

Justin Garza High School

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.

2025-26 School Contact Information

School Name	Justin Garza High School
Street	4100 N. Grantland Ave
City, State, Zip	Fresno, CA 93723
Phone Number	(559) 275-4100
Principal	Rosa Rubio
Email Address	rrubio@centralusd.k12.ca.us
School Website	https://jghs.centralunified.org/
Grade Span	9-12
County-District-School (CDS) Code	Central Unified School district

2025-26 District Contact Information

District Name	Central Unified School District
Phone Number	559-274-4700
Superintendent	Dr. Mark Marshall
Email Address	markmarshall@centralusd.k12.ca.us
District Website	www.centralunified.org

2025-26 School Description and Mission Statement

Justin Garza High School (JGHS) is a comprehensive high school in the Central Unified School District, serving students in grades 9-12. Our student population is diverse, with Hispanic students making up the largest cultural group (65%). 70.5% of our students are identified as low-income, and 68.8% qualify for free and reduced meals. Additionally, 9.5% of students receive special education services, and 6.8% are classified as English Language Learners. Justin Garza High School first opened its doors on Aug. 11th, 2021, as the Home of Guardians. Our focus is to provide educational and co-curricular opportunities for students, preparing them for life after high school in college, career, and community.

Our staff community includes certificated, administrators, and classified staff. Our academic program provides a wide range of curricula in core content areas, Special Education, English Language Development, Advanced Placement, Visual and Performing Arts, and Career Technical Education. We partner with families to find the best ways to support our students' academic and personal growth. The social-emotional development of our students is a top priority; resources are available to help students navigate the challenges of high school.

Students are afforded opportunities to get involved in clubs and activities. Some of these include Leadership, Interact, Fellowship of Christian Athletes, Science Olympiad, Marching Band, Robotics, Drama, and many more. In addition, we are developing a comprehensive athletic program at JGHS. Students can participate in football, cheer, volleyball, cross country, tennis, golf, soccer, track and field, basketball, softball, baseball, badminton, swimming and diving, and wrestling. We have grown each year, adding a new grade level until this year, when we became a comprehensive 9-12 grade school. During this growth, we worked to expand learning and enrichment opportunities for our students based on their interests and diversity. Our Guardian community (staff, students, and parents) works to actualize our school motto, "Stand for More." We have built a school culture where positive behaviors are rooted in our guiding principles:

Guardians take a S.T.A.N.D.
Strive for Success
Think of Others
Act Responsibly
Never Give Up

2025-26 School Description and Mission Statement

Demonstrate Leadership

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	579
Grade 10	545
Grade 11	462
Grade 12	509
Total Enrollment	2,095

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.5
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	17.6
Black or African American	7.6
Filipino	1.1
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.5
White	12.8
English Learners	7
Foster Youth	0.8
Homeless	0.5
Migrant	0.4
Socioeconomically Disadvantaged	74.4
Students with Disabilities	10.6

A. Conditions of Learning

State Priority: Basic

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

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

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)	43.5	85.48	614.2	86.7	234405.2	84
Intern Credential Holders Properly Assigned	1	1.97	10.5	1.48	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.3	12.56	45.3	6.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16	2.27	11953.1	4.28
Unknown/Incomplete/NA	0	0	22.3	3.16	15831.9	5.67
Total Teaching Positions	50.8	100	708.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.9	85.2	598.2	84.69	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.42	6.6	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	4.86	48.2	6.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.69	18.7	2.66	11746.9	4.23
Unknown/Incomplete/NA	4.7	6.8	34.5	4.89	14303.8	5.15
Total Teaching Positions	70.3	100	706.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.9	77.79	570	82.9	230039.4	100
Intern Credential Holders Properly Assigned	0.9	1.15	11.7	1.71	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.4	14.42	47.6	6.94	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	1.16	19.9	2.9	12112.8	4.34
Unknown/Incomplete/NA	4.7	5.47	38	5.54	13705.8	4.91
Total Teaching Positions	86	100	687.6	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
Permits and Waivers	1.00	0	2
Misassignments	9.50	6.1	10.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	10.50	6.1	12.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0.2	0
Total Out-of-Field Teachers	0.00	0.2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.6	20.3	12.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

Central Unified Schools maintain current and standards-aligned instructional materials in good repair for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials presently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, students with Special Education needs, and other special populations, has their own textbook. In the case of class sets, these sets augment the individual texts issued to students. These class sets are made on the commitment of the district administration and the governing board and are not the result of any state requirement.

All instructional materials are subject to school- and district-level review. Materials may be piloted, and all selected and recommended materials for local adoption are reviewed by teachers, administration, and any parents who wish to review them. The Central Unified Board of Trustees reviews and adopts recommendations from the district adoption committees and Educational Services.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2017-18, extension adopted spring 2025 Pearson: My Perspective (12) Adopted 2018-19, extension adopted spring 2025 California State University Expository Reading, Writing, and Course Adopted 2012-13 ELD Hampton Brown: Edge Adopted 2014-15 Pearson My Perspective ELD component Adopted 2018-19, extension adopted spring 2025 AP ELA Bedford/St. Martin's-- The Language of Composition Adopted 2017-18 Bedford, Freeman, and Worth- Literature and Composition Adopted 2017-18	0%

	Bedford, Freeman, and Worth – Advanced Language and Literature Adopted 2017-18 WW Norton and Company: The Norton Anthology of African American Literature Adopted 2019-2020	
Mathematics	Prentice Hall -Blitzer - Pre-Calculus Adopted 2011-12 Houghton Mifflin: Pre-Calculus Adopted 2006-07 Houghton Mifflin - Calculus Adopted 2009-2010 Discovery Education Integrated Math 9-12 Adopted 2019-2020 HMH Math 1,2,3 Workbooks Adopted 2023-2024 Pearson Education - Trigonometry Adopted 2009-2010 W.H. Freeman and Co-Senior Math Adopted 2009-2010 Lampo Licensing: Ramsey Foundations in Personal Finance Adopted 2018-2019 W.H. Freeman - Practice of Statistics Adopted 09-10 Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05 InnovEd - Enhanced Math Class (online only) Adopted 2016-17 AP Math AP Stats: Bedford, Freeman, and Worth: The Practice of Statistics ST 6th Ed Adopted 2018-2019 Calculus for AP with CalcChat and CalcView Adopted 2018-19 HMH Math 180 Supplemental Adopted 2016-2017	0%
Science	W.H. Freeman & Co.- Botany Adopted 2007-2008 McGraw-Hill - Zoology Adopted 2007-2008	0%

	HMH Living Earth HMH Chemistry and the Earth System HMH Physics in the Universe Adopted 2019-2020, extension adopted spring 2025 Holt, Rinehart & Winston - Environmental Science Adopted 2007-2008 John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008 Thomson/Delmar - Agriscience Adopted 2009-10 Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05 AP Science WH Freeman Biology for the AP Course Adopted 2022-2023 Pearson - AP Psychology Adopted 2010-2011 Pearson – Chemistry: A Molecular Approach Adopted 2018-19	
History-Social Science	McDougal Littell World Geography – ACC World Geography Adopted 2005-06 TCI/ Geography Alive! Regions and People (Grade 9) Adopted 2018-19 McGraw Hill Impact World History Culture and Geography (Grade 10) Adopted 2018-19 McGraw Hill Impact United States History & Geography (Grade 11) Adopted 2018-19 McGraw Hill Impact Principles of Economics (Grade 12) Adopted 2018-19 McGraw Hill Impact Principles of American Democracy (Grade 12) Adopted 2018-19 Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05 AP Social Science Bedford, Freeman, and Worth: Ways of the World (Grade 10) Adopted 2019-20	0%

	McGraw Hill American History - Connecting with the Past (Grade 11) Adopted 2018-19 Pearson Education – Government in America (Grade 12) Adopted 2018-2019 McGraw Hill – Economics (Grade 12) Adopted 2006-07 McGraw Hill - Macro Economics Adopted 2006-07; updated version 2022-23 Pearson AP Human Geography Cultural Landscape Adopted 2018-19 Bedford, Freeman & Worth- Myers' AP Psychology Adopted 2018-19 National Geographic Learning: AP Human Geography: A Spatial Perspective Adopted 2021-22	
Foreign Language	EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017; updated version Carnegie adopted 2022-2023 EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016; updated version Carnegie adopted 2022-2023 Carnegie Learning World Languages: En Voz Alta Adopted 2022-2023 AP Spanish: Pearson: Reflexiones Introduction a La Literatura Hispanica Adopted 2013-14 McDougal Littell: Abriendo Puertas Adopted 2013-14 AP Spanish Language and Culture - Abriendo Puertas Adopted 2019-2020 AP Spanish Language and Culture Exam Prep Adopted 2023-2024 Temas AP Spanish Language and Culture Adopted 2023-2024 Redding Publishing: Anmol Punjabi1,2 textbook/workbook Adopted 2021-22	0%
Health	Glencoe McGraw Hill - Health Adopted 2004-2005; updated version 2022-23 Positive Prevention Plus: Sexual Health Education - Supplementary	0%

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

School Facility Conditions and Planned Improvements

Justin Garza High School was built in 2021. The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey tool (FIT). A work order process is used to ensure efficient service and that emergency repairs are given a high priority.

Year and month of the most recent FIT report

4/15/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		- Repair carpet - Evacuation map missing - Repair ceiling - Repair wall - Repair windows
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		- Repair carpet - Evacuation map missing - Repair ceiling - Repair wall - Repair windows - Repair light panel - Fire extinguisher missing - Replace fire sprinkler escutcheons
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 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
English Language Arts/Literacy (grades 3-8 and 11)	63	53	41	44	47	48
Mathematics (grades 3-8 and 11)	23	24	28	30	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	446	421	94.39	5.61	52.73
Female	200	190	95.00	5.00	62.11
Male	245	230	93.88	6.12	45.22
American Indian or Alaska Native	--	--	--	--	--
Asian	80	77	96.25	3.75	53.25
Black or African American	30	27	90.00	10.00	40.74
Filipino	--	--	--	--	--
Hispanic or Latino	256	239	93.36	6.64	52.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	51.79
English Learners	26	24	92.31	7.69	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	59	57	96.61	3.39	54.39
Socioeconomically Disadvantaged	335	312	93.13	6.87	45.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	42	91.30	8.70	2.38

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
All Students	446	425	95.29	4.71	24.47
Female	200	189	94.50	5.50	24.87
Male	245	235	95.92	4.08	24.26
American Indian or Alaska Native	--	--	--	--	--
Asian	80	79	98.75	1.25	26.58
Black or African American	30	26	86.67	13.33	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	256	243	94.92	5.08	21.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	37.50
English Learners	26	24	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	59	57	96.61	3.39	14.04
Socioeconomically Disadvantaged	335	320	95.52	4.48	19.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	41	89.13	10.87	4.88

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
Science (grades 5, 8 and high school)	31.64	28.13	21.7	23.9	30.73	32.33

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
All Students	943	888	94.17	5.83	27.93
Female	444	422	95.05	4.95	26.78
Male	496	463	93.35	6.65	29.16
American Indian or Alaska Native	--	--	--	--	--
Asian	174	160	91.95	8.05	36.25
Black or African American	62	56	90.32	9.68	12.50
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	540	515	95.37	4.63	22.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	35.71
White	132	124	93.94	6.06	45.16
English Learners	47	40	85.11	14.89	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	132	127	96.21	3.79	22.83
Socioeconomically Disadvantaged	702	663	94.44	5.56	24.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	88	91.67	8.33	2.27

2024-25 Career Technical Education Programs

Historically, the Central Unified School District (CUSD) has been firmly committed to providing a balanced education for every student. To this end, CUSD has provided outstanding programs in the elective and core areas supporting Career & Technical Education. Although a challenging task, Central Unified staff, teachers, and community members see the development of this plan as an opportunity to continue our commitment to quality programs while, at the same time, improving the areas that need additional attention or resources to evolve to meet the changing needs of Fresno, California, and the United States. As stated in the California Model Curriculum Standards for Career and Technical Education, "Standards answer the critical question, 'What should our students be learning?' They represent a concerted effort to prepare our students with the knowledge and skills to make informed career choices, to integrate and apply academic and career concepts, prepare for successful participation in our global society, and seek and love learning as a lifelong endeavor." In light of this, CUSD continues to seek ways to integrate Career Technical Education (CTE) and core academic activities, supporting standards in all content areas.

Central Unified will use this plan as our roadmap, guiding our travel into the future and providing additional guidance as we continue to pursue instructional reform, focusing on core and elective curricula that are relevant to our students' lives while preparing students for jobs and careers that may not yet exist. In the spirit of this holistic approach, the 7-12 Local Perkins Plan and the Adult Local Perkins Plan were developed in tandem to provide seamless services to all CUSD stakeholders.

Central Unified's CTE delivery system currently conforms to a traditional, departmentalized approach. At the high school level, CTE departments offer introductory and concentration coursework, usually culminating in a capstone course sponsored by

2024-25 Career Technical Education Programs

Fresno ROP. Additional ROP courses that do not have district CTE feeder programs are also offered when there are strong labor markets and student interest. These singleton ROP courses include courses in law enforcement and computer science.

Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches. Technical skills will be expanded and supported through partnerships with industry, curriculum updates, course and program development that address workforce needs, articulation with post-secondary education programs, recruitment and training of qualified CTE teachers, teacher externships, and ongoing professional development opportunities.

Justin Garza High School currently has three articulated academies: Applied Technology, CFS, and Business. All three academies will feature ROP capstone courses in the appropriate industry sectors in the future. All ROP teachers will have relevant industry experience and bring a wealth of educational and work-related experience to these project-based classrooms.

Students feel they belong in the Academies and are allowed to explore their interests and aptitudes while receiving a solid academic foundation. This is the core of the Academy Concept in Central Unified. Career academies show students the relevance of educational courses and how high standards relate to career success. In some cases, the students have the opportunity to share a common core and Career Technical Education (CTE) teachers in a "school within a school" model.

Pathway standards that reflect the essential knowledge and skills students are expected to master to be successful in a career pathway are also taught in all CTE courses. The teaching and mastery of these standards support a seamless transition to post-secondary education and entry to a career; support the mastery of essential employability skills and rigorous academic content standards; reflect the necessary knowledge and skills students are expected to master and include foundation standards that apply to all industry sector; and, build on existing CTE standards established by business and industry, and Common Core State Standards. CTE is a unique curricular area in education. It offers rigorous integrated technical and academic content focused on careers that are intrinsically interesting to students and is delivered through applied, performance- and project-based teaching strategies that facilitate understanding and mastery. Students in CTE courses must also take core courses and rigorous electives as outlined in local and state graduation requirements. All core and CTE courses are standards-based, and many of the CTE courses are A-G UCOP-approved. Students have four-year academic plans kept by their counselor. These documents mirror the career pathways students have chosen or have expressed interest in during their meetings with counselors. All students spend the required class time with a Career Center teacher. They utilize the "California Colleges" program as well as other "college/career inventory" applications software. The information gained in these sessions is shared by the student and counselor in individual meetings to discuss choices. There is an ROP District Coordinator who visits each site and assists the Guidance Learning Dean with the master scheduling of CTE and ROP courses. There is a district ROP website as well as literature that describes each course in detail. CTE teachers are expected to market their courses to all student populations each year. Central Unified views articulation as a continuum of skills that may lead to advanced placements. Articulation is generally considered a systematic process that permits students to move from one course, program, or educational level to the next without loss of time or resources.

Currently, Central Unified is working with the State Center Community College District to articulate more of the district's ROP classes with Reedley Community College and Fresno City College, with the possibility of creating a "dual enrollment" platform for students in specific CTE areas. MOUs have been signed for these "dual enrollment" courses.

Currently, staff development for CTE instructors, beyond that provided to all teachers, is limited to training from CTE-focused professional organizations, State Center Consortium workshops, and training for ROP instructors offered by the Fresno ROP. Annually, CTE departments are encouraged and provided funding to participate in industry visits and job-shadowing opportunities during the summer months. Scholarships are available through the State Center Consortium grants. Guest speakers are also required so that both teachers and students will have additional insight into the application of the skills taught in class on the actual worksite. Staff are allowed to attend the annual California Career Pathways Consortia Educating for Careers conference. In-services provided through Fresno ROP and the State Center Consortium are geared toward curriculum planning to address the new CTE and Common Core State Standards, and/or to use technology to improve students' performance in literacy and modern technology in the classroom. These in-services train our CTE teachers to deliver effective educational services to our students. Our teachers also attend workshops and conferences to enhance their skills in the use and application of state-of-the-art vocational and technical education programs and techniques. Through Central Unified's involvement with local business partners, advisory committees, and job shadowing opportunities, the teaching staff will maintain an understanding of all aspects of the industries in which they teach. Teachers and programs are evaluated annually for effective instructional techniques, student mastery of skills and content, and student preparation for post-secondary options. These evaluations are done by administrators, advisory groups, and the district CTE director.

An Applied Technology teacher chairs the District CTE committee: All industry sectors, as identified by courses offered in the

2024-25 Career Technical Education Programs

Central Unified School District, are represented. Input is also sought from core academic teachers and community members.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	693
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5
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	99.14
Graduates Who Completed All Courses Required for UC/CSU Admission	58.91

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 9	79%	86%	88%	86%	84%

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

Justin Garza High School has developed a written parental involvement policy with input from parents. The parental involvement policy was created by members of the School Site Council, the English Language Advisory Committee, as well as site and district administration. Justin Garza High School's Parental Involvement Policy is posted on the school website and is distributed to students in the early fall. Parent members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) collaborate with teachers, students, and site and district administration to create, implement, and review the parental involvement policy. The policy provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet, as well as ways that they can be involved in their student's educational experience.

Justin Garza High School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. We desire to provide multiple opportunities for parents, students, and school staff to establish strong, meaningful, and lasting connections.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making, and on advisory committees to assist in the education of their child.

This Parent Involvement Policy has been developed jointly with input from the English Learner Advisory Committee, School Site Advisory, students, and staff.

The High School offers numerous opportunities for parent involvement, including site committees such as SSC and ELAC, as well as college and career planning conferences. The high school also works with the District to offer parent education classes. Justin Garza High School's Parent Involvement Policy and School Compact are posted on the school website and distributed/collected in the Homeroom class. Translation and interpretation services are provided.

- Justin Garza High School holds four School Site Council meetings, four ELAC meetings, counselor-parent nights, back-to-school nights, open houses, school safety information meetings, community forums, and individual parent-teacher-counselor-administrator meetings.
- There are also band boosters and athletic boosters.
- Parents of students attending Justin Garza High School are involved in district-wide committees, including the District Advisory Committee (DAC), the superintendent's parent advisory committee, the District English Language Advisory Committee (DELAC), and other ad hoc committees.
- Parent members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) collaborate with teachers, students, and site and district administration to create, implement, and review the parental involvement policy and Home-School Compact.
- Parents receive the following information, and input is requested at all educational decision-making meetings, as well as meetings to address behavior and attendance. In addition, parents have multiple ways to monitor student progress.

Central USD has hired a Family Outreach Liaison who conducts monthly parent education workshops. In addition, she has created a monthly newsletter that goes home to parents. Other vehicles for parent communication and involvement include Friday grade checks, progress reports every six weeks, email exchanges between teachers and parents or administrators and parents, parent-teacher conferences, student success teams, individual educational plan (IEP) meetings, 504 meetings, and placement hearings.

Additionally, the following General Communications strategies are in place:

- School websites; Back to School nights; district website parent component; voicemail available for missed calls; Parent Square communication system; and teacher and administrator emails.

2025-26 Opportunities for Parental Involvement

- A portion of students who have not been successful in ELA are allowed the opportunity to work in an ELA support class.
- A portion of students who have not been successful in Math are allowed the opportunity to work in a math support class.
- Teachers send class syllabi home with students at the beginning of each year; the syllabi outline class expectations, rules, and requirements.

* After-school programs in enrichment and intervention allow for even further connection to parents for those specific events.

- Parents receive the following information, and input is requested at all educational decision-making meetings, as well as meetings to address behavior and attendance. In addition, parents are given multiple means to monitor student progress

Parent Involvement Contact Person: Rosa Rubio
Parent Involvement Email: rrubio@centralusd.k12.ca.us
Parent Involvement Phone Number: (559) 275-4100

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		3.7	2.4	9.1	8.4	4.4	8.2	8.9	8
Graduation Rate		93.3	94.8	87.8	89.2	90.8	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	503	477	94.8
Female	250	240	96.0
Male	251	235	93.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	105	95	90.5
Black or African American	29	27	93.1
Filipino	--	--	--
Hispanic or Latino	284	272	95.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	72	70	97.2
English Learners	61	51	83.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	428	409	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	41	73.2

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	2274	2206	475	21.5
Female	1093	1062	247	23.3
Male	1178	1141	228	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	2	18.2
Asian	401	391	78	19.9
Black or African American	184	177	46	26.0
Filipino	24	24	3	12.5
Hispanic or Latino	1325	1287	280	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	33	8	24.2
White	288	280	57	20.4
English Learners	188	179	49	27.4
Foster Youth	24	23	6	26.1
Homeless	19	19	8	42.1
Socioeconomically Disadvantaged	1733	1677	400	23.9
Students Receiving Migrant Education Services	13	12	3	25.0
Students with Disabilities	259	249	65	26.1

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
4.63	5.62	5.45	5.28	3.41	3.44	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
0.06	0.05	0.09	0.05	0.06	0.08	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	5.45	0.09
Female	4.12	0.09
Male	6.71	0.08
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	2.00	0.00
Black or African American	18.48	1.09
Filipino	4.17	0.00
Hispanic or Latino	5.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	2.43	0.00
English Learners	6.38	0.00
Foster Youth	25.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	6.17	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.65	0.39

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

Central USD recognizes the elements of the Standard Emergency Management System and the National Incident Management System (SEMS & NIMS) as the only Emergency Management System (EMS) to be implemented during an emergency.

The Justin Garza High School (JGHS) Site Emergency Response Plan (SERP) establishes the basic elements of SEMS/NIMS and provides mechanisms for further development and refinement. Our plan integrates best practices that have proven effective over the years into a comprehensive framework for use by incident management organizations, including other schools and districts, in all hazardous environments. The Site Emergency Response Plan training for JGHS staff took place on October 15th, 2025, and was also shared with students and the community via the School Site Council (SSC) on December 11th, 2025. Components of the School Safety Plan were also reviewed at our monthly School Leadership Team meetings. Monthly safety drills also take place to prepare staff and students for possible emergencies. Two-way radios and surveillance cameras have been provided. Catapult EMS is also utilized as a communication tool during emergency situations. JGHS also participates in See Something, Say Something week in the fall semester and once again in the spring semester. The week-long awareness campaign addresses cyberbullying, social media, drug use, abuse, and suicide prevention.

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	28	13	17	28
Mathematics	29	10	21	23
Science	30	5	19	23
Social Science	29	5	20	19

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	30	13	11	41
Mathematics	29	7	38	20
Science	30	4	34	14
Social Science	32	5	16	37

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	27	19	25	37
Mathematics	28	15	28	22
Science	29	11	13	27
Social Science	31	6	27	29

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	691

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)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
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	\$9,314.39	\$459.51	\$7,685.76	\$85,011.91
District	N/A	N/A	\$12,666.92	\$96,976
Percent Difference - School Site and District	N/A	N/A	-48.9	-4.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-33.4	-13.9

Fiscal Year 2024-25 Types of Services Funded

Justin Garza High School provides opportunities for students to increase student achievement. Site funds provide services through Academic Intervention, administered after school and during lunchtime tutoring. In addition, the school offers services for students that promote their social/emotional well-being. The school uses site funds to pay for an Intervention Specialist who provides small-group counseling, individualized counseling, and support services through behavioral and attendance monitoring. Teachers and staff members are provided release time and prep time, which focuses on reviewing data and reflecting on teaching practices to increase academic achievement. For our special populations, including English Language Learners and Special Education students, we offer personalized academic and social/emotional support. The school also allocates site funds to support campus safety and strengthen a positive school culture through recognition programs and incentives.

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	\$57,200	\$62,783
Mid-Range Teacher Salary	\$90,909	\$97,783
Highest Teacher Salary	\$116,192	\$128,020
Average Principal Salary (Elementary)	\$130,684	\$160,224
Average Principal Salary (Middle)	\$134,789	\$166,992
Average Principal Salary (High)	\$142,700	\$180,971
Superintendent Salary	\$237,731	\$313,465
Percent of Budget for Teacher Salaries	28.78%	30.05%
Percent of Budget for Administrative Salaries	4.49%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.4
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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	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	3
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	34

Professional Development

Teachers and staff are provided professional development throughout the year. There are 20 days designated for professional development on Wednesday late start days. Teachers and staff also attend district-led professional development sessions and participate in professional learning opportunities within their departments/PLCs.

Justin Garza High School and Central Unified School District commit to a strong focus on instruction, professional development, and attention to individual student learning. Teachers, administrators, and district-level personnel have committed many hours of professional development with the focus of improving instruction and providing a guaranteed and viable curriculum for all students.

- Teachers participated in Professional Development delivered by staff and outside consultants, focused on improving the learning of every student through the use of learning outcomes, success criteria, and structured student talk/discourse
- Professional Development on standard mapping for teachers and classes
- Administrators attend a district-sponsored professional development (Academic Council, Principal's In-Depth, and Administrative Leadership Team meetings), providing administrative support for student learning at each school.
- Teachers have attended continued all-day professional development in Math, EL, AP, and other selected topics.
- PLCs have been further developed with a focus on providing a guaranteed and viable curriculum for every student.
- Instruction is focused on instructional best practices. These are:
- Teaching to an identified learning target.

* Checking for understanding of scaled learning targets.

Professional Development

- Using academic language in both speaking and writing
- Structured student interactions that promote active engagement with the content

A detailed professional development plan is used at Justin Garza High School (JGHS) to build adult capacity. A district and CUTA-approved drop-in observation protocol is used to provide immediate feedback to teachers regarding classroom instruction. Teachers analyze student learning data to drive instruction. Professional development in 4 major areas at JGHS: Building strong teams through the Professional Learning Community (PLC) model; Writing Across the content areas; ELD; Supporting Special Populations, and infusing technology into each classroom.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	20	20