

San Pasqual Academy

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	San Pasqual Academy
Street	17701 San Pasqual Valley Road
City, State, Zip	Escondido, CA 92025
Phone Number	760-233-6003
Principal	Suzanne Miyasaki
Email Address	suzanne.miyasaki@sdcoe.net
School Website	sdcoe.net/jccs
County-District-School (CDS) Code	37103710115998

2021-22 District Contact Information

District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
Email Address	superintendent@sdcoe.net
District Website Address	www.sdcoe.net

2021-22 School Overview

MISSION STATEMENT: As members of Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equality for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise the achievement of all students through the elimination of the racialized opportunity gap that negatively impacts our students of color. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional development. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

San Pasqual Academy (SPA) is located on 238 acres in beautiful San Pasqual Valley in Escondido. The school is a first-in-the-nation residential education campus designed specifically for youth in foster care. Four partners - San Diego County Health and Human Services agency, New Alternatives, Inc., San Diego County Office of Education, and San Diego Workforce Partnership - work collaboratively on campus to provide a seamless delivery of services to students. The partners provide dependency case management, residential, academic, and work-readiness programs and services that create a community where the students can learn, grow and thrive. Currently, there are 43 youth living on the campus, with 35 students enrolled in grades 9 through 12 attending the onsite high school. The students in foster care qualify for the federal lunch program; 13 of the students qualify for special education services, and five are English learners.

Staffing Demographics as of December 2021:

There are five general education teachers, one special education teacher, one special education teacher's assistant, one classroom assistant, two part-time Career Technical Education (CTE) teachers, one in-school counselor, one instructional coach, one school administrative assistant, one student support specialist, and one principal.

SPA is fully accredited by the Western Association of Schools and Colleges, thereby ensuring that all major colleges, universities, vocational training programs, and the military accept the diploma. With a required 220 credits for graduation, students complete UC "a-g" core requirements in English (40 credits), mathematics (20 credits), science (20 credits), social science (30 credits), fine/practical arts (10 credits) and physical education (20 credits). Additionally, they must complete 80 elective credits (16 completed courses). Spanish, French, art, CTE culinary arts, CTE Energy, Environment, and Utilities, leadership/Associated Student Body (ASB), critical numeracy, financial literacy, inventions and innovations, family life, and yearbook are offered as electives this year. We also offer two dual enrollment courses (Counseling 110 College Success Skills

2021-22 School Overview

and Counseling 148 Managing Stress and Well Being) with Palomar College for seniors. The school calendar is based on semesters with a winter and summer intersession for credit recovery. SPA recognizes that a major part of adolescent development includes extra- and co-curricular activities enjoyed by high school students. The academy offers co-curricular activities such as yearbook and ASB. ASB helps create a positive school culture by providing student voice, community service, awards assemblies, lunchtime activities, pep rallies, spirit weeks, and dances.

SPA is a member of the California Interscholastic Federation San Diego Section Southern Conference. One or two sports are offered each season. Due to our reduction in enrollment, we participated in eight-player football, boys and girls basketball, softball, and track and field.

Although the school models itself after traditional comprehensive high schools, it is recognized that our students have gaps in their education and credits. Credit recovery is offered during the school year, as is AB216 when necessary. The school is able to offer small class sizes (average 10:1), which allows the teachers to offer more support. Math and literacy support are provided as an elective. The in-school counselor creates individual learning plans in order for the students to meet graduation requirements in a timely manner. After-school tutoring is available by teachers. Due to the increase of students with Individualized Education Programs, a Multi-level Study Skills class is offered in addition to the support students receive in their classes.

The classrooms are equipped with projection systems and/or Chromecast-equipped televisions. Each teacher has a laptop cart and access to a computer lab. Since the pandemic, Chromebooks were distributed individually to students. The teachers post assignments and resource links for their classes to HAIKU. They also are using HAIKU for record-keeping, sharing grades and assignments with invested adults. Some teachers also use Google Classroom.

SPA is developing a Multi-Tiered System of Support. A stakeholder group created a SPA Ethos as the foundation to build on. The focus is on building schoolwide positive behavior support so that it becomes the culture of the school. A school-wide behavior plan that focuses on restorative practices is identified as a need to build positive school culture. The staff is trained and continues ongoing professional learning in implementing restorative practices. The majority of the staff has participated in Crisis Prevention Institute training. We are also continually refreshing our training in trauma-informed care. Due to the level of trauma the students have experienced, the teachers experience a wide array of behaviors in the classroom. We have a token economy that teachers use to recognize specific focus behaviors. Students can spend their Dragon Bucks in the Dragon Shop on Fridays.

SPA, on average, graduates 15 students per academic year. Approximately 25% attend four-year colleges or universities and the remaining 75% transition into community colleges, vocational training schools, and work.

San Diego County Office of Education's 2021-2024 Local Control and Accountability Plan (LCAP) goals:

Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2. Cultivate stakeholder engagement to support excellence in each student's success.

Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.

Goal 4. Support the integration and transition of students who are at risk, expelled, English learners, and foster youth to be prepared to succeed in college and career.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	15
Grade 10	16
Grade 11	6
Grade 12	13
Total Enrollment	50

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2
Black or African American	30
Hispanic or Latino	44
Two or More Races	4
White	20
English Learners	10
Foster Youth	100
Socioeconomically Disadvantaged	100
Students with Disabilities	38

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials used at San Pasqual Academy (SPA) are aligned with state standards and frameworks. SPA follows the State Board of Education’s adoption cycle for core content materials. JCCS holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston:Literature and Language Arts (6-12) Special Ed Holt: Literature and Language Arts McGraw-Hill: Study Sync Grades 9-12	Yes	0
Mathematics	Pearson: enVision Integrated Mathematics I Pearson: enVision Integrated Mathematics II Pearson: enVision Integrated Mathematics III	Yes	0

Science	Prentice Hall: California Biology (9-12) Prentice Hall: California Chemistry (9-12) Prentice Hall: California Earth Science (9-12) Prentice Hall: Conceptual Physics (9-12) Discovery Education: Earth Science (6) Discovery Education: Life Science (7) Discovery Education: Physical Science (8) Discovery Education: Chemistry of Earth's Systems (9-12) Discovery Education: The Living Earth (9-12) Discovery Education: Earth Science (9-12)	Yes	0
History-Social Science	Glencoe McGraw-Hill: California World History: Modern Times (10) Glencoe: California The American Vision: Modern Times (11) Glencoe: Economics: Today and Tomorrow (12) Glencoe United States Government: Democracy in Action (12) McGraw-Hill World History, Culture, & Geography: The Modern World (10) McGraw-Hill United States History & Geography: Continuity & Change (11)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

We have a full-time custodian who cleans and maintains the school facilities. When there is a major repair, the work is completed by New Alternatives; minor repairs are completed by SDCOE's maintenance and operations team.

Year and month of the most recent FIT report

December 2021

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	2.48	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	9	69.23	30.77	--
Female	--	--	--		
Male	--	--	--		
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	--	--	--	--	--
Foster Youth	12	9	75.00	25.00	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	9	69.23	30.77	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

The SDCOE JCCS Career Technical Education department provides CTE classes and grant-funded career readiness opportunities for high school youth. At SPA students can select from CTE Culinary Arts and CTE Green Technology. CTE teachers work in partnership with other departments to provide an aligned curriculum. The CTE program is evaluated by the number of students enrolled, the number of students completing courses, and industry credentials earned. This is measured through our yearly data gathering in CONAPP. SPA's non-profit partner has established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. JCCS CTE also offers the Workability I grant for interested students who qualify to receive grant-funded services including paid internships, work-based learning, mentoring, and supportive services.

The CTE Advisory Council is facilitated by the CTE Program Specialist and includes local industry partners from: building and construction; horticulture; culinary arts; public service; entrepreneurship; graphic arts; information and communications technology; arts media entertainment; non-profits; the local workforce investment board; event management; and is always looking for additional partners. All CTE teachers and staff, participate in all Council meetings. These meetings have been on hold due to the impact of COVID-19, but are planned to begin again in spring 2022, with additional stakeholders in graphic design, green technology, and audio technology.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	40
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Houseparents and other invested adults are encouraged to take part in parent meetings, progress conferences, and open-house events, and to attend extra-curricular school activities. They are also members of the School Site Council, LCAP, and other focus groups. The school has jointly developed with house parents a written parental involvement policy. This involvement policy specifies:

- Policy involvement for parents
- Joint accountability for student attendance
- Shared responsibilities for high student academic achievement
- Building capacity for involvement
- Accessibility

Parent workshops and participation in committee work have been facilitated via online platforms, with in-person meetings available, to ensure continuity of communication on educational resources and student progress, support available to families, and school/district planning.

Volunteer and involvement information:
Stephanie Johnston-Austin
stephj@sdcoe.net or 619-990-4853

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	17.4	15.0	12.5	41.7	52.7	24.8	9.0	8.9	9.4
Graduation Rate	56.5	80.0	68.8	35.8	45.1	41.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	16	11	68.8
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	15	11	73.3
Homeless	--	--	--
Socioeconomically Disadvantaged	16	11	68.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	67	1	1.5
Female	42	34	1	2.9
Male	37	33	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	30	26	1	3.8
Filipino	0	0	0	0.0
Hispanic or Latino	33	26	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	0	0.0
White	11	11	0	0.0
English Learners	10	8	0	0.0
Foster Youth	76	65	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	79	67	1	1.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	25	0	0.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	30.85	10.13	3.70	0.14	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.38	1.71	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.13	0.00
Female	2.38	0.00
Male	18.92	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	0.00	0.00
Foster Youth	10.53	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Comprehensive School Safety Plan was reviewed, updated, and approved by school staff, stakeholders, and parents in December 2022 and will be approved by the San Diego County Board of Education in February 2022. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policy; safe ingress and egress; schoolwide dress code; and rules and procedures on school discipline. The Comprehensive School Safety Plan is a public document and is available for review in the school office and in SDCOE's JCCS office.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	12	6		
Mathematics	6	7		
Science	14	4		
Social Science	15	4		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	9	7		
Mathematics	7	5		
Science	10	4		
Social Science	10	5		

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	6	12		
Mathematics	7	7		
Science	9	5		
Social Science	8	5		

2020-21 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	50

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$24,588	\$6,452	\$18,136	\$113,507
District	N/A	N/A	\$16,234	
Percent Difference - School Site and District	N/A	N/A	11.1	-3.2
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	72.9	29.3

2020-21 Types of Services Funded

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Professional Development

During the 2020-21 school year, San Pasqual Academy teachers, support staff, and its administrator continued to take part in a variety of professional learning to ensure every student is prepared for college, career, and community success. In addition to our content work, new training (supported by our Innovations Department) was geared to ensuring the most effective means for online learning (due to the Distant Learning from the COVID 19 shutdown). Based on student achievement data, a strong emphasis continues to be placed on content-area knowledge and pedagogical skills to improve student outcomes in English language arts (ELA) and mathematics. In addition, we have begun an even greater focus on training faculty and staff for more integrated English Language Development (ELD) in both ELA and other content areas (Science & History especially). This included ongoing specialized training on the ELD Standards for all ELD Assistants, Special Education Assistants, and Administration as well as continued practice in using the Teaching-Learning Cycle to ensure the greatest impact for English Learners. The ongoing teaching of the units of study in ELA, the online Study Sync curriculum and the Expository Reading and Writing Curriculum (ERWC) continued to round out our professional learning and instruction in ELA. We are also continuing reading intervention support for students by training teachers to work inside of classes and individually with students in need. This support was broadened in 2020-21 to assist all content teachers as well. Teachers and staff continue to receive annual training on meeting the needs of our students with disabilities in the most effective methods and with any needed accommodations.

The 2020-21 school year was also full of powerful content learning through our Division Curriculum Committees (DCC) and selections of our new curricula in Science and History in addition to the implementation of our adopted curricula in mathematics (Savvas) and Math Vision Project (open source) for middle and high school Integrated Math. All JCCS Math teachers participated in 12 professional learning offerings throughout the year to ensure understanding and best practices in teaching the newly adopted curricula. The Science DCC hosted 8 professional learning events and chose Discovery education (online and text); they also assisted teachers in their initial planning of the curriculum implementation. The Science teachers will pilot the Discovery Ed curriculum in the 2021-22 school year. Teachers were also trained in a distant learning adaptation of the California Healthy Youth Act for all students entitled "Rights, Respect, and Responsibilities". In addition, our History/Social Studies DCC worked with History teachers to investigate the standards to choose a culturally appropriate curriculum for US and World History; McGraw-Hill was their choice, and it will be piloted 2021-22 school year. This DCC will continue their learning and chose an Economics and Government/Civics book to support our mission and our support of the Seal of Civic Engagement for all students in the 2021-22 year. Finally, we are excited to select the Ethnic Studies DCC to support the course recently adopted by the state of California. This will come with extensive professional learning as well.

All JCCS employees continue to reinforce restorative practices training to develop common language, philosophies, and practices to support students and families and to increase positive school culture while working to decrease exclusionary practices. To this end, all employees were required to attend a four-part Equity Series, hosted by our Equity department, to explore the areas of implicit bias, equity, social justice, and systemic oppression. Our District Equity Leadership Team (DELT) continued to create and implement support for student's academic and behavioral needs. For behavioral support, San Pasqual Academy participated in Positive Behavior Intervention and Support (PBIS) training for the second/third year of a five-year implementation. All teachers have access to one-on-one and small group coaching with our cadre of instructional coaches to work on self-identified areas for instructional support. Additionally, all San Pasqual Academy teachers and staff receive monthly professional learning including both academic content and our work in positive school culture (MTSS/PBIS/RP). Some trainings anticipated were revised for online learning and new trainings to teach distance learning in an effective manner were continued. This included powerful opportunities to learn and grow in Social-Emotional Learning. The Instructional Coach assigned to SPA has been instrumental in this effort and has implemented the SEL curriculum with the Advisory periods. It has proven most successful for students and staff. In the midst of the COVID -19 shutdown, the need for this learning and processes to support was more evident than ever. Finally, since July 2004, JCCS has participated in the South County Induction Consortium, formally known as Beginning Teacher Support and Assessment, to support newly credentialed teachers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	124	130	130

San Diego County Office of Education

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
Email Address	superintendent@sdcoe.net
District Website Address	www.sdcoe.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	222	52.48	47.52	12.44
Female	169	83	49.11	50.89	17.28
Male	254	139	54.72	45.28	9.56
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	43	27	62.79	37.21	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	304	159	52.30	47.70	12.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	10	58.82	41.18	--
White	40	12	30.00	70.00	9.09
English Learners	142	76	53.52	46.48	5.33
Foster Youth	35	18	51.43	48.57	5.56
Homeless	340	238	70.00	30.00	15.65
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	177	56.73	43.27	14.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	51	38.35	61.65	2.00

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	211	49.88	50.12	1.91
Female	169	77	45.56	54.44	0.00
Male	254	134	52.76	47.24	2.99
American Indian or Alaska Native	--	--	--	--	--
Asian	12	8	66.67	33.33	--
Black or African American	43	26	60.47	39.53	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	304	151	49.67	50.33	1.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	9	52.94	47.06	--
White	40	12	30.00		8.33
English Learners	142	72	50.70	49.30	1.39
Foster Youth	35	16	45.71	54.29	0.00
Homeless	340	226	66.47	33.53	1.80
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	169	54.17	45.83	1.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	41	30.83	69.17	0.00