

San Pasqual Academy - 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	San Pasqual Academy - Public View Document
Street	17701 San Pasqual Valley Road
City, State, Zip	Escondido, CA 92025
Phone Number	760-233-6003
Principal	Suzanne Miyasaki
E-mail Address	suzanne.miyasaki@sdcoe.net
Web Site	www.sanpasqualacademy.org
CDS Code	37103710115998

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.net

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

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

San Pasqual Academy (SPA) is located on 238 acres in beautiful San Pasqual Valley in Escondido. San Pasqual Academy is a first-in-the-nation residential education campus designed specifically for youth in foster care. Four partners - San Diego County Health and Human Services agency, New Alternatives, Inc., San Diego County Office of Education, and San Diego Workforce Partnership - work collaboratively on campus to provide a seamless delivery of services to students. The partners provide dependency case management, residential, academic, and work-readiness programs and services that create a community where the students can learn, grow, and thrive. Currently there are 97 youth living on the campus, with 72 students enrolled in grades 9-12 attending the onsite high school. The students in foster care qualify for the federal lunch program; 24 of the students qualify for special education services, and 12 are English learners.

Staffing Demographics as of December 2018:

There are six general education teachers, 1.2 special education teachers, three part-time Career Technical Education (CTE) teachers, one in-school counselor, one school administrative assistant, one student support specialist, and one principal.

San Pasqual Academy is fully accredited by the Western Association of Schools and Colleges, thereby ensuring that all major colleges, universities, vocational training programs, and the military accept the diploma. With a required 220 credits for graduation, students complete UC "a-g" core requirements in English (40 credits), mathematics (20 credits), science (20 credits), social science (30 credits), fine/practical arts (10 credits) and physical education (20 credits). Additionally, they must complete 80 elective credits (16 completed courses). Spanish, art, CTE culinary arts, CTE digital media, CTE horticulture, leadership/Associated Student Body (ASB), critical numeracy, senior seminar, introduction to business, and kitchen chemistry are offered as electives this year. The school calendar is based on semesters with summer intersession for credit recovery. San Pasqual Academy recognizes that a major part of adolescent development includes extra- and co-curricular activities enjoyed by high school students. The academy offers co-curricular activities such as yearbook and ASB. ASB helps create a positive school culture by providing student voice, awards assemblies, lunchtime activities, pep rallies, spirit weeks, and dances.

San Pasqual Academy is a member of the California Interscholastic Federation San Diego Section Southern Conference. One or two sports are offered each season. This year, SPA will participate in girls volleyball, eight-player football, boys and girls basketball, softball, and track and field.

Although the school models itself after traditional comprehensive high schools, it is recognized that our students have gaps in their education and credits. Credit recovery is offered during the school year, as is AB216 when necessary. The school is able to offer small class sizes (average 10:1), which allows the teachers to offer more support. Math and literacy support are provided as an elective. The in-school counselor creates individual learning plans in order for the students to meet graduation requirements in a timely manner. After-school tutoring is provided by teachers via a School Plan for Student Achievement goal and some students also receive tutoring via Tutor Connection. Due to the increase of students with Individualized Education Program's, a Multi-level Study Skills class is offered in addition to the support students receive in their classes.

The classrooms are equipped with projection systems and/or Chromecast-equipped televisions. Each teacher has a laptop cart and access to a computer lab. Each classroom has a class set of Chromebooks. The teachers post assignments and resource links for their classes to HAIKU. They also are using HAIKU for record keeping to share grades and assignments with invested adults.

San Pasqual Academy is developing a Multi Tiered System of Support. The focus is on building school-wide positive behavior support so that it becomes the culture of the school. A school-wide behavior plan that focuses on restorative practices is identified as a need to build positive school culture. The staff is trained and continues ongoing professional learning in implementing restorative practices. The majority of the staff has participated in Crisis Prevention Institute training. We are also continually refreshing our training in trauma-informed care. Due to the level of trauma the students have experienced, the teachers experience a wide array of behaviors in the classroom.

San Pasqual Academy, on average, graduates 23 students per academic year. Approximately 25 percent attend four-year colleges or universities and the remaining 75 percent transition into community colleges, vocational training schools, and work.

San Diego County Office of Education's Local Control and Accountability Plan (LCAP) goals:

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 learners, 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
Grade 9	4
Grade 10	12
Grade 11	16
Grade 12	31
Total Enrollment	63

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	28.6
American Indian or Alaska Native	11.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	1.6
White	4.8
Socioeconomically Disadvantaged	100.0
English Learners	12.7
Students with Disabilities	27.0
Foster Youth	98.4

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	7		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	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 *	0	0	
Vacant Teacher Positions	1	2	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 at San Pasqual Academy are aligned with state standards and frameworks. San Pasqual Academy follows 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Literature and Language Arts (6-12) Special Ed Holt: Literature and Language Arts	Yes	0
Mathematics	Carnegie Learning: Integrated Math I	Yes	0
Science	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

We have a full-time custodian who cleans and maintains the school facilities. When there is a major repair, the work is completed by the New Alternatives, minor repairs are completed by SDCOE's maintenance and operations team.

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)	10.0	20.0	51.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	5.0	0.0	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	18	15	83.33	20.00
Male	--	--	--	--
Female	13	12	92.31	25.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	15	83.33	20.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	18	15	83.33	20.00

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	18	14	77.78	0
Male	--	--	--	--
Female	13	11	84.62	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.78	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	18	14	77.78	0

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 CTE classes, and grant funded career readiness opportunities for high school youth. At SPA, students can select from CTE culinary arts, CTE horticulture, or CTE digital media arts. CTE teachers work 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 California Department of Education's Consolidated Application. SPA'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. The council 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	55
% 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	100.0
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

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)

House parents and other invested adults are encouraged to take part in parent meetings, progress conferences, and open-house events, and to attend extra-curricular school activities. They are also members of School Site Council, LCAP, and other focus groups. The school has jointly developed with house parents a written parental involvement policy. This involvement policy specifies:

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

- Accessibility

Volunteer and involvement contact:

Stephanie Johnston-Austin

stephj@sdcoe.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	4.8	14.8	9.5	60.4	58.8	57.8	10.7	9.7	9.1
Graduation Rate	66.7	77.8	76.2	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	57.1	53.2	88.7
Black or African American	66.7	56.3	82.2
American Indian or Alaska Native	25.0	33.3	82.8
Asian	0.0	83.3	94.9
Filipino	0.0	85.7	93.5
Hispanic or Latino	63.6	46.9	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	0.0	70.4	92.1
Two or More Races	66.7	71.4	91.2
Socioeconomically Disadvantaged	57.1	52.3	88.6
English Learners	50.0	46.5	56.7
Students with Disabilities	45.5	50.0	67.1
Foster Youth	57.1	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	15.5	22.5	35.1	4.4	5.8	7.7	3.7	3.7	3.5
Expulsions	0.0	0.0	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 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.

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	4.0	5			9.0	6			9.0	7		
Mathematics	11.0	3	1		4.0	2			8.0	7		
Science	7.0	4			10.0	4			7.0	6		
Social Science					10.0	6			10.0	8		

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	97
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	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non-teaching)	1	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	\$17,699	\$1,504	\$16,195	\$82,481
District	N/A	N/A	\$15,643	
Percent Difference: School Site and District	N/A	N/A	3.5	-6.7
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	77.8	-9.3%

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. 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.