

San Diego County Community Schools

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	858-290-5532
Principal	Floyd North
Email Address	floyd.north@sdcoe.net
School Website	https://www.sdcoe.net/jccs
Grade Span	K-12
County-District-School (CDS) Code	37-10371-0128520

2024-25 District Contact Information

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

2024-25 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 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

2024-25 School Description and Mission Statement

personally committed and professionally accountable for the achievement of this mission.

San Diego County Community Schools operates multiple campuses throughout the county, each designed to meet the unique needs of its student population. All campuses share a common mission and vision: to provide the highest quality education to our students and their families. Our classes are taught by highly qualified teachers. We offer a variety of teaching and learning models, including traditional community school classes, interdisciplinary project-based learning, and several independent-study formats. The San Diego County Community Schools are considered a Title I school-wide program.

Community School Classes

Programs operate from 9:00 a.m. to 2:30 p.m. daily for students in grade spans 7-12. Students served include those referred by local school districts, probation, or by parental request. Schools are staffed by certificated teachers with content-area expertise to support student learning. Students have access to a variety of career technical education classes offered at their school site and other JCCS locations, as well as the opportunity to take college-level courses.

Interdisciplinary Project-Based Learning (iPBL):

Many community school sites are either utilizing or moving towards an interdisciplinary Project-Based Learning (iPBL) framework for instruction. The primary goal of iPBL is for students to achieve deep learning (focusing on depth over breadth) and to demonstrate this understanding through real projects designed for and presented to real audiences. This framework supports students in career readiness by emphasizing soft skills like punctuality, a positive attitude, motivation, and collaboration, along with literacy and language development through regular reading, writing, and speaking. Career Technical Education (CTE) and Visual and Performing Arts (VAPA) course offerings are integrated into the iPBL framework, with their learning objectives and projects connected to high-interest topics or themes, and showcased in exhibitions of learning.

Independent Study Models

These programs provide flexible teaching and learning options tailored to meet the unique needs of each student. The school programs offer daily direct instruction and weekly support in all core subjects. Students receive a blend of direct teaching, guided instruction, online learning, and personalized support from the teaching staff.

Social and Emotional Supports

We offer a wide range of support for students and families through a Multi-Tiered System of Support. Our services providers include a school counselor, school social workers and interns, and community partnerships with agencies for supportive services. We use a trauma-informed approach, restorative practices, social and emotional learning, and positive behavioral interventions and supports (PBIS) to create safe and healthy school climates for our learning communities. Our schools are assigned parent and family liaisons that help coordinate services for 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. Improved Student Achievement: Enriched learning, aiming for growth in ELA and math for all, specifically growth for English learners.

Goal 2. Enhanced Engagement with Educational Partners: Enhanced partnerships to improve attendance, graduation rate, and to reduce absenteeism and suspensions.

Goal 3. Increased Postsecondary Planning and Preparation: Supporting the integration and transition of students who are at-

2024-25 School Description and Mission Statement

promise, English learners, expelled, incarcerated, and foster youth in college and career readiness.

Goal 4. Improved Dashboard Metrics for Court and Community Schools: Increasing graduation rates as well as improving postsecondary preparation.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	7
Grade 8	20
Grade 9	130
Grade 10	148
Grade 11	99
Grade 12	63
Total Enrollment	467

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.1
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	9.2
Filipino	0.4
Hispanic or Latino	81.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.6
White	4.7
English Learners	34.9
Foster Youth	2.6
Homeless	25.3
Migrant	1.3
Socioeconomically Disadvantaged	92.1
Students with Disabilities	22.7

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)	11.80	26.46	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)	1.00	2.23	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	29.50	66.06	86.90	23.38	12115.80	4.41
Unknown/Incomplete/NA	2.30	5.21	30.50	8.23	18854.30	6.86
Total Teaching Positions	44.70	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)	12.50	25.20	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)	31.70	63.84	91.90	22.91	11953.10	4.28
Unknown/Incomplete/NA	5.40	10.96	36.00	8.98	15831.90	5.67
Total Teaching Positions	49.80	100.00	401.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.40	24.55	245.00	65.86	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.10	2.45	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.30	4.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	30.10	70.54	77.90	20.96	11746.90	4.23
Unknown/Incomplete/NA	2.00	4.89	21.50	5.79	14303.80	5.15
Total Teaching Positions	42.70	100.00	372.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	29.50	31.70	30.1
Total Out-of-Field Teachers	29.50	31.70	30.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.4	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	1.2	1.1

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

2024-25 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

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Into Literature, grades 6th-12th	Yes	0
Mathematics	Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III	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) 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 Prentice Hall: Latino Experience	Yes	0

Glencoe: World Geography
 Glencoe: Street Law: Law Related Education
 Glencoe: Psychology: Understanding Psychology
 Glencoe: Sociology: Sociology and You

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

We have a total of 90 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

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Small sink leak fixed 10/24
Interior: Interior Surfaces	X			Replaced multiple ceiling tiles 10/24
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Add AB367 signage and products in restrooms missing these items 10/24
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	13	6	47	49	46	47
Mathematics (grades 3-8 and 11)	3	2	36	38	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	137	75.69	24.31	5.97
Female	81	58	71.60	28.40	12.07
Male	100	79	79.00	21.00	1.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	12	80.00	20.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	136	102	75.00	25.00	7.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	17	73.91	26.09	0.00
English Learners	51	42	82.35	17.65	0.00
Foster Youth	--	--	--	--	--
Homeless	40	29	72.50	27.50	10.34
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	119	73.91	26.09	6.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	25	71.43	28.57	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	130	72.22	27.78	1.54
Female	81	56	69.14	30.86	3.57
Male	99	74	74.75	25.25	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	12	80.00	20.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	136	99	72.79	27.21	2.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	15	65.22	34.78	0.00
English Learners	51	43	84.31	15.69	0.00
Foster Youth	--	--	--	--	--
Homeless	40	29	72.50	27.50	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	113	70.63	29.37	1.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	21	61.76	38.24	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.94	1.64	3.70	3.16	30.29	30.73

2023-24 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	77	62	80.52	19.48	1.64
Female	38	30	78.95	21.05	0.00
Male	39	32	82.05	17.95	3.13
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	61	50	81.97	18.03	2.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	19	82.61	17.39	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	53	79.10	20.90	1.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	0.00

2023-24 Career Technical Education Programs

The SDCOE JCCS Career Technical Education department provides a variety of CTE classes and grant-funded career readiness opportunities for high school youth. Our community schools are organized by region, with each region offering a specific set of CTE programs. In the Metro region, students can choose from CTE Graphic Arts and Production, CTE Marketing Sales and Services, CTE Arts Media and Entertainment, CTE Information Communications Technology, and CTE Culinary Arts. The Culinary Arts program is now a pre-apprenticeship in collaboration with Kitchens for Good, where students receive a professional culinary knife set and uniform upon completion. In the North region, students are offered CTE Graphic Arts and Production, and CTE Arts Media and Entertainment. In the East region, students can select CTE Marketing Sales and Services and CTE Graphic Arts and Production. In the South region, students have access to CTE Graphic Arts and Production. CTE teachers work closely with other departments to ensure curriculum alignment. The program's success is evaluated based on student enrollment, course completions, and industry credentials earned, as measured through our yearly data gathering in CONAPP. JCCS CTE also offers Drivers Education for qualifying students and the Workability I grant, which provides eligible students with grant-funded services, including paid internships, work-based learning, mentoring, and supportive services.

The CTE Advisory Council, led by the CTE Department, brings together a diverse group of local industry partners to guide and support our programs. These partners represent a wide range of sectors, including building and construction, green technology, horticulture, culinary arts, public service, entrepreneurship, graphic arts and design, arts media and entertainment, audio technology, education and child development, family services, nonprofits, event management, and local museums and arts

2023-24 Career Technical Education Programs

organizations. We also collaborate with the local workforce investment board to ensure our programs align with the evolving job market. All CTE teachers and staff actively participate in both organizational all-staff and council meetings, ensuring a strong connection between classroom learning and industry needs.

All Career Technical Education and career readiness courses and services are designed to prepare SDCOE JCCS students for college and career success, fostering an environment that supports their development and ultimately promotes lifelong self-sufficiency.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	224
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.18
2022-23 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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2024-25 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, California Community Schools Partnership Program, 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 has been facilitated via in-person opportunities and online platforms to ensure continuity of communication on educational resources and student progress, support available to families, and school/district planning..

Parent 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	29.0	29.6	26.2	18.9	18.6	17.0	7.8	8.2	8.9
Graduation Rate	31.5	30.2	32.2	52.4	48.0	54.7	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	183	59	32.2
Female	83	26	31.3
Male	99	33	33.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	16	5	31.3
Filipino	--	--	--
Hispanic or Latino	142	46	32.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	4	30.8
English Learners	64	15	23.4
Foster Youth	11	6	54.5
Homeless	73	22	30.1
Socioeconomically Disadvantaged	178	57	32.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	48	17	35.4

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1008	844	332	39.3
Female	404	356	127	35.7
Male	603	487	205	42.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	115	92	46	50.0
Filipino	--	--	--	--
Hispanic or Latino	766	647	254	39.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	26	8	30.8
White	80	63	18	28.6
English Learners	347	296	109	36.8
Foster Youth	35	21	13	61.9
Homeless	222	192	69	35.9
Socioeconomically Disadvantaged	914	770	308	40.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	254	202	108	53.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.03	7.62	4.76	1.26	2.3	1.53	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.76	0.00
Female	1.98	0.00
Male	6.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	6.25	0.00
English Learners	5.19	0.00
Foster Youth	8.57	0.00
Homeless	3.15	0.00
Socioeconomically Disadvantaged	4.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.72	0.00

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

2024-25 School Safety Plan

The school safety plan is being reviewed, updated, and approved by school staff, stakeholders, and parents and will be approved by the San Diego County Board of Education in February 2025. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of

2024-25 School Safety Plan

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.

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	2	190		
Mathematics	3	127		
Science	3	96		
Social Science	3	170		

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	3	188		
Mathematics	3	126		
Science	3	104		
Social Science	3	170		

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	193	2	
Mathematics	3	118		
Science	3	80	1	
Social Science	3	166	1	

2023-24 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	77.83

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	3
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$20,692	\$273	\$20,419	\$135,779
District	N/A	N/A	\$11,572	
Percent Difference - School Site and District	N/A	N/A	55.3	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	61.9	

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		

2023-24 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 2023-24 school year, all Juvenile Court and Community School (JCCS) programs participated in a variety of professional learning to support teacher and staff development. These professional learnings included certificated and/or classified staff representation from all of the regions supported by JCCS, including Community Schools, Court Schools, San Pasqual Academy (SPA), and Monarch School. These professional learning opportunities focused on deepening our capacity for transformation teaching and learning and creating a positive school environment to support student success. Based on multiple measures of student achievement data, both at the state and local level, a strong emphasis is placed on content-area

Professional Development

knowledge and pedagogical skills to improve student outcomes in English Language Arts (ELA), mathematics, and English Language Development (ELD). These opportunities are also aligned to the 2021-24 LCAP goals, specifically LCAP Goal 1 Excellence in Teaching and Learning and LCAP Goal 4 Support All Students.

To support curriculum, instruction, and assessment (CI&A), teachers and staff from each region participated in:

All-staff development days, in order to set and revisit vision and goals for the school year

Quarterly meetings to review and prepare for the upcoming quarter, as aligned to the JCCS Cross Content Scope and Sequence. These include curriculum (content) information and instructional practices across the four content areas.

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; now referred to as the ELD Collaborative).

Training for English Language Development Assistants (ELD-A) to deepen knowledge and practice for classroom support

Ongoing training for Language Tree, an online program used to support our time for designated English Learner Development
Ethnic Studies Division Curriculum Committee (DCC) to ensure understanding and best practices of Ethnic Studies, as well as develop curriculum ahead of the scheduled state deadline for the 2026-27 school year

Ongoing training and support for adopted curriculum across content areas, i.e.

for science/STEAM teachers to meaningfully plan and utilize the Discovery Ed curriculum

for our History/Social Studies DCC to meaningfully plan and utilize the IMPACT curriculum for grades 6-8, US History, World History, Government, and Economics

for math teachers to meaningfully plan and utilize the Pearson/Savvas curriculum

Specialized independent study (IS) teacher meetings to customize curriculum and instruction for students on independent study

Participate in the ELA DCC to pilot and adopt a new curriculum for the 2024-25 school year

Responsive support for the California Healthy Youth Act so that students can meaningfully participate in the “Rights, Respect, and Responsibilities” curriculum

Supporting opportunities to attain the Seal of Civic Engagement

Additionally, all teachers have access to our cadre of instructional coaches (i.e. CI&A team) who have both a regional and content area focus.

English Language Arts (ELA)/English Language Development (ELD)

Science/STEAM

Social Studies

Math

Reading Intervention

All coaches also support the intentional design of social emotional learning. There is also representation from the CI&A team, and support to teachers/staff, with Positive Behavior Intervention and Supports (PBIS), Ethnic Studies, and other areas as needed.

To support positive school culture and to ensure our schools are welcoming spaces to support all students, teachers and staff from each region participated in and/or engaged with:

Regional level meetings to reinforce Positive Behavior Intervention and Supports

JCCS wide meetings for PBIS teams to receive ongoing training and supports

Continued support and training, as needed i.e. new staff, of restorative practices to develop and refine common language, philosophies, and practices to support students and families and decrease exclusionary practices

District Equity Leadership Team (DELT) continues to create and implement systems of support for students’ academic and behavioral needs.

Ongoing training and implementation of the PERTS survey, which is a survey tool that increases student engagement and elevates student voice. As a feedback tool, we hope to improve chronic absenteeism rates, increase positive school culture, enhance school safety for all staff and students, be responsive to student voices and needs, and monitor mental health and social-emotional learning. This aligns with our LCAP, WASC, and SPSA goals.

Teachers and staff at SPA, Community Schools, and Court Schools continued to receive reading and writing intervention training for REWARDS curriculum and reading intervention instructional strategies to integrate across content areas from a Reading Intervention Consultant and Instructional Coach.

In 2023-24, three community school sites received gold recognition for Tier 1 and Tier 2 PBIS implementation and four community school sites received silver Tier 2 recognition.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	95	68	68