Monarch 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.

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

School Name	Monarch School
Street	1625 Newton Ave.
City, State, Zip	San Diego, CA 92113
Phone Number	858-292-3537
Principal	Ruben Baeza, Principal
Email Address	ruben.baeza@sdcoe.net
School Website	sdcoe.net/jccs
Grade Span	K-12
County-District-School (CDS) Code	37-10371-0120493

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Monarch School operates as part of the Innovation Department and the Juvenile Court and Community Schools (JCCS) under the San Diego County Office of Education (SDCOE). Established in 1989 as a single-classroom community school. It has grown significantly through strong community support, national exposure, and the creation of the Monarch School Project (MSP). The school's current state of the art facility, opened in May 2013, accommodates up to 350 students in grades K-12, with an average enrollment of 240 students and a class size of 20

Monarch School is a model institution providing education and support to students experiencing being unhoused. Strategically located in the Barrio Logan neighborhood near downtown San Diego, the school is close to partner organizations offering

2025-26 School Description and Mission Statement

essential services. Students often come from shelters, motels, vehicles, or shared residences and live across San Diego County, primarily in the central and southern regions.

Student Support Services:
Monarch School employs a team of specialist to meet diverse student needs:
Instructional Coach (Literacy)
A behavior specialist (BCBA)
Three education specialist
Teacher assistants
Campus Youth Advocate
An itinerant speech-language pathologist, occupational therapist, and school psychologist provide services weekly in line with students' Individual Education Programs (IEP).

All Monarch students qualify for free lunch due to the school's mission to serve families impacted by homelessness and poverty. Additionally, the school provides 1:1 access to technology, offering over 300 Chromebooks, Viewsonic Board technology, and other display monitors in classrooms.

The Four Pillars Framework:
The Monarch School and MSP collaborate to address students academic, social, emotional, and life skills needs throughout a framework called the Four Pillars:
Emotional: Trauma-informed approaches and therapeutic support. SEL curriculum.
Life Skills: Preparing students for college and career with goal-setting and skills development with emphasizes in culinary arts and internships.
Academic: Standards aligned, student centered instruction fostering problem-solving and creativity. College and career access pathways.
Social: Activities like athletics, leadership development, and extracurricular programs.

Health and Wellness:
Monarch school provides access to showers, laundry facilities, clothing, and hygiene kits. Through partnerships, students also receive dental, vision, and hearing screenings, along with follow-up care. Family Health Centers of San Diego supports on-site healthcare, including a registered nurse and a health care navigator.

Enrollment Options:
Families can choose Monarch School as a:
School of origin
School of residence
Choice school
Decisions are made collaboratively with the student, guardian, and school staff, ensuring the best educational fit.

Operational Details:
School hours: 8:00 a.m - 6:00 p.m
Instruction: 9:00 a.m - 2:30 p.m (Thursday minimum day- 9:00 - 12:30pm for professional development)
After-school Programs: Supported by ASES and ASSETs grants, aligned with the school day for learning and enrichment opportunities.

Commitment to Excellence:
Monarch's goals align with the San Diego County office of Education's Local Control and Accountability Plan (LCAP)
Excellence in teaching and learning for college and career readiness.
Cultivating educational partnership for students' success.
Building transparent systems for operational excellence
Supporting transitions for students, including foster youth, English learners, and expelled students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	10
Grade 1	19
Grade 2	16
Grade 3	14
Grade 4	15
Grade 5	21
Grade 6	19
Grade 7	14
Grade 8	20
Grade 9	27
Grade 10	21
Grade 11	15
Grade 12	14
Total Enrollment	225

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	1.8
Black or African American	7.6
Filipino	0.4
Hispanic or Latino	80.9
Two or More Races	4.9
White	4.4
English Learners	39.1
Homeless	100
Migrant	0.4
Socioeconomically Disadvantaged	100
Students with Disabilities	17.3

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)	10.8	67.94	250.2	62.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	11.3	2.82	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.7	2.92	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.9	31.19	91.9	22.91	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.81	36	8.98	15831.9	5.67
Total Teaching Positions	16	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	75.41	245	65.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.1	2.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.88	18.3	4.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	18.65	77.9	20.96	11746.9	4.23
Unknown/Incomplete/NA	0	0	21.5	5.79	14303.8	5.15
Total Teaching Positions	17	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.6	66.63	261.7	65.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.3	1.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.5	4.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.3	33.32	90.7	22.64	12112.8	4.34
Unknown/Incomplete/NA	0	0	24.3	6.06	13705.8	4.91
Total Teaching Positions	19	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0
Local Assignment Options	4.90	3.1	6.3
Total Out-of-Field Teachers	4.90	3.1	6.3

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)	1.1	3.1	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	1.6	1.8

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 at Monarch School are aligned with state standards and frameworks, and in grades K-12, have been selected from the state-adopted list of standards-based materials. Monarch School follows the State Board of Education's adoption cycle for core content materials. SDCOE's Juvenile Court and Community Schools (JCCS), of which Monarch is part, 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 those learning English, are provided with their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

Year and month in which the data were collected	October 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	Benchmark Advance (K-5) English 3-D HMH for dELD (6th-12th) Houghton Mifflin Harcourt - Into Literature, (6th-12th)	0
Mathematics	HMH Go Math! (K-2) Levered Math (3-5) Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III	0
Science	TCI Science (K-5) 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
History-Social Science	TCI (K-5) 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)	0

	McGraw-Hill: IMPACT Principles of Economics (11) McGraw-Hill: IMPACT Principles of American Democracy (12) Prentice Hall: African American History (9-12) Prentice Hall: Latino Experience (9-12) Glencoe: World Geography (9-12) Glencoe: Street Law: Law Related Education (9-12) Glencoe: Psychology: Understanding Psychology (9-12) Glencoe: Sociology: Sociology and You (9-12)	
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

Monarch opened a newly constructed building in May 2013. SDCOE is partnered with the Monarch Project. The Monarch Project provides for a full-time custodian and the upkeep of the facility.

Year and month of the most recent FIT report	November 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Replaced two broken switch plates in classrooms117 and 141
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Tightened loose sink in boys restroom 2
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	10	14	49	50	47	48
Mathematics (grades 3-8 and 11)	2	2	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	118	116	98.31	1.69	13.79
Female	48	47	97.92	2.08	19.15
Male	70	69	98.57	1.43	10.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	89	97.80	2.20	11.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	2.44
Foster Youth	--	--	--	--	--
Homeless	117	115	98.29	1.71	13.91
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	116	98.31	1.69	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	3.85

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	118	115	97.46	2.54	1.74
Female	48	47	97.92	2.08	2.13
Male	70	68	97.14	2.86	1.47
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	89	97.80	2.20	1.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	117	114	97.44	2.56	1.75
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	115	97.46	2.54	1.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	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
Science (grades 5, 8 and high school)	4.35	4.08	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
All Students	51	49	96.08	3.92	4.08
Female	19	18	94.74	5.26	5.56
Male	32	31	96.88	3.12	3.23
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	38	95.00	5.00	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	50	48	96.00	4.00	4.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	49	96.08	3.92	4.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

2024-25 Career Technical Education Programs

For the 2024–2025 school year, the SDCOE (San Diego County Office of Education) JCCS (Juvenile Court and Community Schools) Career Technical Education (CTE) department continues to provide CTE classes and grant-funded career readiness opportunities for high school youth.

This fiscal year, we launched two new CTE courses at Monarch: Horticulture and Culinary Arts, with a focus on Barista. Both pathways offer students hands-on, industry-relevant training and opportunities to build workforce skills. The Culinary Arts, Barista-focused course provides students with training in coffee preparation, customer service, café operations, and barista-specific skills, in addition to foundational culinary techniques. This provides students with valuable real-world experience in the expanding coffee and food service industry. The Horticulture course introduces students to sustainable agriculture, urban gardening, plant care, and landscaping practices, offering exposure to environmental and agricultural career pathways. Students have shown strong interest in these new programs, which align with their personal learning plans and long-term career goals.

Monarch’s non-profit partner has also established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. Additionally, JCCS CTE offers Driver's Education for qualifying students, as well as the Workability I grant, which provides interested students with grant-funded services, including paid internships, work-based learning, mentoring, and supportive services.

2024-25 Career Technical Education Programs

The CTE Advisory Council, led by the CTE Department, brings together a diverse group of local industry partners to guide and support our programs. These partners represent a wide range of sectors, including building and construction, green technology, horticulture, culinary arts, public service,

entrepreneurship, graphic arts and design, arts media and entertainment, audio technology, education and child development, family services, nonprofits, event management, and local museums and arts 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	2
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	100

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	100
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

School and Monarch Project staff provide regular workshops related to community resources, student attendance, legal issues faced by students/families, parenting, and informational parent meetings (including development of need/assets. We also connect families with community-based organizations to increase access to medical and dental treatment, housing, mental health, food pantries, transportation, child care, and legal support to enhance the overall health and well-being of our students and families. Parents are strongly encouraged to participate as members of the School Site Council, English Learners' Advisory Committee, Local Control and Accountability Plan, California Community Schools Partnership Program, and other focus groups.The school has jointly developed with parents a written parental involvement policy. This involvement policy specifies:
Policy involvement for parents
Joint accountability for student attendance
Shared responsibilities for high student academic achievement
Building capacity for involvement
Accessibility

Parent workshops and participation in committee work has been facilitated via in-person opportunities and online platforms to ensure continuity of communication on educational resources and student progress, support available to families, and school/district planning.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	20.8	26.7	9.5	18.6	17	15.3	8.2	8.9	8
Graduation Rate	45.8	46.7	85.7	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	21	18	85.7
Female	13	10	76.9
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	18	15	83.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	11	9	81.8
Foster Youth	--	--	--
Homeless	21	18	85.7
Socioeconomically Disadvantaged	21	18	85.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	320	279	181	64.9
Female	146	128	87	68.0
Male	174	151	94	62.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	38	32	19	59.4
Filipino	--	--	--	--
Hispanic or Latino	245	213	137	64.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	10	62.5
White	15	13	11	84.6
English Learners	120	110	71	64.5
Foster Youth	--	--	--	--
Homeless	317	276	179	64.9
Socioeconomically Disadvantaged	320	279	181	64.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	59	40	67.8

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
8.73	3.12	1.56	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	1.56	0.00
Female	0.00	0.00
Male	2.87	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	1.58	0.00
Socioeconomically Disadvantaged	1.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	0	0
1	20	1	0	0
2	20	1	0	0
3	23	0	1	0
4	22	0	1	0
5	18	1	0	0
6	21	0	5	0
Other	0	0	0	0

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1	0	0
1	18	1	0	0
2	18	1	0	0
3	18	1	0	0
4	18	1	0	0
5	19	1	0	0
6	13	5	0	0
Other	0	0	0	0

2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1		
1	19	1		
2	16	1		
3	14	1		
6	14	8		
Other	18	2		

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	19	0	0
Mathematics	6	11	0	0
Science	5	12	0	0
Social Science	6	12	1	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	6	37		
Mathematics	7	12		
Science	6	14		
Social Science	8	11		

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	6	30		
Mathematics	7	14		
Science	11	7		
Social Science	8	12		

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	117

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	$24,849	$5,273	$19,576	$130,414
District	N/A	N/A	$12,182.02	$136,017
Percent Difference - School Site and District	N/A	N/A	46.6	
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	58.0	

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.

Percent of Students in AP Courses	0

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

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

Professional Development

During the 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, World History, Government, and Economics

Professional Development

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. Monarch School received a Gold rating.

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	68	68	94