

Nathaniel S. Colley Senior High 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	Nathaniel S. Colley Senior High School
Street	8182 Gerber Road
City, State, Zip	Sacramento, CA 95828
Phone Number	(916) 228-2073
Principal	Craig Bradford
Email Address	cbradford@scoe.net
School Website	
Grade Span	7-12
County-District-School (CDS) Code	34-10348-0118745

2024-25 District Contact Information

District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	Dgordon@scoe.net
District Website	www.scoe.net

2024-25 School Description and Mission Statement

At Nathaniel S. Colley Sr. High School, our mission is to support students in achieving their full potential academically, behaviorally, and socially. While academic success is our primary focus, we recognize that addressing the underlying challenges students face is essential to fostering learning. By prioritizing social-emotional well-being, we enable students to build academic competencies, earn credits, gain job skills, develop self-efficacy, graduate high school, and transition into postsecondary education or career pathways.

To support these goals, we work with each student to develop a personalized success plan that sets realistic, achievable goals. Our data-driven instructional approach is tailored to accelerate learning based on individual strengths. Our small campus

setting fosters close, trusting relationships between staff and students, creating a supportive environment where each student can thrive. Additionally, we offer opportunities for mentoring, extracurricular activities, assemblies, field trips, vocational exploration, career readiness, and academic tutoring to enrich the student experience.

Nathaniel S. Colley Sr. High School serves students in grades 7–12 from school districts across southern and eastern Sacramento County. Referrals are made through school districts, the Probation Department, or School Attendance Review Boards (SARBs). Our curriculum aligns with California State Standards and integrates career technical education to provide meaningful, practical learning experiences.

We provide a respectful, and inclusive environment that meets the needs of students who benefit from a non-traditional school setting. Students typically attend for two semesters before transitioning back to their home district or earning their high school diploma. At Nathaniel S. Colley Sr. High School, we prepare students to excel academically and personally, equipping them for success in the future.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	2
Grade 10	10
Grade 11	20
Grade 12	198
Total Enrollment	237

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	0.8
Asian	5.5
Black or African American	19.4
Filipino	0.4
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.4
White	13.1
English Learners	13.9
Foster Youth	5.5
Homeless	16.9
Socioeconomically Disadvantaged	71.3
Students with Disabilities	12.2

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)	10.00	57.62	107.70	71.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	6.34	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.10	4.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.40	42.38	13.60	9.10	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	13.10	8.77	18854.30	6.86
Total Teaching Positions	17.40	100.00	150.30	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)	3.00	36.32	91.60	63.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	6.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.70	8.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	39.98	18.80	13.08	11953.10	4.28
Unknown/Incomplete/NA	2.00	23.58	11.90	8.30	15831.90	5.67
Total Teaching Positions	8.40	100.00	144.30	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)	2.60	33.84	69.50	52.14	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	4.50	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	28.60	21.45	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.10	66.03	20.00	15.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.10	6.88	14303.80	5.15
Total Teaching Positions	7.80	100.00	133.30	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
	0.00	0.00	0
Misassignments		0.00	0
		0.00	0
Total Teachers Without Credentials and Misassignments		0.00	0

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	0.00	0.00	0
Local Assignment Options	7.40	3.30	5.1
Total Out-of-Field Teachers	7.40	3.30	5.1

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)	0.00	8.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	5	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

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Year and month in which the data were collected

June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention) 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned. The adoption committee completed the adoption in June 2022. Full implementation is anticipated to be complete in the 2023-2024 school year. <ul style="list-style-type: none"> • Physical Science (Glencoe), • Earth Science (AGS), • Life Science (Glencoe) • Life Science (AGS) 	Yes	0

	<ul style="list-style-type: none"> • Biology: Cycles of Life (Pearson Publishing/AGS) • Physical Science (Pearson Publishing/AGS) • Pacemaker Biology (Pearson Publishing/AGS) • Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS) 		
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> • Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) • Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) • Discovering Our Past: A History of the United States (McGraw Hill-Networks) • United States History and Geography (McGraw Hill-Networks) • United States History and Geography, Modern Times (McGraw Hill-Networks) • United States Government: Our Democracy (McGraw Hill-Networks) • Understanding Economics (McGraw Hill-Networks) 	Yes	0

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

School Facility Conditions and Planned Improvements

Nathaniel S. Colley Sr. High School consists of four student classroom areas and a multi-purpose room. A safe and clean environment is provided for students and staff by full-time maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly, and quarterly basis. Ongoing inspections are performed to ensure the site meets or exceeds good repair standards.

In June 2021, the Gerber campus held its final classes. In August 2021, the Nathaniel S. Colley campus opened, and will absorb continuing Gerber students in its enrollment.

Year and month of the most recent FIT report

September 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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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)	17	5	24	27	46	47
Mathematics (grades 3-8 and 11)	9	0	16	20	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	46	20	43.48	56.52	5.00
Female	19	4	21.05	78.95	--
Male	27	16	59.26	40.74	6.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	13	4	30.77	69.23	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	11	45.83	54.17	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	14	38.89	61.11	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	47	20	42.55	57.45	0.00
Female	20	3	15.00	85.00	--
Male	27	17	62.96	37.04	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	13	3	23.08	76.92	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	12	48.00	52.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	37	14	37.84	62.16	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	--	8.57	5.51	12.57	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	111	35	31.53	68.47	8.57
Female	46	15	32.61	67.39	6.67
Male	65	20	30.77	69.23	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	7	30.43	69.57	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	18	33.33	66.67	5.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	1	7.14	92.86	--
White	12	7	58.33	41.67	--
English Learners	12	2	16.67	83.33	--
Foster Youth	--	--	--	--	--
Homeless	17	1	5.88	94.12	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	23	27.06	72.94	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Students at Nathaniel S. Colley Sr. High School engage in a fall and spring 3 day career exploratio workshop to assist them in preparing for college and career upon transition from high school. All students are encouraged to participated in a CTE opportunity. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment.

2023-24 Career Technical Education (CTE) Participation

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

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Extensive research underscores the critical role of parental and guardian involvement in fostering student success. Nathaniel S. Colley Sr. High School actively encourages parents and guardians to collaborate with the school to support their students' academic and personal growth.

Parents are invited to participate in various school initiatives, including membership in the School Site Council and engagement

2024-25 Opportunities for Parental Involvement

in school and district advisory meetings. These opportunities provide a platform for meaningful collaboration and contribute to the overall success of the school community.

For more information about parental involvement and how to participate, please contact Jenn Kunkle, Craig Bradford at (916) 228-2073.

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 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
Dropout Rate	26.0	26.9	39.4	23.2	28.8	27.1	7.8	8.2	8.9
Graduation Rate	25.0	21.0	32.1	37.2	30.5	34.8	87.0	86.2	86.4

2023-24 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	109	35	32.1
Female	52	18	34.6
Male	57	17	29.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	17	6	35.3
Filipino	--	--	--
Hispanic or Latino	56	17	30.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	3	21.4
White	12	5	41.7
English Learners	16	4	25.0
Foster Youth	--	--	--
Homeless	25	9	36.0
Socioeconomically Disadvantaged	101	31	30.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	7	38.9

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	397	211	53.1
Female	190	172	94	54.7
Male	251	225	117	52.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	10	55.6
Black or African American	89	78	46	59.0
Filipino	--	--	--	--
Hispanic or Latino	213	191	103	53.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	43	28	65.1
White	60	56	19	33.9
English Learners	53	46	30	65.2
Foster Youth	19	18	15	83.3
Homeless	73	64	48	75.0
Socioeconomically Disadvantaged	330	299	173	57.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	49	26	53.1

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 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
0.95	0.88	0.68	8.81	9.97	4.93	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.03	0.12	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	1.58	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.13	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	1.37	0.00
Socioeconomically Disadvantaged	0.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Last updated: February 28, 2024

Emergency preparedness manuals are developed with staff input in coordination with the Elk Grove Unified School District's Adult Education Program (with whom we share building space). The manuals contain information on emergency procedures,

2024-25 School Safety Plan

hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in regularly scheduled evacuation practices. Safety practices and procedures are reviewed and updated regularly.

2021-22 Secondary 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 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	1:500

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$10,473	\$4,394	\$6,079	\$103,921
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	-27.8	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-55.7	

Fiscal Year 2023-24 Types of Services Funded

Students' needs identified in an Individualized Special Education Program (IEP) developed by a school district, or a county office education team, receive special education services through the Resource Specialist Program staffed by special education teachers and special education technicians.

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, PLC, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning environment respectful of

Professional Development

their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team's continuous learning is integral to meeting this goal.

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	5	5	

FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 04/22)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Sacramento County Office of Education		COUNTY Sacramento	
SCHOOL SITE Nathaniel S. Colley, Sr. High		SCHOOL TYPE (GRADE LEVELS) 7-12	NUMBER OF CLASSROOMS ON SITE: 6 NUMBER OF RESTROOMS ON SITE: 5
INSPECTOR'S NAME Sal Lorta	INSPECTOR'S TITLE Coordinator	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	DATE AND TIME OF INSPECTION 9/30/2024 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION sunny	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:			
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		SITE ENROLLMENT: 14	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS / FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND /SCHOOL GROUNDS	WINDOWS/ DOORS/ FENCES
↓	Number of ✓s	7	7	7	7	7	7	7	2	7	7	7	7	7	7	7
	Number of D's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Number of X's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NA's	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0
Percent of System in Good Repair Number of 'P's' divided by (Total Areas - 'NA's')		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Check One) Good=80%-100% Fair=75%-89.99% Poor=0%-74.99%		<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR			<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR		<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR		<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR		<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR		<input checked="" type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR	

* Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category."

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING * →	Exemplary
------------------------	---	---------	--------------------------	------------------

** For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (attach additional pages if necessary):

FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 04/22)

PART II: EVALUATION DETAIL

Date of Inspection: 9/30/2024

School Name: Nathaniel S. Colley, Sr. High

BUILDING/AREA NAME	ESTIMATED SQUARE FOOTAGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND /SCHOOL GROUNDS	WINDOWS/ DOORS/ FENCES
C-1 SENIOR EXTENSION ROOM A <small>AREA 1</small>	948	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
C-2 SENIOR EXTENSION ROOM B <small>AREA 2</small>	930	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
C-3 CLASSROOM <small>AREA 3</small>	960	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
C-4 CLASSROOM <small>AREA 4</small>	960	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
C-5 CLASSROOM <small>AREA 5</small>	960	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
MAIN OFFICE <small>AREA 6</small>	2,115	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														
MULTIPURPOSE ROOM/KITCHEN <small>AREA 7</small>	3,975	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		COMMENTS:														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; N/A = Not Applicable