Parkway Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Parkway Elementary School
Street	4720 Forest Parkway
City, State, Zip	Sacramento, CA 95823
Phone Number	916.396.4675
Principal	Sharifa Bolton
Email Address	Sharifa-Bolton@scusd.edu
School Website	https://parkway.scusd.edu/
Grade Span	K-6
County-District-School (CDS) Code	34-67439-6034201

2024-25 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

2024-25 School Description and Mission Statement

Parkway Elementary School strive to offer a safe, restorative, nurturing environment that provides a rigorous, data-driven academic foundation and fosters strong character traits in our scholars. Parent and community partnership is a priority and essential for scholar success in developing a love of learning. Parkway's teachers and staff work collaboratively with the community to ensure that our scholars are lifelong learners and socially and emotionally prepared for the next day's adventures.

Parkway Eagles SOAR

2024-25 School Description and Mission Statement

Be Safe
Respect Others
Achieve Greatness
Be Responsible

It is the mission of Parkway Elementary School to maximize each scholar's potential through a rigorous, meaningful education in a safe, culturally inclusive, equity-driven, and anti-racist environment. It is our goal to work with the family and community to provide a strong academic foundation in order to prepare all scholars to become productive citizens in a global society. To address this mission, Parkway Elementary School will:

Provide a safe and secure environment where people enjoy learning.

Stress the importance of rigorous, data-driven academic programming.

Recognize the worth, dignity, and leadership capacity of every individual.

Focus on quality, research-based instructional programming.

Work in partnership with the parents and the Parkway community.

Maintain joyful, safe physical, academic, and emotional spaces.

Provide equity-driven, anti-racist, and culturally responsive educational spaces.

Parkway Elementary School's staff commits to enhancing their educational skills and expertise. We will teach and motivate all scholars to compete academically and demonstrate academic proficiency in the core curriculum areas, while building confidence in their ability to achieve.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	70
Grade 2	55
Grade 3	50
Grade 4	69
Grade 5	70
Grade 6	58
Total Enrollment	449

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	20.9
Black or African American	29.4
Filipino	1.6
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	6.2
Two or More Races	7.8
White	3.8
English Learners	21.6
Foster Youth	0.4
Homeless	6.2
Migrant	0.4
Socioeconomically Disadvantaged	92
Students with Disabilities	16.3

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.

2020-21 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)	17.50	77.78	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.44	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.44	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.44	70.70	3.53	12115.80	4.41
Unknown/Incomplete/NA	2.00	8.89	128.70	6.43	18854.30	6.86
Total Teaching Positions	22.50	100.00	2001.80	100.00	274759.10	100.00

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.

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)	16.00	81.01	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.06	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	6.28	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	67.40	3.38	11953.10	4.28
Unknown/Incomplete/NA	1.50	7.59	61.00	3.06	15831.90	5.67
Total Teaching Positions	19.70	100.00	1996.40	100.00	279044.80	100.00

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)	15.90	78.04	1596.70	82.40	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.88	26.20	1.35	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	12.20	159.10	8.21	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	66.00	3.41	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.88	89.70	4.63	14303.80	5.15
Total Teaching Positions	20.40	100.00	1937.80	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	1.20	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.20	2.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.30	12.2	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	0	0

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

2024-25 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. This process occurred throughout the months of August and September 2024 and was approved by the board on September 18, 2024. 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language & literature for the IB Diploma Oxford Univ Press 2021-2022 ELD Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : Inside Fundamental = 26 Licenses, A = 120 Licences, B = 120 Licences ; Edge Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019	Yes	0%
Mathematics	Envisions K-2 (2024 Update) Savvas 2023-2024 Envisions K-2 - ONLINE (2024 Update) 2023-2024 Envisions 3-6 Savvas 2013-2014 Envisions 3-6 - ONLINE 2023-2024	Yes	0%

	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 Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024 AP Pre-Calculus Prentice Hall 2018-2019 Pre-Calculus ONLINE 2021-2022 AP Calculus for AP Cengage 2018-2019 Calculus for AP ONLINE 2021-2022 AP Calculus : Fast Track to a 5 Online 2018-2019 AP Practice of Statistics 2018-2019 Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020		
Science	Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023 Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023 Amplify Science K-5 (Workbooks) English & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Sceince Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023 Amplify Science K-5 Spanish (Kits) 2022-2023 Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2009 ?	Yes	0%

| History-Social Science | K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024
6-8 SS Discover Ed: Text & ONLINE,   * No TE 2023-2024
6-8 SS Discover Ed: Workbooks 2023-2024
Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017
9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024
9th grade TCI: Geography Workbooks 2023-2024
AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024
AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024
AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024
AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024
IB Authoritarian states Oxford University Press 2017-2018
IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018
IB Civil rights and social movments in the Americas post-1945 Oxford Univ Press 2017-2018
IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018
IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018
IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018
IB Rights and protest 2017-2018
HISP World history: patterns of interaction (9th) McDougal Littell 2010
HISP World cultures : a global mosaic (10th) 2007
HISP America : past and present (11th) ADDISON-WESLEY 2006
HISP World politics: trend and transformation 2009-2010 update WADSWORTH   2009 | Yes | 0% |
| Foreign Language | Adoption 2024-25 through 2031-2
Spanish: Encuentros 2022 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**
AP Spanish: WaySide Publishing: Triangulo Apreciado 6th ed Text, ONLINE, TE and Azulejo 2nd ed Text, ONLINE, TE
Spanish for Spanish Speakers: Senderos 2023 L4 and L5, Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**
French: Daccord 2024 L1,2,3 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**
AP French:Themes 2ed Text, ONLINE, TE language and culture Vista Higher Learning
German: Deutsch Neu L1,2,3/4, Klett Text, ONLINE, TE, WkBk **8 yr WkBk delivery all in Y1**
"AP German:
Neue Blickwinkel 2ed, Wayside Publishing, Text, ONLINE"
Japanese: Adventures in 1, 2, 3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*
Chinese:Go Far with Chinese (Simplified) 1,2,3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*
AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1* | | 0% |

	Hmong: The Hmong Journey & Keeb Kwm Haiv Neeg Hmoob, HER Publishing, Text Hmong: Ua Lub Neej Raws Txoj Hmoo; Hmoob Nyob Paj Tawg Teb, Lub Neej Dai Taw; Naid Khu Maiv Lig Vwj Lub Neej; Txiv Nraug, Ntsuag thiab Zaj Laug Ntxhais Ntxawm; English-Hmong/Hmong-English Dictionary 3rd ed; Learn Hmong the Jay Way; Hmoob Puav Pheej: Kev Cai thiab Dab Qhuas, Txoj Kev Taug; Keeb Txuj Mem toj; Cim Xeeb Hav Txiv Daw, Hmoob Piv Lus Txhiaj Teeb Meem; Hmong ABC Publishing, TEXTS Other Prior Adoptions 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 IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press		
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Daivs 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%

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

School Facility Conditions and Planned Improvements

Parkway Elementary School, located at 4720 Forest Parkway, was built in 1954. It sits on a 13 acre site and houses 31 classrooms.

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	8/28/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 3: W/O# 248875 Plug for HDMI & VGA are broken Room 6: W/O# 247008 Replace blinds on side of room W/O# 248774 classroom clock not working Room 8: W/O# 247007 HDMI wall plug not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 22: W/O# 248767 door need painting Room 6: W/O# 247008 Replace blinds on side of room W/O# 248774 classroom clock not working

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 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	20	14	38	38	46	47
Mathematics (grades 3-8 and 11)	13	6	28	29	34	35

2023-24 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	235	228	97.02	2.98	14.10
Female	117	112	95.73	4.27	11.71
Male	118	116	98.31	1.69	16.38
American Indian or Alaska Native	0	0	0	0	0
Asian	42	41	97.62	2.38	29.27
Black or African American	65	65	100.00	0.00	3.08
Filipino	--	--	--	--	--
Hispanic or Latino	75	71	94.67	5.33	16.90
Native Hawaiian or Pacific Islander	22	22	100.00	0.00	4.76
Two or More Races	19	18	94.74	5.26	5.56
White	--	--	--	--	--
English Learners	49	45	91.84	8.16	2.27
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	216	97.30	2.70	13.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	2.13

2023-24 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	235	230	97.87	2.13	6.09
Female	117	114	97.44	2.56	2.63
Male	118	116	98.31	1.69	9.48
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	14.29
Black or African American	65	64	98.46	1.54	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	75	74	98.67	1.33	9.46
Native Hawaiian or Pacific Islander	22	21	95.45	4.55	0.00
Two or More Races	19	18	94.74	5.26	0.00
White	--	--	--	--	--
English Learners	49	48	97.96	2.04	0.00
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	218	98.20	1.80	5.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	2.13

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.36	16.13	25.46	25.04	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	62	96.88	3.12	16.13
Female	25	24	96.00	4.00	16.67
Male	39	38	97.44	2.56	15.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	6.25
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	15.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas.   Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parkway Elementary School recognizes the importance of establishing effective partnerships with parents. and the school community. The school is committed to establishing effective communication to keep parents informed of school policies, initiatives, and encourages their participation as part of the school governing body. Parent participation includes, but is not limited to participating on the School Site Council, English Language Advisory Committee, Positive Behavioral Interventions and Supports (PBIS) committee, Working with the Community Schools Specials, Monthly Coffee Chats, and volunteering for schoolwide activities Parental involvement is a key element in elevating the level of student achievement.

For more information, contact the school at (916) 395-4675.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	485	223	46.0
Female	256	242	112	46.3
Male	263	243	111	45.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	97	19	19.6
Black or African American	152	139	77	55.4
Filipino	--	--	--	--
Hispanic or Latino	159	146	74	50.7
Native Hawaiian or Pacific Islander	34	33	16	48.5
Two or More Races	44	41	24	58.5
White	21	18	9	50.0
English Learners	121	116	42	36.2
Foster Youth	--	--	--	--
Homeless	48	42	32	76.2
Socioeconomically Disadvantaged	484	452	211	46.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	91	51	56.0

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.16	5.20	6.55	4.73	6.16	6.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.05	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.55	0.00
Female	5.86	0.00
Male	7.22	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	2.04	0.00
Black or African American	10.53	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.77	0.00
Native Hawaiian or Pacific Islander	5.88	0.00
Two or More Races	15.91	0.00
White	4.76	0.00
English Learners	3.31	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	7.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	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.

2024-25 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2023-24
Reviewed by Safe School Director Annually

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 (City of Sacramento) 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. Mandated Child Abuse Reporting
c. Suicide Risk Assessment
d. Missing Student Protocol
e. Mental Health Crisis Response
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

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	19	6		
2	18	2	6	
3	16	6	2	
4	17	5	6	
5	16	5	4	
6	19	3	4	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	16	3	4	
2	13	8		
3	17	2	6	
4	27	1		
5	23	1	4	
6	24	1	3	
Other	10	4		

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	20	1	6	
2	21	1	4	
3	19	1	4	
4	27	1		
5	27	1	2	
6	22	1	4	
Other	14	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	0.1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$8,671.98	$1,779.34	$6,892.64	$89,547.16
District	N/A	N/A	$7,880.65	$96,972
Percent Difference - School Site and District	N/A	N/A	-13.4	-8.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-43.9	-5.5

Fiscal Year 2023-24 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

School and district supplemental programs and services include:
- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$54,448	$56,573
Mid-Range Teacher Salary	$81,025	$87,186
Highest Teacher Salary	$117,431	$119,665
Average Principal Salary (Elementary)	$125,578	$148,486
Average Principal Salary (Middle)	$132,459	$154,835
Average Principal Salary (High)	$144,817	$170,008
Superintendent Salary	$327,071	$338,699
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	5%

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 meaningful and relevant 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 and benefit from culturally responsive high-quality instruction, universally designed and differentiated instruction, and anti-bias/anti-racist practices in a robust multi-tiered system of support. District leaders and partners also provide professional learning and resources specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, Restorative Practices, and Culture & 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: student engagement, culture and climate, standards-aligned curriculum, universally designed and differentiated instruction, and assessment for teaching for learning. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3