

John F. Kennedy 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

School Name	John F. Kennedy High School
Street	6715 Gloria Drive
City, State, Zip	Sacramento, CA 95831
Phone Number	916.395.5090
Principal	Reginald Brown
Email Address	reginald-brown@scusd.edu
School Website	https://www.scusd.edu/
Grade Span	9-12
County-District-School (CDS) Code	34-67439-3434768

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

John F. Kennedy High School, located on 44 acres in Sacramento's Pocket-Greenhaven community, offers a comprehensive selection of traditional and innovative courses supported by a committed and caring faculty. The school maintains a strong focus on providing a positive and safe learning environment where students are encouraged to excel academically and develop socially and emotionally. JFK promotes growth, responsibility, and high expectations for all learners while celebrating the cultural and individual diversity that strengthens the school community.

JFK is the only high school in the Sacramento City Unified School District authorized to offer the AP Capstone Program, a four-year advanced academic pathway designed to prepare students for admission to and success at competitive four-year colleges

2025-26 School Description and Mission Statement

and universities. Students participate in a rigorous college-preparatory curriculum that includes specialized English and History courses in grade 9 and guaranteed access to AP courses aligned with their areas of interest.

The Manufacturing and Design (MaD) Pathway, established in 2014, is one of JFK's signature programs. Students gain experience in product design, CAD, fabrication, manufacturing, sustainability, and entrepreneurship. The pathway is also home to a nationally recognized, award-winning robotics team that provides extensive hands-on learning in engineering and technology.

The Criminal Justice Academy, a California Partnership Academy (CPA) supported by the Sacramento Police Department, offers students a structured pathway into law enforcement and public service careers. Coursework includes federal, state, and local law, government studies, and a rigorous physical training component. The program emphasizes family engagement, community service, and provides uniforms, summer employment opportunities, and support for college tuition.

The Marine Corps Junior ROTC Program gives students the opportunity to explore military careers while developing leadership, citizenship, and discipline. Led by two on-campus Marine Corps instructors, the program requires cadets to participate in uniform inspections, community service, and family-supported activities.

Through the Academy of Culinary Arts, students gain hands-on experience in nutrition, food preparation, sanitation, catering, and culinary technique. Advanced coursework includes job shadowing and internships with local restaurants and hotels. The fully equipped Cougar Café provides students with an authentic commercial kitchen and dining environment in which to apply their skills.

The Zero-Emissions Automotive Pathway introduces students to emerging green transportation technologies, offering hands-on learning experiences that build the skills needed for careers in zero-emission vehicle systems and sustainable transportation.

JFK also provides a robust selection of visual and performing arts programs, including a highly regarded marching band, orchestra, color guard, choir, and the student newspaper, The Clarion. Students can further challenge themselves through advanced placement courses in English, Social Science, Science, Mathematics, Art, and World Languages.

With 21 competitive sports teams and more than 45 student clubs, JFK offers diverse extracurricular opportunities that support student interests, leadership, and engagement.

Kennedy students are encouraged to embody the core values known as CATS: Communicators, Achievers, Critical Thinkers, and Socially Responsible People.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	386
Grade 10	413
Grade 11	417
Grade 12	436
Total Enrollment	1,652

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.5
Asian	21.5
Black or African American	18.8
Filipino	3
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	1.8
Two or More Races	7.9
White	9.2
English Learners	12.9
Foster Youth	0.5
Homeless	4.4
Migrant	0.1
Socioeconomically Disadvantaged	61.5
Students with Disabilities	19.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.5	82.31	1686	84.45	234405.2	84
Intern Credential Holders Properly Assigned	1.5	1.73	37.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.9	11.39	144.8	7.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	2.07	67.4	3.38	11953.1	4.28
Unknown/Incomplete/NA	2.1	2.48	61	3.06	15831.9	5.67
Total Teaching Positions	86.9	100	1996.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.4	83.13	1596.7	82.4	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.2	26.2	1.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.1	10.97	159.1	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	1.92	66	3.41	11746.9	4.23
Unknown/Incomplete/NA	2.3	2.77	89.7	4.63	14303.8	5.15
Total Teaching Positions	83.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.6	77.09	1568	80.08	230039.4	100
Intern Credential Holders Properly Assigned	0.5	0.7	49.7	2.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.6	6.73	162.7	8.31	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.6	60.2	3.08	12112.8	4.34
Unknown/Incomplete/NA	12.4	14.86	117.3	5.99	13705.8	4.91
Total Teaching Positions	83.8	100	1958.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	3.7
Misassignments	9.90	8.5	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	9.90	9.1	5.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0
Local Assignment Options	0.80	0.6	0.5
Total Out-of-Field Teachers	1.80	1.6	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.3	10.2	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	1.7	1.5

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

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

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

Year and month in which the data were collected October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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 & 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 & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : 2025-26</p>	0%
Mathematics	<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+ WkBks 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 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p>	
Science	<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 & 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, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2025-26</p>	0%
History-Social Science	<p>K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024</p>	0%

	<p>9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024 AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024 AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024 AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024 IB Authoritarian states Oxford University Press 2017-2018 IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018 IB Civil rights and social 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>Foreign Language</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 & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* Chinese: Go Far with Chinese (Simplified) 1,2,3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1* Hmong: The Hmong Journey & Keeb Kwm Haiv Neeg Hmoob, HER Publishing, Text Hmong: Ua Lub Neej Raws Txoj Hmoo; Hmoob Nyob Paj Tawg Teb, Lub Neej Dai Taw; Naid Khu Maiv Lig Vwj Lub Neej; Txiv Nraug, Ntsuag thiab Zaj Laug Ntxhais Ntxawm; English-Hmong/Hmong-English Dictionary 3rd ed; Learn Hmong the Jay Way; Hmoob Puav Pheej; Kev Cai thiab Dab Qhuas, Txoj Kev Taug; Keeb Txuj Mem toj; Cim Xeeb Hav Txiv Daw, Hmoob Piv Lus Txhiaj Teeb Meem; Hmong ABC Publishing, TEXTS</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	
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017	0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - 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%
Science Laboratory Equipment (grades 9-12)	NA	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

John F Kennedy HighSchool, located at 6715 Gloria Dr, Sacramento was built in 1966. It sits on a 43 acre site and houses 96 classrooms, comprising 261,170 built square-feet. The site has 0 playgrounds.

In the 2024-25 School year the site received \$100,000.00 worth of deferred maintenance spread between the following projects: Compressor installation, fire lane gate, Auditorium Walls, Pillars, Handrails, Stage + Backwall.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

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

Year and month of the most recent FIT report

10/9/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			Boys Locker room: Bottom of wall needs repair. W.O.#272515 Classroom T11: Baseboard coming off wall.W.O.#274303 Classroom T13: Baseboard coming off the wall.W.O.#274303 Repair wall.W.O.#274313 Girls restroom by 304: Patch and paint ceiling.W.O.#274241
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom 203: Bad ballast.W.O.#274238 Classroom 211: Bad ballast.W.O.#274238 Classroom 315: Bad ballast.W.O.#274240 Classroom T1: Bad ballast. W.O.#274311
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys restroom by 219: Water keeps running on the middle sink.W.O.#271158 Boys restroom by 316: water keeps running on one sink the other has a cracked pipe.W.O.#271158 Boys restroom by F5: Sink leaks from pipe. W.O.#275208 Boys restroom by office: Missing knob on sink. W.O.#274301
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	40	35	38	40	47	48
Mathematics (grades 3-8 and 11)	18	18	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	411	391	95.13	4.87	35.04
Female	181	174	96.13	3.87	39.66
Male	229	216	94.32	5.68	31.48
American Indian or Alaska Native	--	--	--	--	--
Asian	100	97	97.00	3.00	47.42
Black or African American	60	56	93.33	6.67	26.79
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	157	147	93.63	6.37	25.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	38.71
White	41	40	97.56	2.44	42.50
English Learners	62	58	93.55	6.45	3.45
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	31.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	230	94.26	5.74	28.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	58	92.06	7.94	8.62

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	390	94.89	5.11	17.69
Female	181	175	96.69	3.31	13.71
Male	229	214	93.45	6.55	21.03
American Indian or Alaska Native	--	--	--	--	--
Asian	100	98	98.00	2.00	30.61
Black or African American	60	54	90.00	10.00	5.56
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	157	147	93.63	6.37	8.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	12.90
White	41	40	97.56	2.44	35.00
English Learners	62	59	95.16	4.84	3.39
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	228	93.44	6.56	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	58	92.06	7.94	1.72

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	26.94	22.84	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	388	359	92.53	7.47	22.84
Female	180	166	92.22	7.78	25.90
Male	208	193	92.79	7.21	20.21
American Indian or Alaska Native	--	--	--	--	--
Asian	85	81	95.29	4.71	37.04
Black or African American	80	70	87.50	12.50	8.57
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	140	130	92.86	7.14	13.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	21	87.50	12.50	14.29
White	42	40	95.24	4.76	52.50
English Learners	45	41	91.11	8.89	2.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	196	90.32	9.68	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	68	91.89	8.11	4.41

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:

Food Service & Hospitality; Hospitality, Tourism & Recreation

CULINARY TECHNIQUES 1P, CULINARY TECHNIQUES 2P, CULINARY II 1P, CULINARY II 2P, CULINARY III 1P, CULINARY III 2P

Product Innovation and Design; Manufacturing & Product Development

PRINCIPLES OF MFG ENG 1HP, PRINCIPLES OF MFG ENG 2HP, MOD METHODS MFG 1HP, MOD METHODS MFG 2HP, ADV PROD INNOVATIVE & DSGN 1P, ADV PROD INNOVATIVE & DSGN 2P

Systems, Diagnostics, Service, and Repair; Transportation

Auto Tech 1, Auto Tech 2, Auto Tech 3

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	600
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	7.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

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	98.43
Graduates Who Completed All Courses Required for UC/CSU Admission	44.78

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	92%	70%	69%	37%	69%

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

At John F. Kennedy High School, parent involvement is a vital component of a supportive and successful educational environment. Parents contribute in numerous ways, including through booster organizations, school events, and participation in key advisory committees.

Our Athletic and Music Booster Clubs play an essential role in supporting extracurricular programs. Parent volunteers assist with fundraising, equipment needs, event logistics, and student recognition, helping ensure that student-athletes and musicians have the resources and encouragement necessary to thrive. These organizations also foster a strong sense of community among families.

Parents also support major school events such as dances, graduation ceremonies, and Senior Night. Their involvement, from planning and decorating to coordinating logistics, helps create meaningful and memorable experiences for students and families.

Parent voice is further strengthened through participation in the School Site Council and the English Learner Advisory Committee (ELAC). These committees provide opportunities for parents to collaborate with school leadership, offer feedback on programs and policies, and help shape goals and priorities. ELAC specifically supports the needs of English Learner students and their families, ensuring their perspectives are represented in school decision-making.

Overall, parent engagement at JFK is multifaceted and deeply valued. Parents enhance school culture, support student success, and play an important role in the ongoing improvement of the school community.

For more information about volunteer opportunities, please contact Principal Reginald Brown at (916) 395-5090.

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	6.9	9	5.1	11.3	10.6	8	8.2	8.9	8
Graduation Rate	87.8	86.2	91	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	432	393	91.0
Female	201	187	93.0
Male	231	206	89.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	95	89	93.7
Black or African American	88	81	92.0
Filipino	12	12	100.0
Hispanic or Latino	157	136	86.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	27	24	88.9
White	47	45	95.7
English Learners	68	52	76.5
Foster Youth	--	--	--
Homeless	23	20	87.0
Socioeconomically Disadvantaged	319	284	89.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	85	66	77.6

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	1782	1724	488	28.3
Female	828	795	246	30.9
Male	953	928	242	26.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	377	372	50	13.4
Black or African American	344	328	127	38.7
Filipino	54	53	11	20.8
Hispanic or Latino	663	640	213	33.3
Native Hawaiian or Pacific Islander	30	29	6	20.7
Two or More Races	142	136	41	30.1
White	163	158	37	23.4
English Learners	247	243	66	27.2
Foster Youth	17	15	5	33.3
Homeless	116	105	58	55.2
Socioeconomically Disadvantaged	1126	1091	377	34.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	356	346	119	34.4

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
7.93	7.87	10.49	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
0.43	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	10.49	0.00
Female	7.61	0.00
Male	13.01	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.92	0.00
Black or African American	22.67	0.00
Filipino	7.41	0.00
Hispanic or Latino	9.20	0.00
Native Hawaiian or Pacific Islander	16.67	0.00
Two or More Races	12.68	0.00
White	4.91	0.00
English Learners	4.05	0.00
Foster Youth	47.06	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	12.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.17	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

School Safety Plan

John F. Kennedy High School follows the Sacramento City Unified School District's Comprehensive Safe School Plan for 2025–26. The plan is updated annually to ensure consistency across the district and alignment with Section 32282 of the California Education Code. Developed in collaboration with the Safe Schools Office, Sacramento Police Department, and subject-matter experts, the plan outlines clear procedures to maintain a safe and secure learning environment for all students, staff, and visitors.

The plan begins with a districtwide crisis communication flow, ensuring that staff understand how information is shared during an emergency. It includes detailed site-level emergency procedures for a range of situations, including lockdowns, fires, bomb threats, active-shooter incidents, chemical accidents, and severe weather or power loss. Specific guidance is also provided for responding to earthquakes, including procedures tailored to students with special needs.

The plan also describes how school facilities may be used as community shelters during emergencies, should the need arise. District policies related to safety are included as well, such as custodial rights, employee training requirements, student risk assessment processes for self-harm or harm to others, mental health crisis response procedures, and the district's workplace violence prevention and instructional continuity plans.

Clear policies and procedures for addressing bullying are outlined, along with district processes for notifying staff about dangerous student information. The plan also incorporates district wellness initiatives and references the District Handbook, which guides expectations for students and families.

Additional components focus on creating and maintaining a positive social and physical school climate. JFK's site-level Incident Command System outlines staff roles during emergencies, supported by established communication procedures, including an emergency phone tree. The plan also identifies before- and after-school programs operating on campus, their coordinators, and hours of operation.

Safe ingress and egress routes for students, staff, and families are documented, along with the school's reunification procedures for reuniting students with families following an emergency. The plan includes provisions for students and staff with special needs, such as evacuation procedures and individualized support requirements.

Each year, the School Site Safety Committee reviews and approves the plan in December. The plan also includes the staff handbook, site maps, and, when appropriate, additional safety information specific to the campus.

Through this comprehensive approach, John F. Kennedy High School and Sacramento City Unified School District remain committed to maintaining a safe, prepared, and responsive school environment.

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	21	36	36	20
Mathematics	22	33	36	13
Science	22	28	29	13
Social Science	20	56	37	21

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	20	44	38	15
Mathematics	22	28	27	20
Science	23	28	11	24
Social Science	18	63	35	22

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	45	30	13
Mathematics	21	31	20	19
Science	18	41	17	6
Social Science	17	55	39	8

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	331.23

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)	5.7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	1.3
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.8

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,323.50	\$2,917.58	\$6,405.92	\$88,891.04
District	N/A	N/A	\$7953.82	\$90,916.67
Percent Difference - School Site and District	N/A	N/A	-6.7	-3.7
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-37.5	-1.3

Fiscal Year 2024-25 Types of Services Funded

Sacramento City Unified School District (SCUSD) and its schools provide a wide range of supplemental programs and services funded through categorical resources and other district supports. These services are designed to meet the diverse needs of all students, including Advanced Placement (AP), English Learners, and students with disabilities. By offering enrichment opportunities, targeted academic interventions, family engagement activities, and social-emotional support, the district ensures that every student has access to the tools and experiences needed to achieve grade-level readiness, master the California Common Core State Standards (CCSS), and progress toward college and career readiness.

Supplemental programs and services include additional instructional materials and books in mathematics, reading/language arts, and English Language Development (ELD), as well as extended learning opportunities such as after-school, extended-year, and summer programs. Schools also offer enrichment activities, parent education nights, primary language support for families, and translation services to strengthen communication between home and school. Additional supports include Advanced Placement (AP) programming, special education services, professional development for educators, and essential support staff such as nurses, instructional assistants, counselors, and parent advisors. These resources work together to create a comprehensive system of academic and social-emotional support for students.

Fiscal Year 2024-25 Types of Services Funded

Because each school may offer different combinations of programs based on student needs and available funds, families are encouraged to contact their child's principal for information about the specific services provided at their school site.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,715	\$60,863
Mid-Range Teacher Salary	\$85,887	\$93,575
Highest Teacher Salary	\$124,477	\$125,548
Average Principal Salary (Elementary)	\$152,281	\$157,645
Average Principal Salary (Middle)	\$160,625	\$165,341
Average Principal Salary (High)	\$175,611	\$182,580
Superintendent Salary	\$325,000	\$357,064
Percent of Budget for Teacher Salaries	29.65%	30.36%
Percent of Budget for Administrative Salaries	5.43%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25.9
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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	1
English	7
Fine and Performing Arts	1
Foreign Language	2
Mathematics	4
Science	6
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3