

Hiram W. Johnson 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	Hiram W. Johnson High School
Street	6879 14th Avenue
City, State, Zip	Sacramento, CA 95820
Phone Number	916.395.5070
Principal	Garrett Kirkland
Email Address	Garrett-Kirkland@scusd.edu
School Website	hiramjohnson.net
Grade Span	9-12
County-District-School (CDS) Code	34-67439-3434602

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

Mission: HJHS empowers all students to become life-long learners who positively impact our diverse communities.

Vision:
HJHS staff create engaging, culturally sustaining experiences to develop globally-minded, caring adults who advocate for themselves and others.

Our SPSA goals are
1. Grad Rate increase by building high performing PLCs

2025-26 School Description and Mission Statement

2. Increase literacy rates as measured by Fastbridge or National Geographic
3. Increase student commitment and participation in opportunities outside of class by providing safe and welcoming campus
4. Increase EL matriculation through program classes.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	418
Grade 10	429
Grade 11	402
Grade 12	433
Total Enrollment	1,682

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	22.4
Black or African American	9
Filipino	0.8
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	4.2
Two or More Races	3.9
White	6.2
English Learners	35.4
Foster Youth	0.6
Homeless	4.5
Migrant	0.9
Socioeconomically Disadvantaged	83.7
Students with Disabilities	18.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.4	82.53	1686	84.45	234405.2	84
Intern Credential Holders Properly Assigned	2.3	2.94	37.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	5.81	144.8	7.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.3	6.74	67.4	3.38	11953.1	4.28
Unknown/Incomplete/NA	1.5	1.97	61	3.06	15831.9	5.67
Total Teaching Positions	79.3	100	1996.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.2	77.22	1596.7	82.4	231142.4	83.24
Intern Credential Holders Properly Assigned	2	2.46	26.2	1.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.8	10.79	159.1	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.2	5.17	66	3.41	11746.9	4.23
Unknown/Incomplete/NA	3.5	4.35	89.7	4.63	14303.8	5.15
Total Teaching Positions	81.8	100	1937.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.1	79.24	1568	80.08	230039.4	100
Intern Credential Holders Properly Assigned	0.7	0.99	49.7	2.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.9	7.81	162.7	8.31	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.5	4.65	60.2	3.08	12112.8	4.34
Unknown/Incomplete/NA	5.5	7.31	117.3	5.99	13705.8	4.91
Total Teaching Positions	75.9	100	1958.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.60	8.8	5.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.60	8.8	5.9

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	4.20	3	2
Local Assignment Options	1.00	1.2	1.5
Total Out-of-Field Teachers	5.30	4.2	3.5

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)	4.7	8.3	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.1	0.8	0

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

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

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

Year and month in which the data were collected October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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	
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Hiram Johnson HighSchool, located at 6879 14th Ave, Sacramento was built in 1959. It sits on a 38 acre site and houses 82 classrooms, comprising 264,153 built square-feet. The site has 1 playgrounds.

In the 2024-25 School year the site received \$100,000.00 worth of deferred maintenance spread between the following projects:Washer/Dryer vent install & abatement, Gas line install for boiler (underground), replace 2 p traps under bathroom floors; Paint Cafe seating area, Rest Room Floors, New paint, remove restroom stalls.

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

8/30/2024

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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Girls restroom Main hallway: The floor drain in the main hallway Girls restroom work order #247775 Main hallway Boys restroom: The floor drain in the main hallway Boys restroom not working work order #247777
Interior: Interior Surfaces	X			X107: Classroom X107 is Missing a outlet cover.Work order # 247593. Classroom door needs paint work order #247597 X109: Classroom X108 door needs to be painted due to wear and tear. Work Order #247601 X110: Classroom X109 door needs to be painted due to wear and tear. Work Order #247604 X111: Classroom X111 door needs to be painted due to wear and tear. Work Order #247608 X206: Classroom X206 needs new window blinds the ones on there are broken. Work Order #247631 Classroom door needs paint Work Order #247633
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			X105: Classroom X105 is missing a light cover. Work order # 247592 X107: Classroom X107 is Missing a outlet cover.Work order # 247593. Classroom door needs paint work order #247597 X203: Classroom X203 has two outlet covers that need to be replaced.Work order # 247615 X204: Classroom X204 door needs to be painted due to wear and tear. Work Order #247628 X212: Classroom X212 Needs a outlet cover workorder # 247635
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			X202: Replace floor tile by the sink. Work order #247614 X-wing girls restroom:
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			X103: Classroom door needs to be painted. Work Order #247574 X201: Classroom X201 door needs to be painted due to wear and tear. Work Order #247613 X204: Classroom X204 door needs to be painted due to wear and tear. Work Order #247628

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)	26	22	38	40	47	48
Mathematics (grades 3-8 and 11)	8	14	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	388	375	96.65	3.35	21.87
Female	184	175	95.11	4.89	25.14
Male	204	200	98.04	1.96	19.00
American Indian or Alaska Native	--	--	--	--	--
Asian	101	99	98.02	1.98	37.37
Black or African American	36	32	88.89	11.11	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	184	179	97.28	2.72	18.44
Native Hawaiian or Pacific Islander	22	21	95.45	4.55	9.52
Two or More Races	16	15	93.75	6.25	0.00
White	26	26	100.00	0.00	19.23
English Learners	141	140	99.29	0.71	7.14
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	311	96.58	3.42	20.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	61	98.39	1.61	11.48

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	388	371	95.62	4.38	14.02
Female	184	173	94.02	5.98	15.61
Male	204	198	97.06	2.94	12.63
American Indian or Alaska Native	--	--	--	--	--
Asian	101	98	97.03	2.97	30.61
Black or African American	36	31	86.11	13.89	6.45
Filipino	--	--	--	--	--
Hispanic or Latino	184	178	96.74	3.26	9.55
Native Hawaiian or Pacific Islander	22	20	90.91	9.09	0.00
Two or More Races	16	15	93.75	6.25	0.00
White	26	26	100.00	0.00	11.54
English Learners	141	137	97.16	2.84	16.79
Foster Youth	--	--	--	--	--
Homeless	27	25	92.59	7.41	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	307	95.34	4.66	13.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	61	98.39	1.61	4.92

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)	11.61	18.02	25.04	26.94	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	348	333	95.69	4.31	18.02
Female	171	161	94.15	5.85	14.29
Male	177	172	97.18	2.82	21.51
American Indian or Alaska Native	--	--	--	--	--
Asian	87	85	97.70	2.30	31.76
Black or African American	29	25	86.21	13.79	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	188	179	95.21	4.79	13.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	19	19	100.00	0.00	5.26
English Learners	107	103	96.26	3.74	5.83
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	14.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	278	95.21	4.79	17.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	5.26

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:

Visual/Commercial Art; Arts, Media & Entertainment

COMPUTER GRAPHICS 1P, COMPUTER GRAPHICS 2P, VIS COM & GRAPH DSGN 1P, VIS COM & GRAPH DSGN 2P

Patient Care; Health Science & Medical Technology

Anat & Medical Terminology 1, Anat & Medical Terminology 2, HLTH CARE ESSENTIALS 1P, HLTH CARE ESSENTIALS 2P, Sr. Sem Hlth Md

Entrepreneurship; Marketing Sales & Services

PRINBUSMKTFIN 1P, PRINBUSMKTFIN 2P, INT MKT & SVC 1P, INT MKT & SVC 2P, ENTREPRENEURSHIP

Public Safety; Public Safety

LAW AND EQUITY II 1P, LAW AND EQUITY II 2P, LAW AND EQUITY III 1P, LAW AND EQUITY III 2P, LAW AND EQUITY IV 1P, LAW AND EQUITY IV 2P

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	524
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.2
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	96.91
Graduates Who Completed All Courses Required for UC/CSU Admission	40.9

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	95%	37%	64%	34%	83%

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

Parents are encouraged and welcome to be active participants at Hiram Johnson High School. Parental involvement opportunities include Back-to-School, Open House, English language learners committee, School Site Council, California Partnership Academy Committees, PTSA and Parent Education program. Parents of English learners are encouraged to join ELAC to advise and monitor LEP budget and programs. Parents are elected to SSC which oversees the development and monitoring of Single Plan for Student Achievement (SPSA) and site categorical funds. We have a newly formed PTSA that offers community members a chance to offer input.

For more information about volunteering, please contact Assistant Principal Lily Liemthongsamout at (916) 395-5070, ext. 505013.

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	15.2	12	13.4	11.3	10.6	8	8.2	8.9	8
Graduation Rate	76.3	78.4	82.3	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	395	325	82.3
Female	193	162	83.9
Male	201	163	81.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	96	91	94.8
Black or African American	36	28	77.8
Filipino	--	--	--
Hispanic or Latino	216	167	77.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	20	17	85.0
English Learners	152	116	76.3
Foster Youth	--	--	--
Homeless	43	35	81.4
Socioeconomically Disadvantaged	366	299	81.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	73	51	69.9

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	1935	1805	780	43.2
Female	915	858	410	47.8
Male	1019	946	369	39.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	8	72.7
Asian	406	393	83	21.1
Black or African American	200	177	104	58.8
Filipino	14	13	1	7.7
Hispanic or Latino	1009	939	445	47.4
Native Hawaiian or Pacific Islander	88	82	51	62.2
Two or More Races	74	69	37	53.6
White	133	121	51	42.1
English Learners	708	663	258	38.9
Foster Youth	14	--	--	--
Homeless	223	198	105	53.0
Socioeconomically Disadvantaged	1655	1546	692	44.8
Students Receiving Migrant Education Services	19	16	6	37.5
Students with Disabilities	351	325	140	43.1

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
11.04	10.14	10.23	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
0.1	0.05	0.1	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	10.23	0.10
Female	7.54	0.00
Male	12.66	0.20
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	4.68	0.00
Black or African American	17.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.10	0.00
Native Hawaiian or Pacific Islander	7.95	2.27
Two or More Races	17.57	0.00
White	9.02	0.00
English Learners	10.03	0.14
Foster Youth	14.29	0.00
Homeless	11.66	0.45
Socioeconomically Disadvantaged	10.33	0.12
Students Receiving Migrant Education Services	5.26	0.00
Students with Disabilities	9.97	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	16	73	40	1
Mathematics	18	43	35	2
Science	18	30	23	6
Social Science	16	81	36	4

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	57	33	10
Mathematics	20	34	26	9
Science	18	32	23	1
Social Science	16	64	30	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	18	52	32	15
Mathematics	22	24	32	10
Science	19	29	19	9
Social Science	19	47	13	29

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	232.43

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)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	1.3
Nurse	0.9
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	7.1

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	\$10,884.16	\$4,063.22	\$6,820.94	\$90,538.97
District	N/A	N/A	\$7953.82	\$90,916.67
Percent Difference - School Site and District	N/A	N/A	3.5	-12.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-27.6	-9.6

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
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	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	0
English	4
Fine and Performing Arts	2
Foreign Language	2
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

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