

# El Camino Fundamental 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	El Camino Fundamental High School
<b>Street</b>	4300 El Camino Avenue
<b>City, State, Zip</b>	Sacramento, CA 95821
<b>Phone Number</b>	(916) 971-7430
<b>Principal</b>	Evelyn Welborn
<b>Email Address</b>	evelyn.welborn@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/elcamino">https://www.sanjuan.edu/elcamino</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	34-67447-3432317

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Welcome to El Camino High School's annual School Accountability Report Card. This is where you'll find valuable information about our academic achievement, professional staff, curricular and co-curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. The community of El Camino Fundamental High School is committed to high expectations, high achievement, responsibility, and mutual respect for all students. A safe, positive environment nurtures and enables all students to reach their potential as lifelong learners and responsible, enlightened citizens. El Camino maintains academic rigor in an atmosphere that promotes respect for one another, development of personal responsibility, and readiness for the world beyond the classroom.

## 2024-25 School Description and Mission Statement

### Vision Statement:

Preparing students to be confident and successful community members.

### Mission Statement:

Embodying the Respect, Responsibility, and Readiness inherent in our fundamental spirit and tradition, the mission of the El Camino Fundamental High School Community is to challenge and inspire each student to be a creative, life-long learner and an enlightened, contributing citizen by ensuring students construct meaning through rigorous twenty-first century learning in a caring, inclusive environment.

### School Profile:

El Camino Fundamental High School is one of nine comprehensive high schools in the San Juan Unified School District. El Camino offers an academic program that is aligned with California Content Standards and is designed to prepare students for success in the workplace, in postsecondary schooling, and in adulthood. El Camino offers a full complement of Advanced Placement and Honors classes and is proud to offer the AP Capstone program. El Camino also offers four CTE pathways: the Eagle Polytechnic Institute (EPI), which prepares students to enter the fields of pre-engineering or technology through project-based learning in core classes; Media Arts, which includes the Eagle Eye Newspaper, and our very own student-run radio station, KYDS 91.5 FM; a Medical Assisting pathway with classes taught by a practicing nurse; and our new Theatre pathway, with classes taught by a professional actor. El Camino also offers a four-year AVID (Advancement Via Individual Determination) program, as well as rich visual and musical arts programs, a wide array of athletic programs, and exciting and engaging clubs and activities.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	359
Grade 10	329
Grade 11	289
Grade 12	319
<b>Total Enrollment</b>	<b>1,296</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	48.8
Non-Binary	1.2
American Indian or Alaska Native	0.3
Asian	6.8
Black or African American	8.7
Filipino	0.2
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.7
White	41.2
English Learners	11.1
Foster Youth	0.2
Homeless	4
Migrant	0.1
Socioeconomically Disadvantaged	50.9
Students with Disabilities	8.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.30	70.40	1679.20	71.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.00	0.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.00	49.30	2.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	297.30	12.72	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	14.60	27.58	291.30	12.46	18854.30	6.86
<b>Total Teaching Positions</b>	53.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	53.90	92.95	1946.10	78.12	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.60	0.87	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	2.86	80.70	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	243.50	9.78	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.40	4.16	199.10	8.00	15831.90	5.67
<b>Total Teaching Positions</b>	58.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.30	90.07	1925.60	80.09	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	23.50	0.98	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	4.25	84.50	3.52	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	1.81	253.40	10.54	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.10	3.83	117.00	4.87	14303.80	5.15
<b>Total Teaching Positions</b>	54.80	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
<b>Permits and Waivers</b>	0.00	0.60	0
<b>Misassignments</b>	1.00	0.90	2.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	1.60	2.3

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0.9
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0.9

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	2.3	8.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.7

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 59 classrooms, and 14 other student or administrative spaces as well as 1 pool.

### Age of School Buildings

74 years--Built in 1951 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

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day 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, pool filter replacement, central plan chiller rebuild, performing arts center electrical repairs

### Modernization Projects (if applicable)

N/A

### 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		
<b>Mathematics</b>	<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
<b>Science</b>	<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
<b>History-Social Science</b>	<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



	<p>2017: National Geographic - National Geographic-World Cultures and Geography</p> <p>2019: Perfection Learning Corp - AMSCO AP Human Geography</p> <p>2020: Bedford, Freeman, and Worth - A History of Western Society</p> <p>2018: Norton - Principles of Macroeconomics</p> <p>2024: Norton - The Real World, 9th High School Edition</p> <p>2001: Glencoe/McGraw-Hill - Street Law-A Course in Practical Law</p> <p>2016: Bedford, Freeman, and Worth - Myers' Psychology for AP</p> <p>2024: Norton - Psychology in Your Life, 4th High School Edition</p>		
<b>Foreign Language</b>	<p>2023: Vista Higher Learning - Themes, 2nd Edition (AP French)</p> <p>2023: Vista Higher Learning - Chemins 1, 2, 3, 4 (French)</p> <p>2022: Carnegie Learning - Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2020: Wayside - Aluzejo AP Spanish Literature</p>	Yes	0.0%
<b>Health</b>	<p>2022: Goodheart Wilcox - Essential Health Skills (2023)</p>	Yes	0.0%
<b>Visual and Performing Arts</b>	<p>2023: The Art of Education (digital), Grades 9-12</p> <p>2023: Playbook (digital), Grades 9-12</p>	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	<p>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.</p>	Yes	0.00%
<p>Note: Cells with N/A values do not require data.</p>			

## 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 59 classrooms, and 14 other student or administrative spaces as well as 1 pool.

Year and month of the most recent FIT report

10/03/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	46	42	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	18	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
<b>All Students</b>	274	270	98.54	1.46	45.56
<b>Female</b>	137	133	97.08	2.92	49.62
<b>Male</b>	136	136	100.00	0.00	41.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	11.76
<b>Black or African American</b>	17	17	100.00	0.00	23.53
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	99	97.06	2.94	36.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	52.63
<b>White</b>	112	111	99.11	0.89	61.26
<b>English Learners</b>	28	26	92.86	7.14	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	160	158	98.75	1.25	35.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	29	100.00	0.00	13.79

## 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
<b>All Students</b>	274	269	98.18	1.82	17.84
<b>Female</b>	137	133	97.08	2.92	14.29
<b>Male</b>	136	135	99.26	0.74	21.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	11.76
<b>Black or African American</b>	17	17	100.00	0.00	5.88
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	98	96.08	3.92	8.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	21.05
<b>White</b>	112	111	99.11	0.89	28.83
<b>English Learners</b>	28	26	92.86	7.14	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	160	157	98.13	1.87	13.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	29	100.00	0.00	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	27.43	35.54	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
<b>All Students</b>	559	529	94.63	5.37	35.54
<b>Female</b>	278	260	93.53	6.47	33.85
<b>Male</b>	277	266	96.03	3.97	37.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	21.21
<b>Black or African American</b>	35	34	97.14	2.86	11.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	189	180	95.24	4.76	21.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	42	97.67	2.33	47.62
<b>White</b>	248	229	92.34	7.66	49.78
<b>English Learners</b>	38	36	94.74	5.26	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	20	100.00	0.00	40.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	301	289	96.01	3.99	28.72
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	48	46	95.83	4.17	8.70

## 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

At El Camino Fundamental High School we are proud to have the Eagle Polytechnic Institute which is a 4-year Academy for students interested in a variety of Product Innovation disciplines. Coursework includes metals, computer drafting and engineering. All courses offered through the Eagle Polytechnic Institute are A-G compliant. The advanced courses offer up to 9 units of college credit at the CSU and community college level. Students work on interdisciplinary projects designed to bring all facets of their education together in collaborative work meeting the goals of providing a 21st Century education. This integrated approach helps to support student achievement as all Academy teachers work closely together planning curriculum and assessing the learning of their Academy students while providing for hands-on experiences that enrich their education.

El Camino Fundamental offers the following CTE pathways and courses:

### Production and Managerial Arts Pathway

- Introduction to Video Production
- Video Production
- Broadcast and Video Production (capstone completion course)

### Professional Theatre Pathway

- Introduction to Theatre
- Professional Theatre
- Stage Directing & Production (capstone completion course)

### Product Innovation and Design Pathway: Metals

- Manufacturing Metals I
- Manufacturing Metals II
- Manufacturing Metals III (capstone completion course)

### Eagle Polytechnic Institute Academy (EPI)

- Pre Engineering Technology I
- Pre Engineering Technology II
- Pre Engineering Technology III (capstone completion course)

### Medical Assistant Pathway

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant: Administrative
- Medical Assistant: Clinical (capstone completion course)

CTE pathways held at various high schools within San Juan Unified open to El Camino Fundamental students:

- Automotive
- Construction Technology
- Culinary Arts
- Dental Careers
- Emergency Response
- 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. The school counselor work with each enrolled student to create a 4-year plan designed to prepare them for their future college and career aspirations.

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

## 2023-24 Career Technical Education Programs

assessed yearly. Completion rates, 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	530
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17%
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	99.07
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	59.32

## 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	84.4%	84.4%	42.5%	85.8%	89.6%

## 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

El Camino enjoys the benefits of a supportive community and dedicated parents. Numerous opportunities, both informal and formal, exist at El Camino that provide ties between the school and the community. The following organizations provide ongoing, formal support of and connection with El Camino:

- Athletic Boosters Club
- PTSA (Parent Teacher Student Association)
- Performing Arts Boosters Club
- School Site Council
- Community service components in athletic and student activity organizations
- ELAC (English Learners Advisory Committee)
- El Camino Alumni Association

Please contact Principal's secretary, Donna Pelletier, by email at [donna.pelletier@sanjuan.edu](mailto:donna.pelletier@sanjuan.edu) for more information on how to become involved with any of these groups. You may also obtain information on our school website at: [www.sanjuan.edu/elcamino](http://www.sanjuan.edu/elcamino).

## 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
<b>Dropout Rate</b>	4.1	8.2	4.8	11.7	12.7	12.2	7.8	8.2	8.9
<b>Graduation Rate</b>	94.8	89.2	93.6	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	311	291	93.6
<b>Female</b>	155	146	94.2
<b>Male</b>	153	142	92.8
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	19	16	84.2
<b>Black or African American</b>	18	17	94.4
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	92	89	96.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	28	26	92.9
<b>White</b>	150	139	92.7
<b>English Learners</b>	32	28	87.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	18	16	88.9
<b>Socioeconomically Disadvantaged</b>	199	187	94.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	22	17	77.3

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	1346	1308	327	25.0
Female	672	656	167	25.5
Male	659	637	152	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	90	88	25	28.4
Black or African American	116	113	43	38.1
Filipino	--	--	--	--
Hispanic or Latino	463	451	112	24.8
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	105	102	32	31.4
White	551	537	111	20.7
English Learners	156	148	51	34.5
Foster Youth	--	--	--	--
Homeless	74	68	43	63.2
Socioeconomically Disadvantaged	774	747	229	30.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	115	42	36.5

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.

## 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	8.81	5.95	9.73	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0.08	0	0.07	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	9.73	0.07
Female	4.91	0.00
Male	14.57	0.15
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	25.00	0.86
Filipino	0.00	0.00
Hispanic or Latino	9.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	7.62	0.00
English Learners	15.38	0.00
Foster Youth	0.00	0.00
Homeless	28.38	0.00
Socioeconomically Disadvantaged	12.27	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.09	0.85

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

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

### 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	25	10	12	8
Mathematics	28	7	8	8
Science	29	3	8	8
Social Science	27	8	8	11



## 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	26	8	14	8
Mathematics	29	5	8	9
Science	30	1	10	6
Social Science	29	5	6	13

## 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	26	11	4	18
Mathematics	30	4	3	14
Science	32	2	6	9
Social Science	29	5	3	16

## 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	370.29

## 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)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,091	\$5,091	\$9,000	\$87,642.92
District	N/A	N/A	\$8,283	\$89,596
Percent Difference - School Site and District	N/A	N/A	8.3	-2.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-17.9	-7.7

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

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	12
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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
<b>Computer Science</b>	0
<b>English</b>	3
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	2
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9

## 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.

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	2