

San Diego County Community Schools

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 Diego County Community Schools
Street	6401 Linda Vista Road, Room 216
City, State, Zip	San Diego, CA 92111
Phone Number	858-290-5496
Principal	Gretchen Rhoads
Email Address	gretchen.rhoads@sdcoe.net
School Website	https://www.sdcoe.net/jccs
County-District-School (CDS) Code	37-10371-0128520

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 while eliminating the achievement gap between students of color and white students. 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 Diego County Community Schools comprises multiple campuses located throughout San Diego County. While each of our campuses is tailored to meet the diverse needs of each student population, all are united by our common mission and vision to provide students and the families we serve with the highest-quality education. Each of our classes is taught by a highly qualified teacher. Within our community schools, we offer several teaching and learning models ranging from traditional community school classes, interdisciplinary project-based learning, and a variety of independent-study models. The San Diego County Community Schools program is operated as a Title I school-wide program. A brief summary of each is provided below:

Community school classes:

These programs typically run from 8 a.m. to 2:30 p.m. each day with students in grades 7 through 12 who have been referred by local school districts, probation, or by parent request. With few exceptions, our community schools are staffed by multiple teachers with content-area knowledge to support student learning. Students have access to a variety of career technical education classes offered at their school site and other JCCS sites.

Interdisciplinary project-based learning (iPBL):

Approximately 50% of the community school sites are either utilizing or moving toward an iPBL instructional framework for face-to-face instruction. One of the primary goals in iPBL is for students to learn deeply (depth over breadth) and to then demonstrate that deeper learning through a real project designed for and presented to a real audience. A few other noteworthy aspects of our iPBL instructional framework are that (a) all interdisciplinary projects (units of study), regardless of academic discipline, are designed to support our students with career readiness (emphasizing “soft skills” such as punctuality, positive attitude, motivation, collaboration, etc.) and literacy/language development (making sure our students are regularly reading, writing, and speaking), and (b) our career technical education (CTE) and visual and performing arts (VAPA) course offerings are integrated into the iPBL framework by connecting their course’s learning objectives and projects to the high-interest

2021-22 School Overview

connecting topic or theme and making sure projects from these courses are featured at an exhibition of learning.

Independent study models:

These programs allow for flexibility in teaching and learning to meet the individual needs of students. The school programs offer the opportunity for daily direct teaching and weekly support in all core subjects. Students are able to receive instruction from a combination of direct face-to-face teaching, online curriculum, and individualized support from teaching staff.

Social-emotional supports

We provide a variety of supports for our students and families using a Multi-tiered System of Support. These supports consist of a school counselor, on-site therapists, social workers and social work interns, community partnerships with agencies for support, trauma-informed instructions, restorative practices, and PBIS. We also support our families with a parent and family liaison to assist in the coordination of services for our families.

Community School goals are aligned with the goals of the San Diego County Office of Education's Local Control and Accountability Plan (LCAP):

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 8	17
Grade 9	63
Grade 10	156
Grade 11	180
Grade 12	113
Total Enrollment	529

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	1.3
Black or African American	7.4
Filipino	0.4
Hispanic or Latino	80.5
Two or More Races	2.5
White	7.2
English Learners	34
Foster Youth	4.9
Homeless	15.3
Socioeconomically Disadvantaged	97.9
Students with Disabilities	20.6

A. Conditions of Learning

State Priority: Basic

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

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

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 within the San Diego County Community Schools are aligned with the California Standards and frameworks and, in grades K-12, have been selected from the state-adopted list of standards-based materials. The San Diego County Community Schools follow 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 (6-12)	Yes	0
Mathematics	Pearson: enVisionmath 6-8 Pearson: enVision Integrated Mathematics I Pearson: enVision Integrated Mathematics II	Yes	0

	Pearson: enVision Integrated Mathematics III		
Science	Harcourt: California Science (K-5) Prentice Hall: California Focus on Earth Science (6) Prentice Hall: California Focus on Life Science (7) Prentice Hall: California Focus on Physical Science (8) 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	Prentice Hall: California Reflections (K-6) Glencoe McGraw-Hill: California Medieval and Early Modern Times (7) Glencoe McGraw-Hill: California Discovering Our Past: The American Journey to World War I (8) Glencoe Economics: Today and Tomorrow (12) Glencoe United States Government: Democracy in Action (12) Glencoe: World Geography (9-12) Glencoe: Street Law: Law Related Education (9-12) Glencoe: Psychology: Understanding Psychology (9-12) Glencoe: Sociology: Sociology and You (9-12) McGraw-Hill World History, Culture, & Geograph: The Modern World (10) McGraw-Hill United States History & Geography: Continuity & Change (11) Prentice Hall: African American Experience (9-12) Prentice Hall: Latino Experience (9-12)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

We have a total of 97 San Diego County Community School classrooms at 15 sites. Maintenance and operations staff are on site performing routine maintenance practices daily.

All our sites scored 100% in gas leaks, HVAC, interior surfaces, sewer, overall cleanliness, pest/vermin infestation, electrical, fire safety, roof, windows/doors/gates/fences, and hazardous materials.

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			

School Facility Conditions and Planned Improvements

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			Innovations outside area at northwest side bank area had irrigation leak and agricultural area needs clean up.

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	144	58	40.28	59.72	10.53
Female	58	23	39.66	60.34	13.64
Male	86	35	40.7	59.3	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	4	36.36	63.64	--
Filipino	0	0	0	0	0
Hispanic or Latino	117	50	42.74	57.26	10.2
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	18	38.3	61.7	5.56
Foster Youth	11	5	45.45	54.55	--
Homeless	48	20	41.67	58.33	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	42	38.89	61.11	9.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	14	50	50	0

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	144	56	38.89	61.11	0.00
Female	58	20	34.48	65.52	0.00
Male	86	36	41.86	58.14	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	4	36.36	63.64	--
Filipino	0	0	0	0	0
Hispanic or Latino	117	48	41.03	58.97	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	18	38.30	61.70	0.00
Foster Youth	11	5	45.45	54.55	--
Homeless	48	22	45.83	54.17	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	41	37.96	62.04	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	13	46.43	53.57	0.00

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.

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.

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.

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	2.22	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	74	46	62.16	37.84	2.22
Female	27	18	66.67		
Male	47	28	59.57		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	34	60.71	39.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	16	59.26	40.74	0.00
Foster Youth	--	--	--	--	--
Homeless	32	26	81.25	18.75	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	32	56.14	43.86	3.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	10	58.82	41.18	--

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. Our community schools are based in regions as follows: Metro region students can select from CTE Graphic Arts and Production, CTE Marketing, Sales, and Services, and CTE Culinary Arts; North region students are offered CTE Graphic Arts and Production, Audio Technology and CTE Horticulture; East region students are offered CTE Marketing, Sales, and Services; South region students are offered CTE Graphic Arts. 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. JCCS CTE 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.

All Career Technical Education and career readiness courses and services are provided to SDCOE JCCS students to create and sustain an environment that prepares them for college and career and can ultimately lead to lifetime self-sufficiency.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	57
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	95.29
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.61

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

Our Student and Family Engagement (SAFE) team provides regular workshops related to student attendance, legal issues faced by students, parenting, and informational parent meetings. SAFE also connects families with community-based organizations to increase access to medical and dental treatment, housing, mental health, food pantries, transportation, child care, and legal support to enhance the overall health and well-being of our students and families. Parents are strongly encouraged to participate as members of the School Site Council, English Learners' Advisory Committee, Local Control and Accountability Plan, and other focus groups. The school has jointly developed with 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.

Parent 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	41.5	67.4	28.3	41.7	52.7	24.8	9.0	8.9	9.4
Graduation Rate	24.2	31.1	21.7	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	226	49	21.7
Female	78	20	25.6
Male	148	29	19.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	24	5	20.8
Filipino	--	--	--
Hispanic or Latino	173	39	22.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	2	11.1
English Learners	89	18	20.2
Foster Youth	17	4	23.5
Homeless	77	12	15.6
Socioeconomically Disadvantaged	223	48	21.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	55	12	21.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	824	715	429	60.0
Female	315	282	146	51.8
Male	509	433	283	65.4
American Indian or Alaska Native	7	6	5	83.3
Asian	10	9	3	33.3
Black or African American	82	63	42	66.7
Filipino	3	2	0	0.0
Hispanic or Latino	635	560	333	59.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	19	11	57.9
White	63	55	34	61.8
English Learners	267	240	142	59.2
Foster Youth	65	55	37	67.3
Homeless	127	123	74	60.2
Socioeconomically Disadvantaged	774	680	412	60.6
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	181	159	103	64.8

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	9.37	0.00	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	6.96	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	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	0.00	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 school safety plan was reviewed, updated, and approved by school staff, stakeholders, and parents in December 2021 and will be approved by the San Diego County Board of Education Board 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 school offices 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	3	177		
Mathematics	3	101		
Science	4	101		
Social Science	3	187		

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	3	220		
Mathematics	4	137		
Science	4	110		
Social Science	4	210		

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	3	232		
Mathematics	4	117		1
Science	3	80		
Social Science	3	190		

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	105.8

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)	5
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	12.3

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	\$17,486	\$529	\$16,957	\$119,401
District	N/A	N/A	\$16,234	
Percent Difference - School Site and District	N/A	N/A	4.4	1.9
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	67.0	34.2

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, Community School teachers, support staff, and administrators 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 continued 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) continues 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 systems of support for students' academic and behavioral needs. For behavioral support, Community faculty and staff 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 Community 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 distant learning in an effective manner were continued. This included powerful opportunities to learn and grow in Social-Emotional Learning. In the midst of the COVID -19 shutdown, the need for this learning and processes to support were 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 Student 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