

John Finney Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



JOHN FINNEY
HIGH SCHOOL

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.

2025-26 School Contact Information

School Name	John Finney Continuation High School
Street	1347 Amador Street
City, State, Zip	Vallejo, CA, 94590
Phone Number	(707) 556-8670
Principal	Sylvia Whitson
Email Address	Swhitson@vcusd.org
School Website	vcusd.org
Grade Span	
County-District-School (CDS) Code	48705814838058

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	vcusd.org

2025-26 School Description and Mission Statement

Pillar 1 Equitable Outcomes

John W. Finney High School provides a safe, supportive foundation that empowers students to become open-minded, reflective, and responsible citizens. We emphasize self-confidence, resilience, and academic achievement, aligning our goals with those of the Vallejo City Unified School District and its Portrait of a Graduate. Our graduates are equipped to communicate effectively, think critically, collaborate skillfully, adapt to change, and contribute meaningfully to their communities.

Our dedicated staff fosters a love of learning through an engaging, challenging, and culturally relevant curriculum. We are committed to preparing students for fulfilling postsecondary pathways that reflect the social, political, and economic realities of their communities. At John W. Finney, we believe students have the power to transform both themselves and the world around them.

To address credit deficiencies and support on-time graduation, we collaborate closely with the district and local comprehensive high schools to identify students in need of targeted academic support. Our programs focus on credit recovery, improving graduation rates, and building strong, collaborative relationships with students, families, and community partners. Smaller class sizes and an experienced, caring staff allow us to provide the personal attention necessary for students to get back on track and succeed.

We offer a wide range of student supports on campus, including access to a Mental Health Support Provider, a full-service Wellness Center, and an Academic Support Provider. Students also benefit from structured academic interventions such as Student Support Hour, and are encouraged to participate in college and career readiness opportunities like the HBCU College Fair and FAFSA seminars. All elective courses are delivered through the Edgenuity online learning platform, offering students flexible options for credit recovery and enrichment. In recognition of our efforts, our WASC accreditation was successfully renewed in 2024.

Our commitment to positive student outcomes is reflected in the school's increased graduation rates, declining suspension rates, and improved attendance. Frequent academic updates—through progress reports, report cards, and direct

2025-26 School Description and Mission Statement

communication from counselors and administrators—ensure that students and families remain informed and engaged in the learning process.

John W. Finney High School is more than just a place to catch up on credits. It is a place of opportunity, growth, and transformation. Our close-knit educational environment is built on mutual respect, academic challenge, and a shared belief in every student's potential. We continue to expand partnerships with universities and benefit from strong support from the Solano County Office of Education, ensuring our students have access to the resources they need to graduate and thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	53
Grade 12	88
Total Enrollment	141

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.3
Male	55.9
Non-Binary	1.4
Black or African American	16.8
Filipino	2.1
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	1.4
Two or More Races	2.1
White	6.3
English Learners	39.2
Foster Youth	0.7
Homeless	1.4
Socioeconomically Disadvantaged	87.4
Students with Disabilities	13.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	4.8	72.02	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0.8	11.78	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	13.25	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	0.2	2.95	35.4	6.69	15831.9	5.67
Total Teaching Positions	6.7	100	530.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	74.63	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	1	14.93	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	10.3	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	0	0	43.4	8.2	14303.8	5.15
Total Teaching Positions	6.7	100	529.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.90	0.6	
Total Out-of-Field Teachers	0.90	0.6	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections/2017	0
Mathematics	Carnegie Learning HSMS Integrated Math I, II 4e/2022	0
Science	HMH Dimensions: Living Earth (Biology) 2020 HMH Dimensions: Physics in the Universe 2020	0
History-Social Science	Houghton Mifflin Harcourt Modern World History /2019 Houghton Mifflin Harcourt American History /2019 Houghton Mifflin Harcourt U.S. Government /2019 Houghton Mifflin Harcourt Hall Economics /2019	0
Foreign Language	NA	
Health	Positive Prevention Plus 2021	0
Visual and Performing Arts	NA	

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

School Facility Conditions and Planned Improvements

Pillar 2: Safe and Supportive Learning Environment

The district is committed to providing safe, well-maintained school facilities that support effective teaching and learning. To achieve this, John Finney High School follows established protocols to ensure that classrooms, eating areas, and restrooms are cleaned regularly according to district standards. An automated work order system, supported by a triage process, allows for the prompt identification and resolution of facility issues requiring immediate attention, such as broken heaters, inoperable

School Facility Conditions and Planned Improvements

restrooms, or vandalism that impairs functionality. The Head Custodian conducts early morning inspections to identify problems and report them for timely resolution.

John Finney High School is a small campus designed around an open quad, providing a rural, enclosed atmosphere within the city of Vallejo. Its layout fosters a sense of safety and community, and both staff and students take pride in maintaining a clean, graffiti-free environment. This combination of well-maintained facilities, proactive oversight, and shared responsibility contributes to a secure and supportive learning environment for all students.

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	4	10	27	27	47	48
Mathematics (grades 3-8 and 11)	4	1	19	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	82	78	95.12	4.88	10.26
Female	37	37	100.00	0.00	16.22
Male	45	41	91.11	8.89	4.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	18	17	94.44	5.56	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	53	51	96.23	3.77	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	66	94.29	5.71	10.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	82	79	96.34	3.66	1.27
Female	37	37	100.00	0.00	2.70
Male	45	42	93.33	6.67	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	18	18	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	53	51	96.23	3.77	1.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	67	95.71	4.29	1.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0.95	1.77	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	115	96.64	3.36	1.77
Female	56	55	98.21	1.79	3.64
Male	62	59	95.16	4.84	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	20	20	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	86	83	96.51	3.49	1.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	40	97.56	2.44	2.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	106	102	96.23	3.77	2.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

2024-25 Career Technical Education Programs

John Finney Continuation High School offers one CTE class for Medical Assisting. 4 students are currently enrolled for the 2025-26 school year.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent Engagement at John Finney High School

Pillar 4 – Community-Centered Education
 “Together, we grow stronger.”

At John Finney High School, we recognize that parents and families are essential partners in our students’ success. Their support, voice, and active participation directly enhance the educational experience and help improve outcomes for all learners. We are committed to providing meaningful opportunities for engagement, both on campus and virtually, to ensure that every family feels welcomed, valued, and involved in the life of the school.

Reflecting **Pillar 4 of the Vallejo City Unified School District (VCUSD) Strategic Plan—Community-Centered Education—
 **John Finney High School embraces its role as a center of community life and shared aspiration. This pillar emphasizes the importance of family and community partnerships in building equitable, student-centered learning environments. By involving families at every level, the school strengthens academic achievement while fostering a sense of belonging, collaboration, and shared purpose.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to take an active role in shaping the direction of the school by participating in groups such as the Parent-Teacher Organization (PTO), School Site Council (SSC), District Language Advisory Committee (DLAC), and the Design/Leadership Team. Beyond these formal opportunities, parents are also invited to volunteer their time to support classroom activities, assist in the front office, and contribute to school-wide events and campus initiatives. These partnerships play an essential role in building a strong and inclusive school community.

To promote accessibility and flexibility, John Finney High School has expanded its communication and engagement methods to include digital platforms such as Zoom, Google Meet, and ParentSquare, alongside traditional in-person meetings. These tools have enabled the continuation of important activities—including parent and student orientations, virtual family nights, and real-time communication between home and school. This blended approach ensures that all families, regardless of schedule or circumstance, remain connected, informed, and engaged in their student's educational journey.

Through these efforts, John Finney High School continues to strengthen relationships with families and the broader community, working together to create an environment where every student can learn, grow, and thrive.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	15.6	20		17.4	19.4		8.2	8.9	
Graduation Rate	83	80		80.2	78.9		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.63%	1.67%		7.67%	6.2%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

Pillar 1: Equitable Opportunities, Equitable Outcomes

Pillar 1, “Equitable Opportunities, Equitable Outcomes,” serves as a cornerstone of John Finney High School’s strategic plan, affirming the belief that every student deserves the necessary support to achieve academic and personal success. Central to this commitment is the maintenance of a safe, structured, and supportive learning environment.

To ensure campus safety, the school employs a dedicated team of trained personnel, including three full-time Site Safety Supervisors, the Principal, Vice Principal, and Office Manager. This team actively monitors the campus using walkie-talkies and upgraded video surveillance systems. The school’s small, enclosed campus—with a single monitored entry point—enables staff to effectively oversee both students and visitors. Teachers receive duty-free lunches while administrators provide additional supervision during this time, maintaining consistent oversight throughout the school day.

John Finney High School also upholds a comprehensive School Safety Plan, which is reviewed and updated annually, with the next review scheduled for December 2026. The plan outlines emergency procedures, evacuation routes, and behavioral expectations. It is shared with staff through professional development sessions and with students during advisory periods and Positive Behavioral Interventions and Supports (PBIS) lessons. Families are informed of these procedures during a mandatory orientation prior to enrollment.

Throughout the academic year, the school conducts multiple emergency preparedness drills—including fire and earthquake drills—to ensure readiness among students and staff. In addition, strict visitor protocols and a clearly communicated no-loitering policy further enhance campus security.

Through these coordinated efforts, John Finney High School fosters an equitable, safe, and supportive environment where all students are empowered to thrive.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	6	0
Mathematics	16	4	2	0
Science	22	3	4	0
Social Science	26	0	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	7	
Mathematics	21	4	2	
Science	28		5	
Social Science	24	2	3	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,871.96	\$1,976.51	\$12,895.45	\$97,060
District	N/A	N/A	12426	\$85,560
Percent Difference - School Site and District	N/A	N/A	3.7	14.2
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	18.0	2.5

Fiscal Year 2024-25 Types of Services Funded

Outside of the general fund used to pay for the basic needs of the school and expenditure per pupil, John Finney High School utilizes limited funding to support the program generally. They are directly linked to the improvement of student achievement and technology. The monies to be used for 2025-2026 school year are from special-purpose programs for the general budget and the LCAP.

The following programs and supplemental services will be paid for using the funds stated above:

- Technology
- Textbooks and curriculum
- Instructional Support and Materials
- Outside supplemental educational support
- Unallocated: Staff Professional Development and conferences

Special education materials for Special Day and Resource Specialist Program class (federal funds)

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

2024-25 Advanced Placement (AP) Courses

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

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

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

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

Professional Development

Pillar 3: Vibrant Culture of teaching and Learning

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is generally done weekly during Wednesday Professional Learning Community (PLC) Meetings. Usually these meetings are 90 minutes long. There is a team of District Wide Teacher Leaders for Secondary Education (CORE) that support each of the high schools, and John Finney High School is included in the work they are doing. The professional Development offered for the last three years has included training on the NWEA reading and math assessments and Edgenuity as well as many different workshops facilitated by CORE, language and math consultants. These Professional Development opportunities have covered high leverage instructional strategies centered around student engagement, literacy and math strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	45	37