

Nathaniel S. Colley Senior 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	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

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	2
Grade 10	11
Grade 11	11
Grade 12	85
Total Enrollment	111

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.9
Asian	6.3
Black or African American	13.5
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	1.8
Two or More Races	9.9
White	13.5
English Learners	15.3
Foster Youth	2.7
Homeless	16.2
Socioeconomically Disadvantaged	73
Students with Disabilities	11.7

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)	3	36.32	91.6	63.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9	6.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	8.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	39.98	18.8	13.08	11953.1	4.28
Unknown/Incomplete/NA	2	23.58	11.9	8.3	15831.9	5.67
Total Teaching Positions	8.4	100	144.3	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)	2.6	33.84	69.5	52.14	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	4.5	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.6	21.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.1	66.03	20	15.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.1	6.88	14303.8	5.15
Total Teaching Positions	7.8	100	133.3	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)	3.6	41.28	71	42.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	4.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	53.1	31.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.2	58.61	19.9	11.88	12112.8	4.34
Unknown/Incomplete/NA	0	0	16.4	9.78	13705.8	4.91
Total Teaching Positions	8.9	100	168.2	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.00	0	0
Local Assignment Options	3.30	5.1	5.2
Total Out-of-Field Teachers	3.30	5.1	5.2

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)	8.3	0	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)	5	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>.

2025-26 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

January 2026

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	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), 	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	0
Science	Adopted 2023 Stemscopes CA NGSS	0
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) 	0

	<ul style="list-style-type: none"> United States Government: Our Democracy (McGraw Hill-Networks) Understanding Economics (McGraw Hill-Networks) 	
Health	Edgenuity	0
Visual and Performing Arts	Edgenuity	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.

Year and month of the most recent FIT report				August 2025
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: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	5	7	27	29	47	48
Mathematics (grades 3-8 and 11)	0	7	20	22	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	27	15	55.56	44.44	6.67
Female	11	7	63.64	36.36	--
Male	16	8	50.00	50.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	13	61.90	38.10	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	27	14	51.85	48.15	7.14
Female	11	6	54.55	45.45	--
Male	16	8	50.00	50.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	13	61.90	38.10	7.69
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.57	2.38	12.57	4.88	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	66	42	63.64	36.36	2.38
Female	25	18	72.00	28.00	5.56
Male	41	24	58.54	41.46	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	10	71.43	28.57	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	23	58.97	41.03	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	12	66.67	33.33	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	40	70.18	29.82	2.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	12	80.00	20.00	8.33

2024-25 Career Technical Education Programs

Nathaniel Colley Jr./Sr. High School offers Career Technical Education (CTE) programs aligned with the California CTE Model Curriculum Standards pursuant to Education Code Section 51226. Students may participate in the Northern California Construction Technology (NCCT) program within the Building and Construction Trades sector. The program integrates academic instruction with hands-on, career-focused learning.

CTE program sequences are conducted directly by the Sacramento County Office of Education (SCOE) and are taught by credentialed CTE instructors. Academic and CTE teachers collaborate to align vocational instruction with core academic standards. Students with disabilities may also participate in the SCOE WorkAbility program to support job readiness and employment as part of transition planning.

CTE programs are supported by a district-level CTE Advisory Committee that includes representatives from local industry, workforce development, and postsecondary partners. The committee provides guidance on program alignment with labor market needs and industry standards. The primary district representative is the SCOE CTE Director.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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	141
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.

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
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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

Nathaniel Colley Jr./Sr. High School views families as essential partners in supporting student learning and school improvement. The school promotes parent and guardian involvement in school programs and shared decision-making in alignment with Title I family engagement requirements. Family participation is encouraged as a way to support consistent attendance and academic progress.

2025-26 Opportunities for Parental Involvement

Parents and guardians are invited to take part in the School Site Council (SSC) and the Community School Steering Committee (CSSC), where they may contribute to discussions related to school priorities, programs, and the allocation of Title I and other supplemental resources.

The school supports family engagement through regular communication, scheduled teacher check-ins, and family-focused events. In collaboration with community-based and nonprofit organizations, families may also be connected to additional supports, including counseling services, mentoring, college and career planning, and referrals to community resources.

Families interested in partnering with the school may contact Nathaniel Colley Jr./Sr. High School for information about involvement opportunities.

For more information about parental involvement and how to participate, please contact 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 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	26.9	39.4	32.9	28.8	27.1	24.5	8.2	8.9	8
Graduation Rate	21	32.1	31.7	30.5	34.8	36.8	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	82	26	31.7
Female	29	10	34.5
Male	53	16	30.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	18	6	33.3
Filipino	--	--	--
Hispanic or Latino	42	13	31.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	28	12	42.9
Socioeconomically Disadvantaged	79	25	31.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	6	24.0

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	248	214	113	52.8
Female	112	93	45	48.4
Male	136	121	68	56.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	7	63.6
Black or African American	56	39	19	48.7
Filipino	--	--	--	--
Hispanic or Latino	121	108	58	53.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	10	45.5
White	25	25	15	60.0
English Learners	33	29	18	62.1
Foster Youth	--	--	--	--
Homeless	49	43	22	51.2
Socioeconomically Disadvantaged	208	178	94	52.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	40	22	55.0

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 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
0.88	0.68	0	9.97	4.93	5.45	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	0	0	0.12	0.02	0.25	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	0.00	0.00
Female	0.00	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	0.00	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	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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.

2025-26 School Safety Plan

The school maintains emergency preparedness manuals that were developed with staff input and are available in all classrooms and offices. These manuals outline procedures related to emergency response, including evacuations, safety incidents, natural disasters, and other health and safety situations. Staff and students participate in required emergency drills in accordance with applicable regulations.

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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				

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				
Mathematics				
Science				
Social Science				

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	790

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.35
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2

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	\$16,149	\$3,770	\$12,379	\$108,231
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	42.5	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	10.5	

Fiscal Year 2024-25 Types of Services Funded

Students with disabilities at Nathaniel Colley Jr./Sr. High School are provided services in compliance with the Individuals with Disabilities Education Act (IDEA) and are educated in settings that meet least restrictive environment (LRE) requirements. Students with Individualized Education Programs (IEPs) receive specialized instruction and related services as specified in their plans, with support from Resource Specialist Program (RSP) staff and other qualified service providers, as applicable.

Fiscal Year 2024-25 Types of Services Funded

IEP teams, including parents or guardians, meet as required to review and update student plans. Student progress toward identified goals is regularly monitored and used to inform instructional planning and service delivery. Transition services are implemented when appropriate to support postsecondary education, employment, and independent living outcomes.

Students eligible for Section 504 Plans are provided accommodations and supports to ensure access to instructional programs and school activities. These plans are reviewed periodically, with input from school staff, students, and parents or guardians. Families are informed of their rights and participate in decisions related to their child’s educational services.

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		
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		

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	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

The Sacramento County Office of Education provides ongoing professional learning to support instructional practices that improve literacy outcomes and promote equitable access to learning for all students. School staff participate in site-based and districtwide professional development aligned to findings and recommendations from the Black Student Landscape Analysis, with an emphasis on culturally responsive instruction, inclusive classroom practices, and student engagement.

Professional development topics include literacy instruction across content areas, data review and analysis, professional learning community (PLC) collaboration, restorative classroom practices, differentiated instruction, and curriculum-aligned training in English language arts, mathematics, and social studies. These efforts are designed to strengthen instructional consistency, support academic growth, and address identified achievement gaps.

Ongoing staff learning supports the school’s goal of providing a rigorous and supportive learning environment that reflects students’ interests, experiences, and academic needs, while preparing them for graduation and postsecondary pathways.

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	5	7	7