Technical Education pathways, and the California Partnership Academies approach, preparing students for career and post-secondary experiences. The department works closely with industry and community partners and post-secondary institutions to support our schools in preparing students to succeed after graduation. These pathways are career-themed approaches to learning that prepare students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real-world experience through internships. All pathways and academies offer students the opportunity to develop into adults who are prepared for college, career, and life after high school. The CTE programs offered at each of the SCUSD high schools are diverse and unique to each school's specific culture and needs. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

The CTE District Wide Advisory Committee comprises a variety of people, including, but not limited to, business partners, community leaders, parents, students, educators, and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations, and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

## 2024-25 Career Technical Education Programs

The Pathway, Course, and Program Sequence at this school are:

Plant & Soil Science; Agriculture & Natural Resources

URBAN AGRICULTURE 1 1P, URBAN AGRICULTURE 1 2P, URBAN AGRICULTURE II 1P, URBAN AGRICULTURE II 2P, URBAN AGRICULTURE III 1P, URBAN AGRICULTURE III 2P

Multimedia Production; Arts, Media & Entertainment

MEDIA 1 1P, MEDIA 1 2P, MEDIA II 1P, MEDIA II 2P, MEDIA III 1P, MEDIA III 2P

Residential and Commercial Construction; Building & Construction Trades

STDY OF INFRA CONST 1P, STDY OF INFRA CONST 2P, ENRGY EFF INFRA CONST 1P, ENRGY EFF INFRA CONST 2P, MULITCRAFT CORE CURRICULUM 1P, MULITCRAFT CORE CURRICULUM 2P

Legal Practices; Public Service

INTRODUCTION to LAW 1P, INTRODUCTION to LAW 2P, FNDNS OF LEGAL PRACTICE 1P, FNDNS OF LEGAL PRACTICE 2P, PRINCIPLES OF LAW 1P, PRINCIPLES OF LAW 2P

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	411
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	95.83
Graduates Who Completed All Courses Required for UC/CSU Admission	48.91

## 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 9	89%	51%	67%	41%	87%

## 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

Our school is dedicated to fostering strong partnerships with families and the community through various committees and resources. We have an active School Site Council comprised of students, parents, and staff who collaborate on decision-making to support our school's goals and priorities. Our English Learner Advisory Committee (ELAC) focuses on advocating for the needs of English Learners by advising on programs and services to ensure equitable access to educational opportunities. Additionally, our Community Schools Committee, which includes both staff and families, works to align resources and support services for students and their families.

To further engage and support our community, we operate a Parent Center, which is open five days a week. The center is managed by our dedicated Community Schools Specialist and serves as a hub for parents to access resources, participate in workshops, and stay involved in their children's education. This collaborative approach strengthens the connection between our school and the community, creating a supportive environment where all students can thrive.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 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
Dropout Rate	11	9.4	6.2	11.3	10.6	8	8.2	8.9	8
Graduation Rate	83.1	83	89	79.9	80.9	85.9	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	390	347	89.0
Female	200	178	89.0
Male	190	169	88.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	85	81	95.3
Black or African American	74	65	87.8
Filipino	--	--	--
Hispanic or Latino	190	165	86.8
Native Hawaiian or Pacific Islander	13	11	84.6
Two or More Races	11	9	81.8
White	11	10	90.9
English Learners	127	105	82.7
Foster Youth	--	--	--
Homeless	34	27	79.4
Socioeconomically Disadvantaged	365	326	89.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	73	61	83.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1737	1643	500	30.4
Female	816	770	239	31.0
Male	921	873	261	29.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	403	395	68	17.2
Black or African American	316	292	131	44.9
Filipino	32	28	3	10.7
Hispanic or Latino	774	730	239	32.7
Native Hawaiian or Pacific Islander	67	63	17	27.0
Two or More Races	81	77	26	33.8
White	58	54	14	25.9
English Learners	514	485	133	27.4
Foster Youth	--	--	--	--
Homeless	162	145	70	48.3
Socioeconomically Disadvantaged	1415	1344	420	31.3
Students Receiving Migrant Education Services	18	18	5	27.8
Students with Disabilities	357	339	116	34.2

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
8.23	8.24	10.48	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
0.17	0.06	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	10.48	0.00
Female	4.78	0.00
Male	15.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.70	0.00
Black or African American	23.10	0.00
Filipino	6.25	0.00
Hispanic or Latino	7.49	0.00
Native Hawaiian or Pacific Islander	13.43	0.00
Two or More Races	7.41	0.00
White	10.34	0.00
English Learners	8.56	0.00
Foster Youth	0.00	0.00
Homeless	14.20	0.00
Socioeconomically Disadvantaged	10.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.48	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.

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	38	24	20
Mathematics	23	15	32	7
Science	22	15	31	7
Social Science	18	37	38	13

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	53	28	18
Mathematics	26	10	29	12
Science	23	16	26	10
Social Science	16	53	37	12

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	38	35	9
Mathematics	23	20	18	17
Science	22	15	23	8
Social Science	17	51	37	9

## 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
<b>Pupils to Academic Counselor</b>	262.33

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2.6
<b>Social Worker</b>	1.3
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	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
<b>School Site</b>	\$13,775.00	\$6,648.46	\$7,126.54	\$90,297.06
<b>District</b>	N/A	N/A	\$7953.82	\$90,916.67
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.8	-11.4
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-38.6	-9.0

## 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

## Fiscal Year 2024-25 Types of Services Funded

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%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	1.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## 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