

# San Diego County Court Schools

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

### Admission Requirements for the University of California (UC)

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

### Admission Requirements for the California State University (CSU)

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

## 2025-26 School Contact Information

<b>School Name</b>	San Diego County Court Schools
<b>Street</b>	6401 Linda Vista Road, Room 216
<b>City, State, Zip</b>	San Diego, CA 92111
<b>Phone Number</b>	858-290-5648
<b>Principal</b>	Nathan Head
<b>Email Address</b>	nhead@sdcoe.net
<b>School Website</b>	sdcoe.net/jccs
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	37103710128538

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

As members of the Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equity 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 learning. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

The Juvenile Court Schools provide educational opportunities for students awaiting disposition or adjudication in the San Diego

## 2025-26 School Description and Mission Statement

County Court system. As the Court School, our school name is San Diego SOAR (Success, Opportunity, Achievement, and Results) Academy. Our faculty and staff collaborate with the San Diego County Probation Department and other partner agencies to assist, improve, and strengthen the instructional programs and daily operations at both school sites. While it may be necessary for the court to adjudicate a student within a secure facility or a structured program, there remains an emphasis on education, rehabilitation, and restoring relationships within trauma-informed programs. Each program is designed to help our students develop discipline, values, and a work ethic that will guide them toward becoming productive citizens ready for their next academic, vocational, college, or career placement.

### Facilities Overview:

Twenty-four-hour maximum-security facilities:

San Diego SOAR Academy is a co-educational facility located at the Youth Transition Campus. SOAR Academy at East Mesa is a secure placement for co-educational youth located in Otay Mesa and near the international border. Post-disposition commitments/programming are based upon assessments completed by the San Diego County Probation Department.

### Programming at the YTC

\*Students have a pre-disposition status

\*Urban Camp is a placement for young men and women between the ages of 13 and 19. Students are placed between three and nine months.

\*Young men adjudicated to the HOPE program are placed between six and fifteen months.

\*The YOU program is for adjudicated young women who will be in placement between six and fifteen months.

\*YDA- Young women who are post-disposition with a secure track commitment. These students were formally sent to the California Department of Justice. These students may be in placement until their 25th birthday.

### Programming at East Mesa

\*Students have a pre-disposition status

\*Students who have a post-disposition status who are waiting to enter a program at the YTC

\*Students who are post-disposition with a secure track commitment. These students were formally sent to the California Department of Juvenile Justice. These students may be in placement until their 25th birthday.

The Court Schools operate a year-round educational program for students. SOAR Academy has 33 teachers who are fully certificated, credentialed, and highly qualified per the State of California. In addition, 34 staff members support the Court Schools. This staff includes general education teachers, education specialists (special education), Career Technical Education teachers, school counselors, classroom assistants, special education teacher assistants, English Language Learner assistants, student transition specialists, school office assistants, student support specialists, registrars, and the school principal.

Students are enrolled in courses as per their personal learning plan. Each classroom provides a complete, inclusive learning environment for students of different grade levels, at promise, multilingual, and/or with disabilities. The majority of our students are enrolled in grades 9-12. Our goal as educators is to provide each of our students with quality, equitable academic and vocational experiences to equip them for a successful re-entry into the community. We believe it is incumbent upon our staff to implement strategies for a safe learning environment; promote meaningful learning experiences; conduct ourselves professionally and ethically; hold all individuals accountable; implement data-based decision-making systems; maintain effective communication; and model collaborative practices. Professional development opportunities enable staff members to differentiate instruction, assist students in accomplishing their personal learning goals, and recover and complete credits that lead to a high school diploma or a California High School Equivalency Credential upon passing the HiSET.

Court 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

Goal 2. Enhanced Engagement with Educational Partners

Goal 3. Increase Postsecondary Planning and Preparation

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

Goal 5. Improved Dashboard Metrics: Increase the number of students who graduate from high school and improve college and career readiness and postsecondary planning.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	5
Grade 9	34
Grade 10	69
Grade 11	73
Grade 12	26
<b>Total Enrollment</b>	<b>209</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	15.3
Male	84.7
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	13.4
Filipino	0.5
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.2
White	9.6
English Learners	28.2
Foster Youth	5.7
Migrant	1
Socioeconomically Disadvantaged	100
Students with Disabilities	39.2

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.9	33.17	250.2	62.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	11.3	2.82	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	11.7	2.92	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	18.1	60.5	91.9	22.91	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.8	6.3	36	8.98	15831.9	5.67
<b>Total Teaching Positions</b>	30	100	401.2	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.7	23.6	245	65.86	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.1	2.45	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.3	4.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	14.2	71.35	77.9	20.96	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	5	21.5	5.79	14303.8	5.15
<b>Total Teaching Positions</b>	20	100	372	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.6	36.57	261.7	65.32	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.3	1.84	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.77	16.5	4.13	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	13.8	52.08	90.7	22.64	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2	7.55	24.3	6.06	13705.8	4.91
<b>Total Teaching Positions</b>	26.5	100	400.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	18.10	14.2	13.8
<b>Total Out-of-Field Teachers</b>	18.10	14.2	13.8

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	0.7	2.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	2.4	1.3

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

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

All textbooks and instructional materials used within San Diego County Court Schools are aligned with the state standards and frameworks and in grades K through 8 have been selected from the state-adopted list of standards-based materials. San Diego County Court 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.

<b>Year and month in which the data were collected</b>	October 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt - Into Literature (6th-12th)	0
<b>Mathematics</b>	Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III	0
<b>Science</b>	Discovery Education: Grade 6 Science Techbook California Volumes 1 & 2 Discovery Education: Grade 7 Science Techbook California Volumes 1 & 2 Discovery Education: Grade 8 Science Techbook California Volumes 1 & 2 Discovery Education: Chemistry in the Earth System (9-12) Discovery Education: The Living Earth (9-12)	0
<b>History-Social Science</b>	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 (9-12) Prentice Hall: Latino Experience (9-12) Glencoe: World Geography (9-12)	0

Glencoe: Street Law: Law Related Education (9-12)  
 Glencoe: Psychology: Understanding Psychology (9-12)  
 Glencoe: Sociology: Sociology and You (9-12)

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

## School Facility Conditions and Planned Improvements

San Diego County Court Schools work closely with their partner agency the San Diego County Probation Department. Together, they strive to maintain all facilities of both locations.

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Paint in some classrooms need to be touched up. Replace rusty supply vents. Replace one stained ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Patch small hole in wall from bathroom door handle. Tighten sink faucet.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	0	49	50	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	0	38	39	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	82	71	86.59	13.41	0.00
Female	--	--	--	--	--
Male	73	65	89.04	10.96	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	48	87.27	12.73	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	18	81.82	18.18	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	68	88.31	11.69	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	25	86.21	13.79	0.00

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	83	72	86.75	13.25	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	74	66	89.19	10.81	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	11	9	81.82	18.18	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	48	87.27	12.73	0.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	18	81.82	18.18	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	80	71	88.75	11.25	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	29	25	86.21	13.79	0.00

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	3.57	0	3.16	4.64	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	32	24	75.00	25.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	28	20	71.43	28.57	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	17	77.27	22.73	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	23	74.19	25.81	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	12	85.71	14.29	0.00

## 2024-25 Career Technical Education Programs

The SDCOE JCCS Career Technical Education department provides CTE classes and grant-funded career readiness opportunities for high school youth. In our Court Schools, students can select from CTE programming based on their supervised facility. At Youth Transition Campus, students take a work readiness course and can choose from CTE programs in Culinary Arts, Graphic Design, and Horticulture. Our Culinary Arts program has evolved into a pre-apprenticeship program in collaboration with Kitchens for Good, where students receive a professional culinary knife set and uniform upon completing the pre-apprenticeship. At GRF, students are offered work readiness courses, as well as CTE Graphic Design. Additionally, we are currently in the planning stages of a CTE Green Technology program to provide students with skills in sustainable energy and environmental practices. The CTE Department is also working to reintroduce the CTE Culinary Arts and CTE Horticulture programs at East Mesa Juvenile Detention Facility.

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 Driver's 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

## 2024-25 Career Technical Education Programs

technology, education and child development, family services, nonprofits, event management, and local museums and arts 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.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	63
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	95.26
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

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

#### 2025-26 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/dental treatment, housing, mental health, food pantries, transportation, childcare 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](mailto: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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	21	24.2	15.3	18.6	17	15.3	8.2	8.9	8
Graduation Rate	29.6	42.4	62.5	48	54.7	63.1	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	72	45	62.5
Female	--	--	--
Male	65	41	63.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	17	8	47.1
Filipino	0	0	0.00
Hispanic or Latino	46	33	71.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	19	10	52.6
Foster Youth	--	--	--
Homeless	15	12	80.0
Socioeconomically Disadvantaged	72	45	62.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	29	14	48.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	766	455	0	0.0
Female	140	71	0	0.0
Male	621	383	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	123	75	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	506	305	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	21	0	0.0
White	84	44	0	0.0
English Learners	190	122	0	0.0
Foster Youth	53	33	0	0.0
Homeless	18	13	0	0.0
Socioeconomically Disadvantaged	766	455	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	309	198	0	0.0

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.48	3	2.3	1.53	1.4	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.00	0.00
Female	0.71	0.00
Male	3.54	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	3.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.57	0.00
English Learners	2.11	0.00
Foster Youth	3.77	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	0.00

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

## 2025-26 School Safety Plan

The Comprehensive 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 Board in March 2025. 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; Instructional Continuity Plan, 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.

## 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	5	57	1	0
Mathematics	4	46	0	0
Science	5	32	1	0
Social Science	4	58	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	76		
Mathematics	4	53		
Science	5	40		
Social Science	4	71		

## 2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	94		
Mathematics	4	61		
Science	4	45		
Social Science	3	73		

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	70.67

## 2024-25 Student Support Services Staff

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

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,835	\$8,050	\$18,786	\$144,232
District	N/A	N/A	\$12,182.01	\$136,017
Percent Difference - School Site and District	N/A	N/A	42.7	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	54.2	

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

### Overview

During the 2024-25 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 knowledge and instructional strategies to improve student outcomes in English Language Arts (ELA), mathematics, and English Language Development (ELD). These opportunities are also aligned to the 2024-27 LCAP goals, specifically LCAP Goal 1 - Improved Student Achievement, Goal 4 - Improved Dashboard Metrics for Monarch School and San Pasqual Academy, and Goal 5 - Improved Dashboard Metrics for Court and Community Schools. In total, 94 full and/or half-days of professional development were offered in the following categories: ELA, ELD, STEAM, All-Staff, Ethnic Studies, Coaches Collaborative, Instructional Leadership, Leadership, PBIS, Reading/Writing Intervention, Social Studies, and Math.

### Curriculum, Instruction, and Assessment (CI&A)

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 cross-content instructional practices.

Ongoing specialized training on the ELD standards and strategies of implementation to ensure the greatest impact for English Learners, as well as training for English Language Development Assistants (ELD-A) to deepen knowledge and practice for classroom support and 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. The pilot curriculum will be delivered in 2025-26.

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

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

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

Intentional collaboration between science and math teachers for STEAM units

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

## Professional Development

### World History, Government, and Economics

for our ELA teachers to meaningfully plan and utilize the HMH curriculum

Teachers and staff at Monarch, San Pasqual Academy, 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. Community Schools and Monarch also piloted Achieve3000 to further support improved literacy.

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

Social Studies

Math

Reading Intervention

The Instructional Leadership (administrators) and Leadership (administrators and managers) engaged in monthly opportunities to engage in professional development facilitated by the CI&A/instructional coaches to deepen content knowledge and instructional practices in order to support classroom teachers and staff at their school sites.

### K-5

Specifically at Monarch as they offer our only elementary program, the K-5 teachers continue to be guided by a Reading Intervention Consultant and K-5 Instructional Coach for reading intervention support. These training and supports included both professional learning (PL) and in-class coaching. In K-5, all teachers attended IMSE's Orton Gillingham training.

### PBIS/MTSS

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.

We have received notification that our schools who applied to the State for recognition of their PBIS Practices won the recognition for 2024-25. This is powerful documentation in our work toward a more positive, inclusive, and responsive classroom culture.

San Diego County Court Schools:

SOAR East Mesa - Gold

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	68	68	94