

Encina 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.

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	Encina High School
Street	1400 Bell Street
City, State, Zip	Sacramento CA, 95825
Phone Number	(916) 971-7538
Principal	Greta Scholtes
Email Address	greta.scholtes@sanjuan.edu
School Website	https://www.sanjuan.edu/encina
Grade Span	9-12
County-District-School (CDS) Code	34-67447-3432838

2024-25 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website	www.sanjuan.edu

2024-25 School Description and Mission Statement

Encina High School Vision Statement:

At Encina High School, we commit to an anti-racist, culturally responsive education that:

- Creates a strong sense of belonging and safety within our diverse community;
- Fosters hope, independence, and critical thinking;
- Empowers young adults who will make a difference in our society.

Our goals include:

1. Curriculum and Instruction: To improve student achievement by ensuring all teachers are highly skilled in the intentional use of highly effective, research-based instructional practices.
2. Coordinated Student Services: To provide students the support and resources they need to be successful Encina graduates.
3. Advocacy: To support student goals for graduation, college success, and workplace readiness through meaningful relationships between teachers, students, and their families; differentiated, academic supports, and 10-year planning.

Encina's core values:

2024-25 School Description and Mission Statement

- Every student CAN learn.
- Equity for all students.
- Quality-first instruction through highly effective instructional practices.
- Every student is valued for who they are and what they can become.

Encina graduates will be academically qualified and intellectually prepared to succeed at a four-year university. This will be achieved by:

- Following the WASC plan
- Doing whatever it takes to ensure success for ALL students
- Committing personal and community resources equitably
- Structures must be flexible and adaptive
- A pyramid of interventions must be employed, beginning with a foundation of 'excellent first instruction'
- All students must have equitable access to all resources
- All staff must hold high expectations for all students

School Description:

Located on the western edge of the San Juan Unified School District, Encina Preparatory School has an ethnically diverse, socioeconomically disadvantaged student body, with about 96% of its students living at or below the poverty line. For 2024-25, Encina, due to its high concentration of students from low-income families, continues to be included in the Community Eligible Provision by the state, allowing all of its students to participate in the National Free/Reduced Meal Program.

Encina has taken on a variety of new initiatives to improve the overall quality of its programs. These include the following:

- Education Career Technical Pathway; Construction Career Technical Pathway; Increased enrollment in our Dental CTE pathway
- Push-in Intervention in English/Language Arts and mathematics for students in grades 9 and 10
- Increased enrollment in AVID and integration of AVID curriculum and instructional practices in its school-wide Advocacy Program
- Improvement of the school culture and climate for students and staff

Encina continues to be a Positive Behavior Intervention and Support (PBIS) school, and uses BARKS (Bulldogs are Responsible, Respectful, Kind and Safe) as our guiding principles. We also continue to be a Learning Support Team (LST) school, working strategically to implement Tier 1 systems to remove barriers to learning, and provide Tier 2/3 supports as needed.

The school has consistently used data to set a variety of objectives that support its goals of improving student academic performance and the learning environment of the school. As programs, initiatives, and actions have been put into place over the years in pursuit of those goals, and the data yielded from our efforts has been reviewed, the school continues to refine its services in support of those goals. Key elements that have been and continue to be essential to our SPSA are:

- Continued alignment and refinement of instruction to the Common Core State Standards and related instructional and assessment practices
- Effective teaching of English Language Development in both ELD classes and across other core subject areas to address the needs of all English Language Learners, ranging from newcomers to Long-Term English Learners (LTELs)
- Formative classroom assessments for learning, including on-going, in-class checks for understanding
- Instruction that is based on the collaborative examination of student work/student achievement data
- Introduction of teaching and classroom management practices reflective of culturally responsive instruction
- Structured student interaction, self-reflection, self-assessment, and goal setting
- Effective implementation of the System of Professional Growth evaluation system to improve educational practice
- Refinement of specific grade level objectives for the Advocacy Program
- Expansion of academic and behavior supports via the introduction of a learning support team that embraces the PBIS tiered model of intervention
- Continuation and modification as needed of school wide PBIS and Restorative Practices
- Continuation of school-wide attendance incentive and improvement programs
- Expand Learning Support Team to strengthen Tier 1 and 2/3 supports
- Added sections of AVID and continued integration of AVID curriculum and instructional strategies school-wide through Encina's Advocacy program
- Continued outreach and recruitment of students in grades 9-11 to increase enrollment and achievement in AP courses, expansion of AP course options, and Dual Enrollment with American River College

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- Continuation of the Improve Your Tomorrow program to support adult-student mentoring

Encina's enrollment fluctuates throughout the year, and strategic action items have been put into place to improve outcomes for all students. The school's focus on Positive Behavior Interventions and Supports (PBIS) as well as a coordinated approach to academic support, is helping to improve academic and social-emotional growth. The school's Learning Support Team (LST) and PBIS program addresses students' socio-emotional needs and provides the necessary supports to increase positive student engagement in school. They continue to actively examine climate and culture data and use that data to implement research based practices to support students in making good decisions. Additionally, the School Leadership Team (SLT) has made significant progress with the construction of the Encina action plan which addresses three key aspects of the original design plan: curriculum, instruction and assessment, and coordinated student services. The Encina team has made a commitment to strengthening the school's Advocacy Program and its academic support component. We have both math and English Language Arts (ELA) push-in intervention teachers to support during flex time, and Apex (credit recovery) offered during Advocacy. A curriculum was purchased for Advocacy classes to prepare students to be college and career ready. We will be evaluating our Advocacy program throughout the year to see if the changes we have made are yielding the desired results.

Principal's Message:

Encina High School serves students in grades 9-12. While we share our campus with Katherine Johnson Middle School, there are lots of visuals on campus to help students and families understand where the high school and middle school spaces are located. We have two separate school offices with separate administrators and office staff, and we are here to support our students and families.

As the principal, I am honored to work with our Encina students and community. This is my 11th year as an administrator in San Juan, and I have been in education for over twenty years. I truly value family engagement and am looking forward to partnering with our families to ensure student success. At Encina, we continue to make great strides towards improving the academic and socio-emotional learning environment for our students. Encina is dedicated to a variety of initiatives to help our students succeed in school and beyond. Our departments are progressing onward with standards-aligned, high-quality instruction. This year, we are continuing to provide intensive support in English and math for students in grades 9th & 10th. Our Advocacy program continues to help students succeed at school and prepare for their educational pursuits after graduation, and we have continued to strengthen the program. Our Positive Behavior Intervention Supports (PBIS) program remains a central piece in our efforts to sustain a positive school culture, and our staff is continuing to engage in trainings around Restorative Practices. As educators, our entire team is committed to social justice, equity, inclusive practices, and maintaining high expectations for all.

Together, we continue to transform Encina into the school your child deserves. There are many aspects of this work that will require our combined efforts. We will continue to ask for your input, to seek out your help, and to keep you informed, as we work to make Encina a place where parents and community collaboration is not just desired, but necessary.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	148
Grade 10	157
Grade 11	150
Grade 12	173
Total Enrollment	628

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.3
Non-Binary	0.5
American Indian or Alaska Native	0.5
Asian	26.1
Black or African American	17.2
Filipino	0.6
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	1.6
Two or More Races	4.5
White	18.6
English Learners	49.2
Foster Youth	0.8
Homeless	7.3
Socioeconomically Disadvantaged	79.1
Students with Disabilities	13.1

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)	33.70	56.96	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	3.38	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.42	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.84	297.30	12.72	12115.80	4.41
Unknown/Incomplete/NA	22.70	38.38	291.30	12.46	18854.30	6.86
Total Teaching Positions	59.20	100.00	2338.40	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)	35.20	89.04	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	5.71	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown/Incomplete/NA	2.00	5.20	199.10	8.00	15831.90	5.67
Total Teaching Positions	39.60	100.00	2491.10	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)	33.70	85.35	1925.60	80.09	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	2.53	23.50	0.98	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	3.03	84.50	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	253.40	10.54	11746.90	4.23
Unknown/Incomplete/NA	3.50	9.07	117.00	4.87	14303.80	5.15
Total Teaching Positions	39.50	100.00	2404.20	100.00	277698.00	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.

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	0.20	2.20	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	2.20	1.2

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	0.50	0.00	0
Total Out-of-Field Teachers	0.50	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)	0.00	6.1	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	0	0.4

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

General

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. District maintenance staff ensure repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities. This school contains 33 classrooms, and 21 other student or administrative spaces.

Age of School Buildings

66 years--Built in 1959 but with modernizations and additions completed in subsequent years.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

Cleaning Process and Schedule

and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget

The LEA participates in the State School Deferred maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

Large gym re-coat

Modernization Projects (if applicable)

Campus Modernization

New School Construction Projects (if applicable)

N/A

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2023: CollegeBoard - Springboard 2023: Bedford, Freeman, and Worth - The Language of Composition 2023: Bedford, Freeman, and Worth - Literature and Composition	Yes	0.0

	2023: California State University - ERWC		
Mathematics	<p>2021: Cengage - Calculus for AP</p> <p>2019: Pearson - Elementary Statistics: Picturing the World</p> <p>2018: Ramsey Education - Foundations in Personal Finance</p> <p>2019: Cengage - Big Ideas Integrated Mathematics 1,2,3</p> <p>2018: McGraw-Hill - Mathematics for Business and Personal Finance</p> <p>2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL</p> <p>2020: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam</p> <p>2022: Pearson – Precalculus</p>	Yes	0.0
Science	<p>2022: STEMScopes - The Living Earth</p> <p>2021: Savvas - AP Biology-Campbell in Focus</p> <p>2013: Bio-Rad Laboratories - Biotechnology-A Laboratory Skills Course</p> <p>2022: Savvas - Experience Chemistry</p> <p>2021: Cengage - Chemistry (AP Edition), 10th edition</p> <p>2022: Wiley - Foundations of College Chemistry, 16th edition</p> <p>2023: Pearson - Pasco Essential Physics</p> <p>2021: Savvas - College Physics-Explore and Apply, 2nd edition</p> <p>2022: Cengage - Environmental Science-Sustaining Your World</p> <p>2021: Cengage - Exploring Environmental Science for AP (updated)</p> <p>2023: Savvas - Human Anatomy and Physiology</p> <p>2023: Cengage - Forensic Science, Fundamentals and Investigations</p> <p>2023: Cengage - Essentials of Physical Anthropology</p> <p>2024: Savvas - Physics for Scientists and Engineers, A Strategic Approach with Modern Physics 5e, AP Edition</p>	Yes	0.0
History-Social Science	<p>2019: McGraw-Hill - California Impact-United States History and Geography, Continuity and Change</p> <p>2019: McGraw-Hill - California Impact-World History, Culture and Geography, The Modern World</p> <p>2011: Oxford University Press - The Twentieth-Century World and Beyond-An International History Since 1900, various editions</p> <p>2018: Bedford, Freeman, and Worth - Ways of the World-A Global History with Sources, for the AP course</p> <p>2018: Pearson - Government in America-People, Politics, and Policy, AP edition</p> <p>2018: McGraw-Hill - Impact CA Studies - Principles of American Democracy</p> <p>2017: Cengage - The American Pageant, AP Edition</p> <p>2023: Kendall Hunt - Our Stories in Our Voices (Ethnic Studies)</p> <p>2023: Triangle Square - A Different Mirror for Young People (Ethnic Studies)</p> <p>2019: Bedford, Freeman, and Worth - Krugman's Economics for the AP course</p> <p>2018: Norton - Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2023: McGraw-Hill - IMPACT Principles of Economics</p>	Yes	0.0

	2017: National Geographic - National Geographic-World Cultures and Geography 2019: Perfection Learning Corp - AMSCO AP Human Geography 2020: Bedford, Freeman, and Worth - A History of Western Society 2018: Norton - Principles of Macroeconomics 2024: Norton - The Real World, 9th High School Edition 2001: Glencoe/McGraw-Hill - Street Law-A Course in Practical Law 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2024: Norton - Psychology in Your Life, 4th High School Edition		
Foreign Language	2022: Carnegie Learning - Que Chevere 1-4 2017: Vista Higher Learning- Temas 2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio 2020: Wayside - Aluzejo AP Spanish Literature	Yes	0.0%
Health	2022: Goodheart Wilcox - Essential Health Skills (2023)	Yes	0.0%
Visual and Performing Arts	2023: The Art of Education (digital), Grades 9-12 2023: Playbook (digital), Grades 9-12	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

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

School Facility Conditions and Planned Improvements

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. District maintenance staff ensure repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities. This school contains 33 classrooms, and 21 other student or administrative spaces.

Year and month of the most recent FIT report

09/13/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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 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)	19	10	42	40	46	47
Mathematics (grades 3-8 and 11)	2	1	29	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	173	145	83.82	16.18	9.72
Female	83	69	83.13	16.87	13.04
Male	90	76	84.44	15.56	6.67
American Indian or Alaska Native	--	--	--	--	--
Asian	56	43	76.79	23.21	4.65
Black or African American	21	21	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	45	43	95.56	4.44	18.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	22	66.67	33.33	4.76
English Learners	98	74	75.51	24.49	1.35
Foster Youth	0	0	0	0	0
Homeless	21	17	80.95	19.05	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	130	82.28	17.72	7.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

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	173	171	98.84	1.16	1.17
Female	83	83	100.00	0.00	1.20
Male	90	88	97.78	2.22	1.14
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	1.79
Black or African American	21	21	100.00	0.00	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	0.00
English Learners	98	98	100.00	0.00	1.02
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	156	98.73	1.27	1.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	6.25

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)	4.96	3.73	30.86	29.38	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	334	331	99.10	0.90	3.98
Female	167	167	100.00	0.00	3.66
Male	166	163	98.19	1.81	3.70
American Indian or Alaska Native	--	--	--	--	--
Asian	91	91	100.00	0.00	2.25
Black or African American	46	44	95.65	4.35	6.82
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	5.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	0.00
White	69	69	100.00	0.00	2.94
English Learners	177	176	99.44	0.56	0.00
Foster Youth	--	--	--	--	--
Homeless	41	39	95.12	4.88	2.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	304	99.02	0.98	3.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	3.23

2023-24 Career Technical Education Programs

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The Career Technical Education (CTE) department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have four California Partnership Academies in the areas of: business-finance/entrepreneurship, construction, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

2023-24 Career Technical Education Programs

Encina offers the following CTE pathway and courses:

Patient Care Pathway

- Dental Careers: Front Office
- Dental Careers: Back Office (capstone completion course)
- Dental Radiation and Safety Certification (45hrs)

Construction Pathway

- Woodworking
- Construction Technology
- Advanced Construction Technology (capstone completion course)

Education Pathway

CTE pathways held at various high schools within San Juan Unified open to Encina students:

- Automotive
- Bakery Academy
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Emergency Response
- Medical Assistant
- Professional Theatre
- Public Safety Careers

How does this class support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates and graduation rates, along with completion of a sequence, are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

How are CTE industry sectors represented at the high schools?

The Director of College and Career Readiness, Brett Wolfe holds an annual advisory committee meeting representing every industry sector in Career Technical Education. The programs represented are Agriculture, Broadcast and Video Production; Building and Construction Trades; Business and Finance; Computer Science; Emergency Response; Engineering Design; Entrepreneurship; Health Science; Hospitality and Tourism; Information Technology; Public Safety; Performing Arts; Manufacturing; Networking, and Transportation. The advisory committee is composed of a variety of stakeholders including industry and labor, secondary and postsecondary leaders, faculty, parents, and students.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	89
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

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	97.36
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	23.08

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 9	92.7%	93.7%	91.6%	94.2%	92.1%

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

Encina truly values our families and community partners.

Encina's Community Schools Program continues to create, execute, and promote a variety of activities and initiatives to strengthen the school's collaboration with families and the community. The Community Schools Program focuses on 6 specific

2024-25 Opportunities for Parental Involvement

areas:

- Building Relationships - Actions that welcome, honor, and connect families to the school.
- Build Awareness - Actions that promote understanding and inclusion across all cultures and family.
- Two-Way Communication - Actions that improve the connectivity between the school, teachers, students, families, and the community.
- Family Engagement - Actions that support families as decision makers and advocates.
- Access - Actions that provide families with access to information and community resources.
- Environment - Actions that build a welcoming school environment and climate.

Some specific highlights of the Community Schools Program include:

- Continued partnership with district and area food distribution networks
- A Parent Ambassador position to strengthen the school-family collaboration on supporting students' academic success
- Increasing number of community organizations partnering with the school to broaden student and parent access to services
- Facilitate families' access to health care providers and legal services
- Operation of an increasingly well-trafficked clothes closet available to all families in the community

The Community Schools Program works to solicit students and parents/guardians to serve on the following school committees:

- English Learner Advisory Committee (ELAC)
- School Site Council (elected)
- Superintendent's Parent Advisory Committee
- Superintendent's Student Advisory Council
- SJUSD Local Control Accountability Plan (LCAP) Parent Advisory Committee

The Encina Booster Club provides opportunities for parent involvement in its efforts to support a wide variety of extra-curricular and enrichment activities for the students. Quarterly meetings are held to support ongoing academic, cultural and athletic events.

Finally, the school's Advocacy Program offers a robust parent-school relationship opportunity for all Encina families through the execution of student-led conferences held twice annually for all grade levels, 9 through 12. These conferences allow teachers, students, and parents to collaborate on their children's academic and behavior goals for the school year, and facilitate open, honest, and deep dialogue between the school and individual families on an on-going basis.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Greta Scholtes, Principal at greta.scholtes@sanjuan.edu or at (916) 971-5894.

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	15.0	14.3	9.6	11.7	12.7	12.2	7.8	8.2	8.9
Graduation Rate	66.7	75.0	72.3	81.6	77.2	78.0	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	177	128	72.3
Female	89	61	68.5
Male	87	66	75.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	38	23	60.5
Black or African American	27	22	81.5
Filipino	0	0	0.00
Hispanic or Latino	65	47	72.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	31	77.5
English Learners	100	66	66.0
Foster Youth	0.0	0.0	0.0
Homeless	42	28	66.7
Socioeconomically Disadvantaged	170	127	74.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	23	13	56.5

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	848	780	332	42.6
Female	417	380	177	46.6
Male	428	397	154	38.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	223	209	42	20.1
Black or African American	147	127	73	57.5
Filipino	--	--	--	--
Hispanic or Latino	242	227	124	54.6
Native Hawaiian or Pacific Islander	13	12	6	50.0
Two or More Races	46	39	18	46.2
White	169	158	65	41.1
English Learners	434	425	143	33.6
Foster Youth	--	--	--	--
Homeless	119	107	69	64.5
Socioeconomically Disadvantaged	775	720	311	43.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	96	65	67.7

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	20.83	14.12	13.33	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0.77	0.47	0.24	0.06	0.06	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.33	0.24
Female	8.87	0.48
Male	17.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	16.14	0.45
Black or African American	21.77	0.68
Filipino	0.00	0.00
Hispanic or Latino	10.74	0.00
Native Hawaiian or Pacific Islander	7.69	0.00
Two or More Races	13.04	0.00
White	7.10	0.00
English Learners	10.60	0.00
Foster Youth	0.00	0.00
Homeless	18.49	0.00
Socioeconomically Disadvantaged	13.94	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.98	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

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists, work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriff's Department & Citrus Heights Police Department. As needed, San Juan Unified utilizes contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as

2024-25 School Safety Plan

well as in response to critical incidents and threats.

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
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2022-23 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	20	15	8
Mathematics	27	8	13	8
Science	31		12	9
Social Science	29	3	13	7

2022-23 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	22	16	21	4
Mathematics	27	6	14	6
Science	29	3	8	10
Social Science	30	3	8	10

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	26	3
Mathematics	25	8	13	6
Science	30	2	10	7
Social Science	31	2	8	10

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	209.33

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)	3
Library Media Teacher (Librarian)	1
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	\$16,129	\$6,562	\$9,566	\$82,121.02
District	N/A	N/A	\$8,283	\$89,596
Percent Difference - School Site and District	N/A	N/A	14.4	-8.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-11.9	-14.1

Fiscal Year 2023-24 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Base/unrestricted expenditures, except for general guidelines, are not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

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	\$51,700	\$56,573
Mid-Range Teacher Salary	\$77,000	\$87,186
Highest Teacher Salary	\$110,100	\$119,665
Average Principal Salary (Elementary)	\$135,144	\$148,486
Average Principal Salary (Middle)	\$142,130	\$154,835
Average Principal Salary (High)	\$161,747	\$170,008
Superintendent Salary	\$324,066	\$338,699
Percent of Budget for Teacher Salaries	31.97	31.41
Percent of Budget for Administrative Salaries	5.68	4.86

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	14.1
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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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

Professional Development

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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	2	2