# San Diego County Community Schools

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

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

### SARC Overview

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

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

### DataQuest

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

### California School Dashboard

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

### Internet Access

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

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

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | San Diego County Community Schools |
| **Street** | 6401 Linda Vista Road, Room 216 |
| **City, State, Zip** | San Diego, CA 92111 |
| **Phone Number** | 858-290-5532 |
| **Principal** | Floyd North |
| **Email Address** | floyd.north@sdcoe.net |
| **School Website** | https://www.sdcoe.net/jccs |
| **Grade Span** | K-12 |
| **County-District-School (CDS) Code** | 37-10371-0128520 |

## 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

Mission Statement

As members of Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equality for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise the achievement of all students while eliminating the achievement gap between students of color and white students. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional development. All JCCS community members stand

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

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

Community School Classes

Programs operate from 9:00 a.m. to 2:30 p.m. daily for students in grades 7–12. Students served include those referred by local school districts, probation, or through parental request. Schools are staffed by certificated teachers with content-area expertise to support rigorous and responsive instruction. Students have access to core academic subjects—English Language Arts, social studies, mathematics, and science—along with a variety of career technical education courses and visual and performing arts options offered both at their school site and across JCCS locations. They also have opportunities to enroll in college-level courses through dual enrollment partnerships with local colleges and universities, expanding their pathways for postsecondary success.

Curriculum, Instruction, and Assessment

Students have access to a wide range of learning supports designed to make instruction meaningful, engaging, and well-aligned across subjects. Teachers participate in ongoing professional development that strengthens their use of high-quality adopted curricula and results in cohesive instruction across science, math, ELA, and social studies. Instruction is organized around quarterly themes that connect learning across content areas and culminate in student exhibitions of learning, giving students the opportunity to demonstrate their understanding through authentic, performance-based tasks. Multilingual learners benefit from targeted instructional strategies, trained classroom assistants, and tools such as the Language Tree program for designated English language development. Students also receive additional literacy support through specialized reading and writing interventions such as the REWARDS program and Achieve3000. Together, these supports promote the development of students' language, literacy, and critical thinking skills through evidence-aligned practices that integrate reading, writing, and structured academic discourse into daily instruction.

Independent Study Models

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

Social and Emotional Supports

We provide a wide range of support for students and families through a Multi-Tiered System of Support. Our service providers include a school counselor, school social workers and interns, as well as community partners who offer additional supportive services. Using a trauma-informed approach, restorative justice practices, social-emotional learning, and positive behavioral interventions and supports (PBIS), we work to create safe and healthy school climates. Each school is also supported by parent and family liaisons who help coordinate services and strengthen communication with families.

Community School goals are aligned with the goals of the San Diego County Office of Education's Local Control and Accountability Plan (LCAP):

Goal 1. Improved Student Achievement: Enriched learning, aiming for growth in ELA and math for all, specifically growth for English learners.

## 2025-26 School Description and Mission Statement

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

Goal 3. Increased Postsecondary Planning and Preparation: Supporting the integration and transition of students who are at-promise, English learners, expelled, incarcerated, and foster youth in college and career readiness.

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

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 7** | 13 |
| **Grade 8** | 27 |
| **Grade 9** | 131 |
| **Grade 10** | 146 |
| **Grade 11** | 129 |
| **Grade 12** | 64 |
| **Total Enrollment** | 510 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 44.3 |
| **Male** | 55.7 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 0.8 |
| **Black or African American** | 10.2 |
| **Filipino** | 0.4 |
| **Hispanic or Latino** | 77.3 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **Two or More Races** | 3.3 |
| **White** | 7.5 |
| **English Learners** | 38.2 |
| **Foster Youth** | 2.5 |
| **Homeless** | 23.1 |
| **Migrant** | 0.6 |
| **Socioeconomically Disadvantaged** | 94.1 |
| **Students with Disabilities** | 20.4 |

## 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)** | 12.5 | 25.2 | 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)** | 31.7 | 63.84 | 91.9 | 22.91 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 5.4 | 10.96 | 36 | 8.98 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 49.8 | 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)** | 10.4 | 24.55 | 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)** | 0 | 0 | 18.3 | 4.94 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 30.1 | 70.54 | 77.9 | 20.96 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 2 | 4.89 | 21.5 | 5.79 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 42.7 | 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)** | 17 | 36.36 | 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)** | 1 | 2.13 | 16.5 | 4.13 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 27.5 | 58.68 | 90.7 | 22.64 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 1.3 | 2.83 | 24.3 | 6.06 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 46.9 | 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 | 1 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0 | 1 |

## 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** | 31.70 | 30.1 | 27.5 |
| **Total Out-of-Field Teachers** | 31.70 | 30.1 | 27.5 |

## 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) | 1.4 | 1.1 | 2 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.2 | 1.1 | 2.2 |

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

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

All textbooks and instructional materials used within the San Diego County Community Schools are aligned with the California Standards and frameworks and, in grades K-12, have been selected from the state-adopted list of standards-based materials. The San Diego County Community Schools follow the State Board of Education's adoption cycle for core content materials. JCCS holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

| | |
|---|---|
| **Year and month in which the data were collected** | October 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** | Houghton Mifflin Harcourt - Into Literature (6th-12th) | 0 |
| **Mathematics** | Savvas: enVisionmath 6-8<br>Savvas: enVision Integrated Mathematics I<br>Savvas: enVision Integrated Mathematics II<br>Savvas: enVision Integrated Mathematics III | 0 |
| **Science** | Discovery Education: Grade 6 Science Techbook California Volumes 1 & 2<br>Discovery Education: Grade 7 Science Techbook California Volumes 1 & 2<br>Discovery Education: Grade 8 Science Techbook California Volumes 1 & 2<br>Discovery Education: Chemistry in the Earth System (9-12)<br>Discovery Education: The Living Earth (9-12) | 0 |
| **History-Social Science** | McGraw-Hill: IMPACT World History & Geography - Medieval & Early Modern Times (7)<br>McGraw-Hill: IMPACT U.S. History & Geography - Growth and Conflict (8)<br>McGraw-Hill: IMPACT World History, Culture, Geography - The Modern World (9)<br>McGraw-Hill: IMPACT U.S. History (10)<br>McGraw-Hill: IMPACT Principles of Economics (11)<br>McGraw-Hill: IMPACT Principles of American Democracy (12)<br>Prentice Hall: African American History<br>Prentice Hall: Latino Experience<br>Glencoe: World Geography<br>Glencoe: Street Law: Law Related Education<br>Glencoe: Psychology: Understanding Psychology | 0 |

| | | |
|---|---|---|
| | Glencoe: Sociology: Sociology and You | |

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

## School Facility Conditions and Planned Improvements

We have a total of 50 San Diego County Community School classrooms at 15 sites. Maintenance and operations staff are on site performing routine maintenance practices daily.
All our sites scored 100% in gas leaks, HVAC, interior surfaces, sewer, overall cleanliness, pest/vermin infestation, electrical, fire safety, roof, windows/doors/gates/fences, and hazardous materials.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 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 | | | Replace stained ceiling tiles. Repair small drywall damage. Fix falling insulation. Add new switch plates. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | Replace light bulbs. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | Tighten loose toilets. |
| **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) | 6 | 12 | 49 | 50 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 2 | 8 | 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** | 198 | 158 | 79.80 | 20.20 | 12.10 |
| **Female** | 82 | 69 | 84.15 | 15.85 | 15.94 |
| **Male** | 116 | 89 | 76.72 | 23.28 | 9.09 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 15 | 13 | 86.67 | 13.33 | 7.69 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 158 | 124 | 78.48 | 21.52 | 10.57 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 17 | 14 | 82.35 | 17.65 | 21.43 |
| **English Learners** | 66 | 55 | 83.33 | 16.67 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 45 | 35 | 77.78 | 22.22 | 14.71 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 182 | 144 | 79.12 | 20.88 | 12.59 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 52 | 41 | 78.85 | 21.15 | 7.50 |

## 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** | 196 | 155 | 79.08 | 20.92 | 8.39 |
| **Female** | 82 | 68 | 82.93 | 17.07 | 5.88 |
| **Male** | 114 | 87 | 76.32 | 23.68 | 10.34 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 15 | 14 | 93.33 | 6.67 | 0.00 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 156 | 119 | 76.28 | 23.72 | 6.72 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 17 | 15 | 88.24 | 11.76 | 13.33 |
| **English Learners** | 65 | 56 | 86.15 | 13.85 | 3.57 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 43 | 35 | 81.40 | 18.60 | 2.86 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 180 | 142 | 78.89 | 21.11 | 7.04 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 52 | 41 | 78.85 | 21.15 | 9.76 |

## 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) | 1.64 | 4.92 | 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** | 81 | 61 | 75.31 | 24.69 | 4.92 |
| **Female** | 43 | 38 | 88.37 | 11.63 | 7.89 |
| **Male** | 38 | 23 | 60.53 | 39.47 | 0.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 12 | 11 | 91.67 | 8.33 | 18.18 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 62 | 45 | 72.58 | 27.42 | 2.22 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 32 | 24 | 75.00 | 25.00 | 8.33 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 20 | 15 | 75.00 | 25.00 | 6.67 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 78 | 58 | 74.36 | 25.64 | 5.17 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 18 | 10 | 55.56 | 44.44 | -- |

## 2024-25 Career Technical Education Programs

The SDCOE JCCS Career Technical Education department offers a range of CTE classes and grant-funded career readiness opportunities for high school students. Our community schools are organized by region, with each region offering a specific set of CTE programs. In the Metro region, students can choose from the following CTE programs: CTE Design, CTE Marketing, Sales, and Services; CTE Child Development; CTE Arts, Media, and Entertainment; CTE Information and Communication Technology; and CTE Culinary Arts. The Culinary Arts program has evolved into a pre-apprenticeship in collaboration with Kitchens for Good, where students receive a professional culinary knife set and uniform upon completing the program. In the North region, students are offered CTE Arts, Media, and Entertainment. In the East region, students are offered CTE Horticulture. In the South region, students have access to

CTE programs in Design, Marketing, Sales and Services, Culinary Arts, Horticulture, and Arts, Media, and Entertainment. The CTE Department is working on developing CTE Information and Communication Technology in both the East and South Regions, as well as CTE Hospitality, Tourism, and Recreation in the Metro Region.

CTE teachers work closely with other departments to ensure curriculum alignment. The program's success is evaluated based on student enrollment, course completions, and industry credentials earned, as measured through our yearly data gathering in CONAPP. JCCS CTE also offers Driver's Education for qualifying students, and the Workability I grant, which provides eligible students with grant-funded services, including paid internships, work-based learning, mentoring, and supportive services.

## 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.

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

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

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 230 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 0 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## 2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 97.45 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

### 2024-25 California Physical Fitness Test Participation Rates

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

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

## C. Engagement

### State Priority: Parental Involvement

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

### 2025-26 Opportunities for Parental Involvement

Our Student and Family Engagement (SAFE) team provides regular workshops related to student attendance, legal issues faced by students, parenting, and informational parent meetings. SAFE also connects families with community-based organizations to increase access to medical 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** | 29.6 | 26.2 | 26.4 | 18.6 | 17 | 15.3 | 8.2 | 8.9 | 8 |
| **Graduation Rate** | 30.2 | 32.2 | 38 | 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** | 208 | 79 | 38.0 |
| **Female** | 87 | 31 | 35.6 |
| **Male** | 121 | 48 | 39.7 |
| **Non-Binary** | 0.0 | 0.0 | 0.0 |
| **American Indian or Alaska Native** | -- | -- | -- |
| **Asian** | -- | -- | -- |
| **Black or African American** | 33 | 15 | 45.5 |
| **Filipino** | -- | -- | -- |
| **Hispanic or Latino** | 145 | 50 | 34.5 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | -- | -- | -- |
| **White** | 18 | 9 | 50.0 |
| **English Learners** | 98 | 34 | 34.7 |
| **Foster Youth** | 17 | 3 | 17.6 |
| **Homeless** | 93 | 34 | 36.6 |
| **Socioeconomically Disadvantaged** | 207 | 78 | 37.7 |
| **Students Receiving Migrant Education Services** | -- | -- | -- |
| **Students with Disabilities** | 46 | 17 | 37.0 |

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** | 1010 | 868 | 323 | 37.2 |
| **Female** | 391 | 353 | 109 | 30.9 |
| **Male** | 618 | 515 | 214 | 41.6 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | 107 | 100 | 47 | 47.0 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 781 | 669 | 248 | 37.1 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 22 | 20 | 8 | 40.0 |
| **White** | 87 | 68 | 19 | 27.9 |
| **English Learners** | 383 | 331 | 115 | 34.7 |
| **Foster Youth** | 31 | 29 | 17 | 58.6 |
| **Homeless** | 243 | 217 | 66 | 30.4 |
| **Socioeconomically Disadvantaged** | 947 | 818 | 311 | 38.0 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 270 | 220 | 107 | 48.6 |

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 |
| 7.62 | 4.76 | 1.78 | 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** | 1.78 | 0.00 |
| **Female** | 0.00 | 0.00 |
| **Male** | 2.91 | 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** | 0.93 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 1.92 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 2.30 | 0.00 |
| **English Learners** | 2.61 | 0.00 |
| **Foster Youth** | 3.23 | 0.00 |
| **Homeless** | 2.06 | 0.00 |
| **Socioeconomically Disadvantaged** | 1.90 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 2.96 | 0.00 |

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

## 2025-26 School Safety Plan

The Comprehensive School Safety Plan is being reviewed, updated, and approved by school staff, stakeholders, and parents and will be approved by the San Diego County Board of Education Board in March 2025. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policy; safe ingress and egress; schoolwide dress code; Instructional Continuity Plan, and rules and procedures on school discipline. The Comprehensive School Safety Plan is a public document and is available for review in the school office and in SDCOE's JCCS office.

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 3 | 188 | 0 | 0 |
| **Mathematics** | 3 | 126 | 0 | 0 |
| **Science** | 3 | 104 | 0 | 0 |
| **Social Science** | 3 | 170 | 0 | 0 |

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

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

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

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

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 3 | 222 | | |
| **Mathematics** | 3 | 119 | | |
| **Science** | 3 | 101 | 1 | |
| **Social Science** | 3 | 176 | | |

## 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** | 93.4 |

## 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)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | 3 |
| **Nurse** | 0.3 |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 5 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $26,677.06 | $4,625 | $22,052 | $148,556 |
| **District** | N/A | N/A | $12,182.01 | $136,017 |
| **Percent Difference - School Site and District** | N/A | N/A | 57.7 | |
| **State** | N/A | N/A | $11,146 | |
| **Percent Difference - School Site and State** | N/A | N/A | 68.7 | |

## 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**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Overview
During the 2024-25 school year, all Juvenile Court and Community School (JCCS) programs participated in a variety of professional learning to support teacher and staff development. These professional learnings included certificated and/or classified staff representation from all of the regions supported by JCCS, including Community Schools, Court Schools, San Pasqual Academy (SPA), and Monarch School. These professional learning opportunities focused on deepening our capacity for transformation teaching and learning and creating a positive school environment to support student success. Based on multiple measures of student achievement data, both at the state and local level, a strong emphasis is placed on content-area knowledge and instructional strategies to improve student outcomes in English Language Arts (ELA), mathematics, and English Language Development (ELD). These opportunities are also aligned to the 2024-27 LCAP goals, specifically LCAP Goal 1 - Improved Student Achievement, Goal 4 - Improved Dashboard Metrics for Monarch School and San Pasqual Academy, and Goal 5 - Improved Dashboard Metrics for Court and Community Schools. In total, 94 full and/or half-days of professional development were offered in the following categories: ELA, ELD, STEAM, All-Staff, Ethnic Studies, Coaches Collaborative, Instructional Leadership, Leadership, PBIS, Reading/Writing Intervention, Social Studies, and Math.

Curriculum, Instruction, and Assessment (CI&A)
To support curriculum, instruction, and assessment (CI&A), teachers and staff from each region participated in:
All-staff development days, in order to set and revisit vision and goals for the school year
Quarterly meetings to review and prepare for the upcoming quarter, as aligned to the JCCS Cross Content Scope and Sequence. These include curriculum (content) information and cross-content instructional practices.
Ongoing specialized training on the ELD standards and strategies of implementation to ensure the greatest impact for English Learners, as well as training for English Language Development Assistants (ELD-A) to deepen knowledge and practice for classroom support and ongoing training for Language Tree, an online program used to support our time for designated English Learner Development
Ethnic Studies Division Curriculum Committee (DCC) to ensure understanding and best practices of Ethnic Studies, as well as develop curriculum ahead of the scheduled state deadline for the 2026-27 school year. The pilot curriculum will be delivered in 2025-26.
Ongoing training and support for adopted curriculum across content areas, i.e.
for science teachers to meaningfully plan and utilize the Discovery Ed curriculum
for math teachers to meaningfully plan and utilize the Pearson/Savvas curriculum
Intentional collaboration between science and math teachers for STEAM units
for our History/Social Studies teachers to meaningfully plan and utilize the IMPACT curriculum for grades 6-8, US History,

## Professional Development

World History, Government, and Economics
for our ELA teachers to meaningfully plan and utilize the HMH curriculum
Teachers and staff at Monarch, San Pasqual Academy, Community Schools, and Court Schools continued to receive reading and writing intervention training for REWARDS curriculum and reading intervention instructional strategies to integrate across content areas. Community Schools and Monarch also piloted Achieve3000 to further support improved literacy.

Additionally, all teachers have access to our cadre of instructional coaches (i.e. CI&A team) who have both a regional and content area focus.
English Language Arts (ELA)
English Language Development (ELD)
Science
Social Studies
Math
Reading Intervention

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

PBIS/MTSS
To support positive school culture and to ensure our schools are welcoming spaces to support all students, teachers and staff from each region participated in and/or engaged with:
Regional level meetings to reinforce Positive Behavior Intervention and Supports
JCCS wide meetings for PBIS teams to receive ongoing training and supports
Continued support and training, as needed i.e. new staff, of restorative practices to develop and refine common language, philosophies, and practices to support students and families and decrease exclusionary practices
District Equity Leadership Team (DELT) continues to create and implement systems of support for students' academic and behavioral needs.
Ongoing training and implementation of the PERTS survey, which is a survey tool that increases student engagement and elevates student voice. As a feedback tool, we hope to improve chronic absenteeism rates, increase positive school culture, enhance school safety for all staff and students, be responsive to student voices and needs, and monitor mental health and social-emotional learning. This aligns with our LCAP, WASC, and SPSA goals.

We have received notification that our schools who applied to the State for recognition of their PBIS Practices won the recognition for 2024-25. This is powerful documentation in our work toward a more positive, inclusive, and responsive classroom culture.
San Diego County Community Schools:
Bayside - Gold
SOUL Academy - Gold
Innovations - Gold
Escondido - Gold
NCTA - Gold
37 ECB - Silver
Global - Silver
South County - Silver

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 |