

El Centro Jr./Sr. High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	El Centro Jr./Sr. High School
Street	9601 Kiefer Boulevard
City, State, Zip	Sacramento, CA 95827
Phone Number	(916) 228-2531
Principal	Cristina Zepeda
Email Address	czepeped@scoe.net
School Website	www.scoe.net
Grade Span	5-12
County-District-School (CDS) Code	34-10348-0106278

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

El Centro Jr./Sr. High School is committed to providing students with opportunities for academic success, self-assurance, self-esteem, and self-advocacy skills. We are a Western Association of Schools and Colleges (WASC) accredited school, all courses taught are UC a-g approved, and academic materials are approved by the Sacramento County Office of Education Board of Trustees.

The El Centro Jr./Sr. High School faculty understand that many of our students have experienced significant trauma, and this guides how we approach our educational planning. Our staff attend ongoing professional learning centered around trauma-informed teaching practices, social-emotion learning, trauma informed approaches to discipline, and creating classrooms

2025-26 School Description and Mission Statement

rooted in diversity, equity, and inclusion. We strive to provide the best school experience we can in the time we have with them, and our goal is to support them as they transition back into the community.

In addition to offering a traditional diploma pathway for graduation, we also offer credit reductions for qualifying students through AB 1806, AB 167, AB 2306, and the High School Equivalency Test (HiSET) for eligible students. Students may also take community college courses via Lake Tahoe Community College in our SOAR program and participate in vocational training through our Culinary, Horticulture, or Northern California Construction Training (NCCT) pre-apprenticeship programs.

SCOE also partners with non-profits and arts educators to provide enrichment and social emotional supports.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	8
Grade 10	11
Grade 11	17
Grade 12	17
Total Enrollment	55

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	9.1
Male	90.9
Black or African American	54.5
Hispanic or Latino	32.7
Two or More Races	7.3
White	5.5
English Learners	1.8
Foster Youth	18.2
Homeless	20
Socioeconomically Disadvantaged	100
Students with Disabilities	41.8

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.

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)	7.2	61.7	91.6	63.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9	6.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.7	8.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	38.3	18.8	13.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	11.9	8.3	15831.9	5.67
Total Teaching Positions	11.7	100	144.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	52.17	69.5	52.14	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	4.5	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	28.6	21.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.5	47.83	20	15.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.1	6.88	14303.8	5.15
Total Teaching Positions	11.5	100	133.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	40.91	71	42.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	4.49	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	53.1	31.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.5	50	19.9	11.88	12112.8	4.34
Unknown/Incomplete/NA	1	9.09	16.4	9.78	13705.8	4.91
Total Teaching Positions	11	100	168.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.50	5.5	5.5
Total Out-of-Field Teachers	4.50	5.5	5.5

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)	10.5	0	0

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

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

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

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

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

Year and month in which the data were collected

July 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	Adopted 06/2016: <ul style="list-style-type: none"> • SpringBoard (CollegeBoard) Adopted 06/2009 <ul style="list-style-type: none"> • Inside/Edge (National Geographic Learning/Cengage Learning), 	0
Mathematics	Adopted 06/2015: <ul style="list-style-type: none"> • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson) 	0
Science	Adopted 2023 <ul style="list-style-type: none"> • Stemscopes NGSS 	0
History-Social Science	Adopted May 2018 <ul style="list-style-type: none"> • Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) • Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) • Discovering Our Past: A History of the United States (McGraw Hill-Networks) 	0

	<ul style="list-style-type: none"> • 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) 	
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Note: Cells with N/A values do not require data.

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 or exemplary rating.

Year and month of the most recent FIT report

December 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	0	27	29	47	48
Mathematics (grades 3-8 and 11)	0	0	20	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	28	77.78	22.22	0.00
Female	--	--	--	--	--
Male	32	27	84.38	15.62	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	11	78.57	21.43	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	12	9	75.00	25.00	--
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	29	22	75.86	24.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	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	37	26	70.27	29.73	0.00
Female	--	--	--	--	--
Male	33	25	75.76	24.24	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	9	64.29	35.71	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	9	69.23	30.77	--
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	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	13	72.22	27.78	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	7.69	12.57	4.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	14	73.68	26.32	7.69
Female	--	--	--	--	--
Male	17	13	76.47	23.53	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	12	75.00	25.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 Horticulture. We have a team of 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.

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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

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

At El Centro Jr./Sr. High School, we strive to find ways to engage families in the educational process. We engage parents/guardians in Individualized Education Plan (IEP), Child and Family Team (CFT), and Multi-Disciplinary Team (MDT) meetings. We also conduct parent surveys to measure school climate. We have a daily auto-caller that informs parents/guardians if their child missed school, our teachers make weekly calls/emails home to provide feedback on how students are doing in class, also we have high school graduations every other month where families are invited to attend. To

2025-26 Opportunities for Parental Involvement

further support involvement, we are working to create opportunities for family participation outside of school with our non-profit partners via family engagement events and home visits.

We value parent inquiries and input, and welcome the opportunity to collaborate with our families. Our School Site Council meets quarterly and encourages parent participation. Additionally, the Sacramento County Probation Department hosts a Parent Orientation in their Visitor's Center every third Thursday of the month and a school representative is always available to answer any questions.

If you need further assistance or have any questions, please feel free to contact me directly.

Principal, Cristina Zepeda at 916-228-2531 czepeda@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 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	41.5	18.5	31.1	28.8	27.1	24.5	8.2	8.9	8
Graduation Rate	33.8	66.7	55.6	30.5	34.8	36.8	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	45	25	55.6
Female	--	--	--
Male	43	24	55.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	20	15	75.0
Filipino	0	0	0.00
Hispanic or Latino	16	5	31.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	16	8	50.0
Socioeconomically Disadvantaged	45	25	55.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	12	70.6

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/acqrinfo.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	598	157	1	0.6
Female	107	15	1	6.7
Male	491	142	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	217	62	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	231	55	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	20	0	0.0
White	65	17	1	5.9
English Learners	39	--	--	--
Foster Youth	85	41	0	0.0
Homeless	57	29	0	0.0
Socioeconomically Disadvantaged	598	157	1	0.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	193	66	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.38	4.63	0.5	9.97	4.93	5.45	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.02	0.25	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.50	0.00
Female	0.00	0.00
Male	0.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	2.35	0.00
Homeless	1.75	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.04	0.00

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

2025-26 School Safety Plan

Last updated: February 14, 2025

Safety and security are priorities at El Centro Jr./Sr. High School. Safety plans are a joint effort between 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.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

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)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$38,712	\$18,664	\$20,048	\$95,703
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	85.5	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	57.1	

Fiscal Year 2024-25 Types of Services Funded

Students with disabilities at Elinor Lincoln Hickey Jr./Sr. High School receive services in accordance with the Individuals with Disabilities Education Act (IDEA) and are educated in the least restrictive environment (LRE) appropriate to their needs. Students with Individualized Education Programs (IEPs) receive specialized instruction and related services as outlined in their plans, including support from Resource Specialist Program (RSP) staff and other service providers, as appropriate.

IEPs are reviewed and updated as required by law, with parents or guardians participating as members of the IEP team. Student progress toward goals is monitored and used to guide instructional and service decisions. Transition services are provided when required to support preparation for postsecondary education, employment, and independent living, as appropriate.

Students with Section 504 Plans receive accommodations and supports to ensure equal access to instructional programs and school activities. Plans are reviewed and updated as needed, with input from school staff, the student, and the parent or guardian. Families are informed of their rights and participate in decisions related to their child's educational program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

0

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

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

Professional Development

Sacramento County Office of Education staff are committed to supporting student success through ongoing professional learning and collaboration. Weekly professional learning and PLC time focus on culturally and linguistically responsive (CLR) teaching practices, implementation of the countywide Literacy Initiative, and strategies informed by the Black Student Landscape Analysis to improve engagement and academic outcomes. Teachers use this time to review student data, adjust instruction, and plan targeted supports to meet the needs of diverse learners.

Professional learning also includes training in restorative practices, differentiated instruction, project-based learning, and curriculum-aligned instructional 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	5	7	7