

San Pasqual Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 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	www.sdcoe.net

2023-24 School Description and Mission Statement

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 the 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, Rite of Passage (ROP), the San Diego County Office of Education, San Diego Center for Children through the San Pasqual Outpatient Program, 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 44 youth living on the campus, with 32 students enrolled in grades 9 through 12 attending the on-site high school. The students in foster care qualify for the federal lunch program; 20 of the students qualify for special education services, and 8 are English learners.

Staffing Demographics as of December 2023:

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

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, art, CTE culinary arts, CTE Life Skills, leadership/Associated Student Body (ASB), critical numeracy, financial literacy, inventions and innovations, and yearbook are offered as electives this year. We also

2023-24 School Description and Mission Statement

offer two dual enrollment courses (counseling 110: College Success Skills and Counseling 148: Managing Stress and Well-Being) with Palomar College for seniors. The school calendar is based on a fall and spring semester with a summer session 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 and Bring Change to Mind (BC2M), a mental health awareness club that is student-led. ASB and BC2M help 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. We participate in eight-player football, volleyball, 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 can 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 for the students to meet graduation requirements promptly. After-school tutoring is available by teachers to students. 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 Chromecast-equipped televisions. Some classrooms have additional tech tools such as e-glass and owls. Since the pandemic, Chromebooks have been distributed individually to students. The teachers post assignments and resource links for their classes to Google Classroom. They also are using SYNERGY for record-keeping, and sharing grades and assignments with invested adults.

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 a 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 behaviors. Students can spend their Dragon Bucks in the Dragon Shop on Fridays. This year we continue to use E-Bucks utilizing SYNERGY's point system. This is helping us collect data on behaviors being recognized and behaviors needing work.

SPA, on average, graduates 16 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 educational partnership 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 promise, expelled, English learners, and foster youth to be prepared to succeed in college and career.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	8
Grade 11	10
Grade 12	16
Total Enrollment	39

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Black or African American	35.9%
Hispanic or Latino	38.5%
Two or More Races	10.3%
White	15.4%
English Learners	20.5%
Foster Youth	100%
Socioeconomically Disadvantaged	100%
Students with Disabilities	53.8%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.40	87.99	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	8.13	86.90	23.38	12115.80	4.41
Unknown	0.30	3.89	30.50	8.23	18854.30	6.86
Total Teaching Positions	8.40	100.00	371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	79.25	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	13.83	91.90	22.91	11953.10	4.28
Unknown	0.50	6.92	36.00	8.98	15831.90	5.67
Total Teaching Positions	7.20	100.00	401.20	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	1.00
Total Out-of-Field Teachers	0.60	1.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5

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

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

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

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 2023

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	Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III Savvas: enVision Pre-Calculus	Yes	0
Science	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	McGraw-Hill: IMPACT World History & Geography - Medieval & Early Modern Times (7) McGraw-Hill: IMPACT U.S. History & Geography - Growth and Conflict (8)	Yes	0

McGraw-Hill: IMPACT World History, Culture, Geography - The Modern World (9)
 McGraw-Hill: IMPACT U.S. History (10)
 McGraw-Hill: IMPACT Principles of Economics (11)
 McGraw-Hill: IMPACT Principles of American Democracy (12)
 Prentice Hall: African American History (9-12)
 Prentice Hall: Latino Experience (9-12)
 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)

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 partner agency; minor repairs are completed by SDCOE's maintenance and operations team.

Year and month of the most recent FIT report

December 2022

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			Carpets are nearing end of life, to be replaced in the next school year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	9	52	47	47	46
Mathematics (grades 3-8 and 11)	0	10	38	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12	11	91.67	8.33	9.09
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	11	91.67	8.33	9.09
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12	11	91.67	8.33	10.00
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	11	91.67	8.33	10.00
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	15.38	4.23	3.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	13	100.00	0.00	15.38
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	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	13	13	100.00	0.00	15.38
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 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 Drivers Education for qualifying students, and 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 Department and includes local industry partners from: building and construction; green technology; horticulture; culinary arts; public service; entrepreneurship; graphic arts; graphic design; information and communications technology; arts media entertainment; audio technology; 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 2023.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Rites of Passage staff, Social Workers, Court Appointed Special Advocates, and other invested adults are encouraged to take part in educational partner meetings, progress conferences, and open-house events, and to attend extra-curricular school activities. They are also members of the School Site Council, Local Control and Accountability Plan, California Community Schools Partnership Program, 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

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, and school/district planning.

Volunteer and engagement information:
Stephanie Johnston-Austin
stephj@sdcoe.net or 858-290-5876

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.5	--	5	24.8	18.9	18.6	9.4	7.8	8.2
Graduation Rate	68.8	--	65	41.3	52.4	48	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	13	65.0
Female	--	--	--
Male	11	6	54.5
Non-Binary			
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	20	13	65.0
Homeless	--	--	--
Socioeconomically Disadvantaged	20	13	65.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	8	72.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	42	42	5	11.9
Female	21	21	2	9.5
Male	21	21	3	14.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	15	15	3	20.0
Filipino	1	1	0	0.0
Hispanic or Latino	16	16	1	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	7	7	0	0.0
English Learners	9	9	1	11.1
Foster Youth	42	42	5	11.9
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	42	42	5	11.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	22	22	2	9.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	10.13	4.17	21.43	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.43	0
Female	23.81	0
Male	19.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	33.33	0
Filipino	0	0
Hispanic or Latino	18.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	21.43	0
Homeless	0	0
Socioeconomically Disadvantaged	21.43	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	27.27	0

2023-24 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 2023. 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.

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		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	5		
Mathematics	7	4		
Science	8	4		
Social Science	7	5		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	6	0	0
Mathematics	6	6	0	0
Science	9	4	0	0
Social Science	6	5	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	39

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$34,909	\$1,006	\$33,903	\$121,479
District	N/A	N/A	\$14,147	
Percent Difference - School Site and District	N/A	N/A	82.2	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	134.9	

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/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		

2022-23 Advanced Placement (AP) Courses

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

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

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

Professional Development

During the 2022-23 school year, San Pasqual Academy teachers, support staff, and administrators took part in a plethora of professional learning (PL) to ensure every student is prepared for college, career, and community success. Based on our multiple measures of 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. We continue to work with the SDCOE Leadership and Learning Services (LLS) on our core content area curriculum. In addition, we continue to have an even greater focus on training faculty and staff for more integrated English Language Development (ELD) in both ELA and other content areas; this year continued with a focus on language function in all content areas. These PLs included ongoing specialized training on the ELD standards and strategies of implementation to ensure the greatest impact for English Learners (Equity for Language Learners Collaborative- ELLIC). We continue supporting the implementation of Language Tree; a program used to support our time for designated English Learner Development. To ensure a broad level of development, trainings continue for the faculty and staff who would share in its implementation. Furthermore, the ongoing teaching of the units of study in ELA, the online Study Sync curriculum, and the Expository Reading and Writing Curriculum (ERWC) are continued for our curriculum and instruction in integrated ELA. To further support this work, our staff continues engaging in specialized EL work through our LLS partners, in the years 2023-24. We are also continuing reading intervention support for students by training teachers to work inside of classes and individually with students in need; these supports were through PLs for teachers and staff as well as in-class coaching sessions. This year writing was added to the reading intervention to further expand its reach with students. Our goal is to continually integrate Reading Intervention supports in all areas of the classroom experience. This support was broadened in 2020-21 to assist all content area teachers and in 2021-22 to include support staff as well. In the 2022-23 school year, we were able to increase this support heavily for our core content areas and any teacher who wanted greater assistance. 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 2022-23 school year continued with a year full of powerful content learning through our Division Curriculum Committees (DCC) and our work to create an Ethnic Studies Course ahead of the scheduled State deadline of the 2026-27 school year. All JCCS Math teachers participated in professional learning offerings throughout the year to ensure understanding and best practices in teaching the adopted curricula. This school year, the Science teachers continue to receive training to best utilize the Discovery Ed curriculum. Support for our work in sound decision-making for our students continues to be a focus where teachers are utilizing the California Healthy Youth Act for all students entitled “Rights, Respect, and Responsibilities” curriculum. Our History/Social Studies DCC continues to work with History in creating meaningful engagement in our curriculum for US and World History in addition to Government and Economics. We are actively finding opportunities to support our mission of attaining the Seal of Civic Engagement for all students. Finally, we are excited to begin our work in a new ELA/ELD DCC and this will come with extensive professional learning as well.

All JCCS employees continue to reinforce Positive Behavior Intervention and Support while using restorative practices to develop common language, philosophies, and practices to support students and families and to increase positive school culture while working to decrease exclusionary practices. Our District Equity Leadership Team (DELTA) continues to create and implement systems of support for students’ academic and behavioral needs. For behavioral support, San Pasqual Academy participates in Positive Behavior Intervention and Support (PBIS) training for a solid fourth year of a five-year implementation. To this end, San Pasqual Academy earned a bronze award for the fidelity of their efforts at PBIS implementation. Support for tiered support, implementation with fidelity and developing classroom systems to support the needs of each student through PBIS is ongoing. All teachers continue to 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 excellent teaching and learning strategies, academic content, and our work in a positive school culture (MTSS/PBIS/RP). This includes powerful opportunities to learn and grow in instructing our students in areas of development through Social Emotional Learning. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	130	95	68