

Monarch School - Public View Document
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Monarch School - Public View Document
Street	1625 Newton Ave.
City, State, Zip	San Diego, CA 92113
Phone Number	619-652-4100 ext. 1641
Principal	Michael Paredes
E-mail Address	michael.paredes@sdcoe.net
Web Site	www.monarchschoools.org
CDS Code	37-10371-0120493

District Contact Information	
District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
E-mail Address	superintendent@sdcoe.net
Web Site	www.sdcoe.com

School Description and Mission Statement (School Year 2018-19)

The mission of Monarch School is to educate students impacted by homelessness and to help them develop hope for a future with the necessary skills and experiences for personal success.

Our vision: Monarch School provides an excellent academic and supportive environment in which any student in San Diego County who is impacted by homelessness will receive a rigorous education and grow personally to become a highly motivated, contributing member of society.

Monarch School is part of Juvenile Court and Community Schools (JCCS) within the San Diego County Office of Education (SDCOE). Monarch was founded in 1989 as a single-classroom community school with one teacher only a few blocks away from its current location. Strong community support, national exposure, and the formation of the nonprofit Monarch School Project (MSP) has transformed the capacity of the school over the years. A capital campaign spearheaded by MSP raised \$17 million over 10 years, enabling the school to move into its current location in May 2013. The larger, state-of-the-art facility allowed the school to more than double its student population with a capacity of 24 students per grade level and 350 potential students total. There are currently 273 students enrolled in grades kindergarten through 12 with an average class size of 20. Monarch has the unique opportunity to serve students ages 5 to 19.

Monarch School is a national model for providing education and support services to students impacted by chronic homelessness. A satellite view of the school reveals that it is located strategically near downtown San Diego in the Barrio Logan neighborhood in close proximity to partner organizations that provide services and shelter for individuals and families in the San Diego community impacted by homelessness. A majority of our families are recipients of those services and are referred to Monarch directly from these partner agencies pursuant to Welfare and Institutions Code 300. Students reside in family shelters, shelters for victims of domestic violence, teen shelters, motels, hotels, in vehicles with their families, or share residences with other families in order to afford rent. Due to family transiency, students attending Monarch reside throughout San Diego County. The majority of students live in the central and southern part of the county, where 64.3 percent of the county's homeless population resides (according to the San Diego Regional Task Force on the Homeless, 2018).

In San Diego County, approximately 11.4 percent of the student population is receiving special education services; statewide, California has approximately 11 percent receiving special education services. Monarch School's special education population is 18 percent, with 45 students with Individualized Education Plans (IEPs). Monarch School meets the needs of these students with a special education coordinator and two education specialists. An itinerant speech-language pathologist, occupational therapist, and school psychologist provide services weekly per students' IEPs.

Another significant group of students are those eligible for and receiving free and reduced-price lunches. It is no surprise that 100 percent of Monarch School students qualify for free lunch given that the mission of our school is to serve families enduring homelessness and the impacts of poverty.

Monarch School's instructional technology plan includes providing 1:1 access to technology for our students. We have 300 netbooks equitably distributed throughout our classrooms. All of our instructional spaces and classrooms have Smart Boards.

The Monarch School Project and Monarch School work hand-in-hand in an innovative partnership addressing not only the academic needs of our students, but also the social, emotional, and life skills required to ensure future success. These four areas of focus encompass a framework called the Four Pillars, which we use at all levels of our organization to put our mission into action including our Schoolwide Learner Outcomes. The partnership is strategic in its implementation of programs and services and allocation of resources around the Four Pillars. With a total operating cost of \$4 million per year, MSP contributes 55 percent of the total budget. The emotional pillar takes a strengths-based and trauma-informed approach to provide students with ongoing supports and interventions. Student advocates aligned to grade levels implement organized systems to proactively support students and intervene so that instruction and learning remain the focus. Additionally, we provide students with therapeutic opportunities, such as expressive arts therapy and wrap-around mental health services. The life skills pillar focuses on setting and accomplishing achievable goals as our students prepare for college and career. Additionally, we provide targeted supports for alumni. The academic pillar is connected to standards-aligned instruction with student-centered learning where students are expected to be creative, collaborative, and resourceful problem-solvers. The social pillar encompasses activities involving athletics, student leadership, and developing interests and passions. Programs are implemented during our Social Growth Wheel, Discovery Hour, athletics, and after-school program.

Monarch School utilizes an approach called Getting Results Intervention Team (GRIT) as a team approach to identify needs, implement additional academic and social/emotional interventions, and monitor progress, as part of a multi-tiered system of supports (MTSS).

Monarch School eliminates the barriers to school that students impacted by homelessness face by providing access to basic necessities, including showers, clothing, laundry facilities, and hygiene kits. Partnerships and donors enable Monarch to provide students with dental, vision, and hearing screenings, as well as follow-up care. Monarch has a partnership with Family Health Centers of San Diego, enabling us to have a registered nurse and health care navigator on-site 25 hours per week, giving our students access to basic health care, medication management, and support in obtaining additional resources and services. Monarch, in collaboration with the San Diego Family Health Centers, offers medical exams for all students and medical care on an as-needed basis. A nurse provides care for students at the school's health center three days per week. The nurse also coordinates healthcare services for our students provided at the school and in the community through volunteer medical groups, such as dental and vision care providers.

Monarch School is a school of choice for the families and students it serves. A student's enrollment options include: 1) the school of origin (school the student was attending when they became homeless); 2) school of residence (students who are permanently-housed and live in the area); and 3) Monarch School. Final decision for enrollment is made as a team that includes the student's parent/guardian and Monarch School administrative staff. In some instances, school site or district staff members of the school or district of origin are included in the decision-making process. Placement decisions are made in the best educational interest of the student.

To maximize the operational capacity and the planning for our school, we divide up elementary, middle, and high school levels for scheduling, programs, and services. School programs run from 6 a.m. to 6 p.m. daily, starting with breakfast and ending with the after-school program. Class is in session from 8 a.m. to 3 p.m. Thursday is our minimum day to allow for professional learning and collaboration.

Monarch School is a recipient of an After School Education and Safety (ASES) program grant. It is currently funded for 73 students totaling \$119,000. The program is run by our partner agency the, Jackie Robinson Family YMCA. There are currently 83 students in grades kindergarten through 8 enrolled. We attained 88 percent of our attendance goal in 2017-18.

Our ASES program is aligned with the content of the regular school day and other extended learning opportunities. It offers a safe physical and emotional environment and the staff takes the same strengths-based and trauma-informed approach to supporting and intervening with students. YMCA after-school staff works closely with the Monarch principal to integrate an educational literacy element and an educational enrichment element connected to Monarch's curriculum, instruction, and learning support activities.

- The educational literacy element provides tutoring and/or homework assistance designed to help students meet standards in reading/language arts, mathematics, history and social studies, or science.
- The educational enrichment element offers additional services, programs, and activities that reinforce and complement Monarch's academic program. The YMCA offers visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation.

In order to support our mission, we have taken a collaborative approach to develop a Positive Behavioral Intervention and Support plan. Our commitment with this plan is that every student, staff member, and parent will understand their role in supporting a safe, civil, and restorative environment. Monarch School will be an environment that encourages and reinforces behaviors that are respectful, responsible, safe, and where students are ready to learn.

After two years of visioning, planning, and fundraising, a 5,000-square-foot, 21st-century learning and career technical education space called the Launch Pointe opened in November 2016. Solution-oriented project-based learning with themes that relate to persevering through trauma along with performance-based assessments are innovative features within our instructional program. Learning takes place at school and through intentional opportunities in our community and with partners. Individual growth planning will match student goals with opportunities and resources. Our students will be empowered with choices when they leave our program. They will obtain and retain steady employment with a living-wage job and career path. More than 40 high school students participate in the Monarch Internship Program (MIP) with 24 community businesses and partners. MIP interns are paid a monthly stipend provided by MSP. Students can also pursue additional technical training, attend community college, or go to a four-year university.

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

Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2. Cultivate stakeholder engagement to support excellence in each student's success.

Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.

Goal 4. Support the integration and transition of students who are at risk, expelled, English learner, and foster youth to be prepared to succeed in college and career.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	22
Grade 1	21
Grade 2	20
Grade 3	17
Grade 4	24
Grade 5	23
Grade 6	22
Grade 7	22
Grade 8	19
Grade 9	24
Grade 10	18
Grade 11	22
Grade 12	19
Total Enrollment	273

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.4
White	7.0
Socioeconomically Disadvantaged	100.0
English Learners	30.8
Students with Disabilities	13.9
Foster Youth	2.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	17		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	1	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	1	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2016

All textbooks and instructional materials used within 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 a 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 students who are learning English, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill: California Treasures (K-5) Holt, Rinehart and Winston: Literature and Language Arts (6-12) Holt: Literature and Language Arts (Special Education)	Yes	0
Mathematics	Houghton Mifflin: California Math (K-6) Prentice Hall: California Algebra Readiness (6-8) Holt: California Mathematics Course 2: Pre Algebra (7) Holt: California Algebra (8-12) Carnegie Learning: Integrated Math I (9-12)	Yes	0
Science	Harcourt: California Science (K-5) Prentice Hall: California Focus on Earth Science (6) Prentice Hall: California Focus on Life Science (7) Prentice Hall: California Focus on Physical Science (8) Prentice Hall: California Biology (9-12) Prentice Hall: California Chemistry (9-12) Prentice Hall: California Earth Science (9-12) Prentice Hall: Conceptual Physics (9-12)	Yes	0
History-Social Science	Prentice Hall: California Reflections (K-6) Glencoe McGraw-Hill: California Medieval and Early Modern Times (7) Glencoe McGraw-Hill: California Discovering Our Past: The American Journey to World War I (8) Glencoe McGraw-Hill: California World History: Modern Times (10) Glencoe: California The American Vision: Modern Times (11) Glencoe Economics: Today and Tomorrow (12) Glencoe United States Government: Democracy in Action (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) Prentice Hall: African American Experience (9-12) Prentice Hall: Latino Experience (9-12)	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 4, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 4, 2019	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	16.0	20.0	51.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	4.0	4.0	44.0	44.0	37.0	38.0

Note: Percentages are not calculated 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.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	133	95.68	19.55
Male	72	69	95.83	17.39
Female	67	64	95.52	21.88
Black or African American	15	13	86.67	23.08
Asian	--	--	--	--
Hispanic or Latino	106	103	97.17	17.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	139	133	95.68	19.55
English Learners	55	54	98.18	16.67
Students with Disabilities	26	25	96.15	8.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	134	96.4	3.73
Male	72	69	95.83	2.9
Female	67	65	97.01	4.62
Black or African American	15	13	86.67	0
Asian	--	--	--	--
Hispanic or Latino	106	104	98.11	3.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	139	134	96.4	3.73
English Learners	55	55	100	3.64
Students with Disabilities	26	25	96.15	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

The SDCOE JCCS Career Readiness and Technical Education (CRTE) department provides Career Technical Education (CTE) classes, and grant-funded career readiness opportunities for high school youth. At Monarch, students can select from CTE Building and Construction or CTE Woodshop courses. The CTE teacher works in partnership with other departments to provide aligned curriculum. The CTE program is evaluated by the number of students enrolled, the number of students completing courses, and industry credentials earned. This is measured through our yearly data gathering in the California Department of Education's Consolidated Application. Monarch's non-profit partner has established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. CRTE offers the Pathways to Justice and Workability I grant for interested students who qualify to receive grant-funded services including paid internships, work-based learning, and supportive services.

The CTE Advisory Council is facilitated by the CTE Program Specialist and includes local industry partners from: building and construction, culinary arts, public service, small business, non-profits, the local workforce investment board, and event management and is always looking for additional partners. All CTE teachers, and our career readiness staff, participate in all Council meetings.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	52
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	16.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7	34.8	13.0
7	27.8	22.2	
9	26.3	26.3	10.5

Note: Percentages are not calculated 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

School and Monarch Project staff provide regular workshops related to student attendance, legal issues faced by students, parenting, and informational parent meetings. 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 School Site Council, English Learners' Advisory Committee, Local Control and Accountability Plan and other focus groups. The school has jointly developed with parents a written parental involvement policy. This involvement policy specifies:

- Policy involvement for parents
- Shared responsibilities for high student academic achievement
- Building capacity for involvement
- Accessibility

Parent volunteer and involvement information:

Stephanie Johnston-Austin

stephj@scoed.net or 619-990-4853

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	50.0	40.0	32.0	60.4	58.8	57.8	10.7	9.7	9.1
Graduation Rate	34.6	56.0	60.0	12.0	20.7	23.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	94.4	53.2	88.7
Black or African American	100.0	56.3	82.2
American Indian or Alaska Native	0.0	33.3	82.8
Asian	0.0	83.3	94.9
Filipino	0.0	85.7	93.5
Hispanic or Latino	78.6	46.9	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	70.4	92.1
Two or More Races	0.0	71.4	91.2
Socioeconomically Disadvantaged	94.4	52.3	88.6
English Learners	37.5	46.5	56.7
Students with Disabilities	66.7	50.0	67.1
Foster Youth	0.0	70.2	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	8.9	4.2	4.4	5.8	7.7	3.7	3.7	3.5
Expulsions	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The school safety plan was reviewed, updated, and approved by school staff, stakeholders, and parents in December 2018 and will be approved by the San Diego County Board of Education Board in February 2019. The plan includes assessments of school safety, school discipline policies and practices, funding, professional development activities, counseling services, collaborative relationships with agency community partners, safe schools' programs and strategies, and campus security.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1		47			1	22		1	
1	17	1			20	1			21		1	
2	22		1		23		1		20	1		
3	22		1		21		1		17	1		
4	24		1		24		1		24		1	
5	23		1						23		1	
6	19	1	5		21		5		21	1	3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	14			12.0	7	2		12.0	6		
Mathematics	11.0	5	1						13.0	5		
Science	17.0	3	1		12.0	4			8.0	7		
Social Science	12.0	5			16.0	8	1		8.0	7		

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	378
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,611	\$472	\$14,139	\$86,518
District	N/A	N/A	\$15,643	
Percent Difference: School Site and District	N/A	N/A	-10.1	-4.5
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	66.0	+2.5%

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

During the 2017-18 school year, JCCS teachers, support staff, and administrators took part in a variety of professional learning to ensure every student is prepared for college, career, and community success. Based on student achievement data, a strong emphasis was placed on content area knowledge and pedagogical skills to improve student outcomes in English language arts and mathematics. The 2017-18 school year was year three of JCCS's implementation of integrated math for high school students. All JCCS math teachers were expected to work with a math coach to support them in teaching integrated math with fidelity. All JCCS employees took part in continued restorative practices training to develop common language, philosophies, and practices to support students and families. All teachers had access to one-on-one and small-group coaching with our cadre of instructional coaches to work on self-identified instructional support. During the 2017-18 school year, an increased emphasis on supports for our English learners was integrated into all professional learning. In addition, all teachers and staff received annual training on meeting the needs of our students with disabilities. All JCCS teachers also received a full day of professional learning on youth mental health first aid to support students experiencing mental health challenges. Additionally, all Monarch teachers and staff received monthly professional learning on trauma-informed practices, PBIS, and MTSS. Finally, Since July 2004, JCCS has participated in the South County Induction Consortium, formerly known as Beginning Teacher Support and Assessment, to support newly credentialed teachers.