

El Centro Jr./Sr. High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	El Centro Jr./Sr. High School
Street	9601 Kiefer Boulevard
City, State, Zip	Sacramento, CA 95827
Phone Number	(916) 228-2531
Principal	Barbara Modlin
Email Address	bmodlin@scoe.net
School Website	www.scoe.net
County-District-School (CDS) Code	34-10348-0106278

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

El Centro Jr./Sr. High School, operated by the Sacramento County Office of Education, is accredited by the Western Association of Schools and Colleges (WASC) and provides students with educational options leading to a high school diploma, Associate's Degree, Pre-Apprenticeship programs in Construction Technology and Culinary Arts, and career exploration and preparation.

El Centro Jr./Sr. High School utilizes California State Board of Education adopted UC a-g approved curriculum, and all teachers are credentialed in the subjects they teach. We operate a year-round school, and students attend school 300 minutes per day.

We are have committed to providing each student with the educational options needed to transition back to a comprehensive high school, an alternative school setting, a vocational training program, or community college. In order to do this we have a team of Transition Specialists who work closely with each student to develop a Student Success Plan to ensure students have ongoing support, and a plan for success upon release.

It is a pleasure and a privilege to serve as principal at El Centro Jr./Sr. High School.

~Barbara Modlin

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 9	9
Grade 10	10
Grade 11	30
Grade 12	19
Total Enrollment	71

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	14.1%
Male	84.5%
Asian	4.2%
Black or African American	35.2%
Hispanic or Latino	33.8%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	14.1%
White	11.3%
English Learners	4.2%
Foster Youth	25.4%
Homeless	2.8%
Socioeconomically Disadvantaged	100%
Students with Disabilities	40.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.50	81.87	107.70	71.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	6.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.10	4.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	18.04	13.60	9.10	12115.80	4.41
Unknown	0.00	0.00	13.10	8.77	18854.30	6.86
Total Teaching Positions	11.60	100.00	150.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.20	61.70	91.60	63.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	6.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	8.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	38.30	18.80	13.08	11953.10	4.28
Unknown	0.00	0.00	11.90	8.30	15831.90	5.67
Total Teaching Positions	11.70	100.00	144.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.10	4.50
Total Out-of-Field Teachers	2.10	4.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	10.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Year and month in which the data were collected

May 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), 	Yes	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	Yes	0
Science	Adopted 2023 Stemscopes NGSS	Yes	0
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> • Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) • Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) • Discovering Our Past: A History of the United States (McGraw Hill-Networks) • United States History and Geography (McGraw Hill-Networks) • United States History and Geography, Modern Times (McGraw Hill-Networks) • United States Government: Our Democracy (McGraw Hill-Networks) • Understanding Economics (McGraw Hill-Networks) 	Yes	0

School Facility Conditions and Planned Improvements

El Centro Jr./Sr. High School is located within the Sacramento County Youth Detention Facility. Operation of the facility is conducted by the Sacramento County Probation Department under the County Board of Supervisors. The classroom facilities meet safety standards of the Asbestos Hazard Emergency Response Act and the Field Act.
100% of the areas inspected passed with a "Good" rating

Year and month of the most recent FIT report

September 2023

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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	5	7	24	24	47	46
Mathematics (grades 3-8 and 11)	6	0	17	16	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	38	28	73.68	26.32	7.14
Female	--	--	--	--	--
Male	36	26	72.22	27.78	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	15	78.95	21.05	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	12	7	58.33	41.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	21	70.00	30.00	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	8	66.67	33.33	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	39	29	74.36	25.64	0.00
Female	--	--	--	--	--
Male	37	27	72.97	27.03	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	15	78.95	21.05	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	13	8	61.54	38.46	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	22	70.97	29.03	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	9	69.23	30.77	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	0.00	5.61	5.51	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	22	70.97	29.03	0.00
Female	--	--	--	--	--
Male	27	20	74.07	25.93	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	15	9	60.00	40.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	17	77.27	22.73	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

2022-23 Career Technical Education Programs

El Centro offers three CTE programs: Northern California Construction Training (NCCT) pre-apprenticeship program in construction, a Culinary Arts pre-apprenticeship, and Office Occupations. We maintain four transition specialists on staff to provide students with services and information about their post-release plans, including continuing academic education, CTE options, and to support transitioning back into their community.

SCOE's primary representative of the district's CTE advisory committee is Jacqueline White, Assistant Superintendent.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

At El Centro Jr./Sr. High School we realize this is a difficult time for our families. Our families are an integral part of Individualized Education Plan (IEP meetings, Child Family Team (CFT) meetings, and Multi-disciplinary Team (MDT) meetings, and we have a Vice Principal who is working on creating more opportunities for family involvement, and a process to set up home visits if needed.

We welcome parental inquiry and input and look forward to these opportunities as they present themselves. Our School Site Council meets quarterly and encourages parents to participate, also Probation hosts a Parent Orientation in the Visitor’s Center every third Thursday of each month, and there is always a school representative to speak with; however, if you ever have any questions, or need any assistance, please contact me directly.

Principal, Barbara Modlin at 916-228-2531 bmodlin@scoe.net

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	36.5	30.4	41.5	28.8	23.2	28.8	9.4	7.8	8.2
Graduation Rate	38.5	57.1	33.8	26	37.2	30.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	65	22	33.8
Female	--	--	--
Male	56	22	39.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	27	10	37.0
Filipino	0	0	0.00
Hispanic or Latino	25	9	36.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	20	9	45.0
Homeless	28	8	28.6
Socioeconomically Disadvantaged	65	22	33.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	9	33.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	227	9	4.0
Female	150	32	2	6.3
Male	521	195	7	3.6
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	5	3	0	0.0
Asian	16	4	0	0.0
Black or African American	263	97	1	1.0
Filipino	0	0	0	0.0
Hispanic or Latino	221	74	4	5.4
Native Hawaiian or Pacific Islander	5	2	0	0.0
Two or More Races	82	28	3	10.7
White	73	19	1	5.3
English Learners	38	11	2	18.2
Foster Youth	134	72	7	9.7
Homeless	71	29	0	0.0
Socioeconomically Disadvantaged	672	227	9	4.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	220	89	7	7.9

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.47	2.38	0.16	8.81	9.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.12	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0
Female	2	0
Male	2.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.8	0
Filipino	0	0
Hispanic or Latino	0.9	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.66	0
White	1.37	0
English Learners	2.63	0
Foster Youth	5.97	0
Homeless	1.41	0
Socioeconomically Disadvantaged	2.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.36	0

2023-24 School Safety Plan

Last updated: March 1, 2023

Safety and security are priorities at El Centro Jr./Sr. High School. Safety plans are a joint effort between the SCOE and the County Probation Department and are reviewed annually. School staff receives training to address any safety issues. Emergency preparedness manuals are developed with staff input and are accessible to all staff. The manual contains information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. El Centro Jr./Sr. High School has the support and services of on-site Probation staff, which ensures a safe learning environment for all students and staff.

2020-21 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				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 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	101.43

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$36,696	\$22,456	\$14,240	\$89,323
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	55.6	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	60.7	

Fiscal Year 2022-23 Types of Services Funded

The Special Education Department offers special education services to students who attend El Centro Jr./Sr. High School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education team. Students attending El Centro Jr./Sr. High School in the Youth Detention Facility receive special education services in a Special Day Class (for students that require a full day of special education service(s), or through the Resource Specialist Program (for students that require less intensive special education services); both staffed by credentialed special education teachers and special education technicians.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

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

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

Professional Development

The Sacramento County Office of Education's education staff possess expertise in helping all students reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide bi-weekly professional development sequences each year. Topics include classroom restorative practices, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, social studies, mathematics, social/emotional learning, Culturally and Linguistically Responsive (CLR) teaching practices, and Diversity, Equity and Inclusion (DEI) practices.

Professional Development

We also have initiatives to increase literacy and outcomes for our English Language Learner (ELL) students. Our goal is to provide students with a challenging learning environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team’s continuous learning is integral to meeting this goal.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5