

# Julian Charter School (JCS-LIVE)

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



# JCS LIVE

## 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Julian Charter School (JCS-LIVE)
<b>Street</b>	1704 Cape Horn
<b>City, State, Zip</b>	Julian, CA 92036
<b>Phone Number</b>	(760) 765-5500
<b>Principal</b>	Lori Cummings
<b>Email Address</b>	lcummings@jcs-inc.org
<b>School Website</b>	<a href="https://julian.jcs-inc.org/">https://julian.jcs-inc.org/</a>
<b>Grade Span</b>	P-12
<b>County-District-School (CDS) Code</b>	37 68163 3731239

### 2024-25 District Contact Information

<b>District Name</b>	Julian Charter School
<b>Phone Number</b>	(760) 765-0661
<b>Superintendent</b>	Brian Duffy
<b>Email Address</b>	brian.duffy@juesd.net
<b>District Website</b>	www.juesd.net

### 2024-25 School Description and Mission Statement

Julian Charter (<https://julian.jcs-inc.org/>) is a TK-12th school sponsored by Julian Union Elementary School District with one, distinct program: JCS-LIVE (Lifelong Independent Virtual Education). Established in the 2019/2020 school year, JCS-LIVE is a fully online program for TK-12 students in TK-12 in San Diego, Orange, Riverside, and Imperial counties. JCS-LIVE is focused on academic progress and success and students attend daily synchronous instruction online. Students work with supportive credentialed teachers to set personal goals that will help them reach mastery. Content is built around student interests and goals. The mission of JCS LIVE is to provide an alternative classroom setting tailored for students who desire a synchronous, online, personalized environment focused on Career and Technical Education.

## 2024-25 School Description and Mission Statement

### About this School

#### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	7
Grade 2	7
Grade 3	4
Grade 4	11
Grade 5	12
Grade 6	20
Grade 7	17
Grade 8	25
Grade 9	21
Grade 10	29
Grade 11	24
Grade 12	28
<b>Total Enrollment</b>	<b>206</b>

#### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.5
American Indian or Alaska Native	1.5
Asian	1
Black or African American	1.5
Filipino	1.5
Hispanic or Latino	38.8
Two or More Races	11.2
White	44.7
English Learners	4.4
Homeless	1
Socioeconomically Disadvantaged	46.1
Students with Disabilities	28.2

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.90	52.24	51.70	68.76	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.10	0.13	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	1.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	39.00	17.60	23.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.40	8.77	4.70	6.27	18854.30	6.86
<b>Total Teaching Positions</b>	5.50	100.00	75.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.60	46.85	61.90	70.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.90	8.21	0.90	1.12	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.30	44.36	22.20	25.21	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.41	3.00	3.50	15831.90	5.67
<b>Total Teaching Positions</b>	12.00	100.00	88.20	100.00	279044.80	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.70	43.71	52.30	61.49	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.01	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.60	1.94	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.80	51.95	28.10	33.07	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	4.20	2.90	3.48	14303.80	5.15
<b>Total Teaching Positions</b>	13.10	100.00	85.00	100.00	277698	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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	2.10	5.30	6.8
<b>Total Out-of-Field Teachers</b>	2.10	5.30	6.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. JCS-LIVE is using online curriculum that is CCSS-aligned. The school does not strictly adhere to the state's textbook adoption cycle.

**Year and month in which the data were collected** December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (K-3), Edgenuity (6-12), Core Novel Units, Schools PLP (TK-12), Teacher-created Canvas courses, Story of the World	Yes	0
<b>Mathematics</b>	Zearn (K-8), GoMath (K-8), Savaas Integrated Math (9-12), Edgenuity (6-12), Schools PLP (TK-12), Teacher-created Canvas courses	Yes	0
<b>Science</b>	Science Weekly (K-5), Edgenuity (6-12), Schools PLP (TK-12), Teacher-created Canvas courses	Yes	0
<b>History-Social Science</b>	Studies Weekly (K-5), Edgenuity (6-12), Schools PLP (TK-12), Teacher-created Canvas courses	Yes	0
<b>Foreign Language</b>	Skills for Spanish Success (K-5), Edgenuity (6-12), Schools PLP (TK-12)	Yes	0
<b>Health</b>	Edgenuity (6-12), Schools PLP (TK-12), Teacher-created Canvas courses	Yes	0
<b>Visual and Performing Arts</b>	Edgenuity (6-12), Schools PLP (TK-12), Teacher-created Canvas courses	Yes	0

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

## School Facility Conditions and Planned Improvements

JCS LIVE does not have any facilities where students attend because it is a virtual school.

**Year and month of the most recent FIT report** Not Applicable

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	50	43	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	32	44	29	31	34	35

## 2023-24 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
<b>All Students</b>	107	103	96.26	3.74	50.49
<b>Female</b>	56	54	96.43	3.57	68.52
<b>Male</b>	51	49	96.08	3.92	30.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	41	100.00	0.00	48.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	50.00
<b>White</b>	45	42	93.33	6.67	52.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	2.38	41.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	27.59

## 2023-24 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
<b>All Students</b>	107	102	95.33	4.67	44.12
<b>Female</b>	56	54	96.43	3.57	51.85
<b>Male</b>	51	48	94.12	5.88	35.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	41	100.00	0.00	41.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	25.00
<b>White</b>	45	41	91.11	8.89	51.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	2.38	39.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	28	93.33	6.67	17.86

## 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	39.39	38.38	14.81	31.58	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	102	98.08	1.92	38.24
Female	52	51	98.08	1.92	41.18
Male	51	50	98.04	1.96	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95.00	5.00	44.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	43	43	100.00	0.00	30.23
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	32.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	15.15

## 2023-24 Career Technical Education Programs

Students may participate in a state-approved Work Study Program where students gain skills and knowledge in job-related topics while being employed. Students have a variety of elective courses they may take that are focused on career preparation and interests they have expressed. Students take CTE pathways courses through Edgenuity. We are in the process of adopting the full CTE pathways.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	91.18
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	9.09

## 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.

## 2023-24 California Physical Fitness Test Results

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	75%	75%	75%	75%	75%
Grade 7	80%	80%	80%	80%	80%
Grade 9	72%	72%	72%	72%	72%

## 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.

## 2024-25 Opportunities for Parental Involvement

JCS-LIVE parents are actively involved in the school program. Because the school is an independent study program, parental involvement is necessary to the extent that students need instructional support from parents aligned with independent activities at home that support the virtual instruction provided by the school. This is included in the terms of the Independent Study Written Learning Agreement, which all parents, students, and associated staff sign before the first day of instruction each year. Additionally, parents and students participate in several project weeks throughout the school year which incorporate voice/choice and rely heavily on parent support as the instructional guide.

In addition to instructional involvement, the school offers multiple field trips throughout the year which parents can chaperone and participate in. Regarding school decision-making, parents are equal partners in developing the vision and plans for the school. Parents are seen as problem-solvers who can help address challenges. Parent voice and input are integral parts of our School Site Council and Parent Teacher Organization which hold regularly scheduled meetings that can be found on our website. Other examples of involvement include opportunities to serve on the JCS Board. In addition, parents are invited to participate in professional development programs, workshops, and support groups offered by the school. Communication is

## 2024-25 Opportunities for Parental Involvement

active and personal and some mechanisms include face-to-face meetings with facilitators, personal phone calls home, and direct text messaging. Parent surveys, e-mail, Zoom meetings, Canvas for assignment monitoring, ParentSquare, and the JCS-Inc website are also important forms of one and two-way communication.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	0	0.0	12.5	33.2	31.7	20.3	7.8	8.2	8.9
<b>Graduation Rate</b>	92.9	92.3	82.5	30.6	25.4	41.4	87	86.2	86.4

#### 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	40	33	82.5
<b>Female</b>	24	19	79.2
<b>Male</b>	16	14	87.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	17	14	82.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	15	13	86.7
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	21	77.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	15	11	73.3

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.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	251	233	27	11.6
Female	123	114	11	9.6
Male	126	117	16	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	93	11	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	26	3	11.5
White	104	100	10	10.0
English Learners	14	13	4	30.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	114	109	17	15.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	7	10.4

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	0.00	0.60	0.97	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2024-25 School Safety Plan

The School Safety Plan was last revised and approved in February 2024 for the 2024/2025 school year. Before the revision, a meeting was held in November 2023 for public input. Our school site council is currently reviewing and updating the plan for the 2025/2026 school year and it will be approved by the JCS Board by March 1, 2025. The School Site Council acts as the Safety Committee for the school and reviewing/updating the annual safety plan is an important order of business. The School Site Council typically meets in November, February, and May. Our main focus is on student and staff well-being and safety. Our three major actions are: 1. Provide online training to staff on awareness of key wellness topics such as Bullying (Recognition and Response), Youth Suicide, Online Safety (predators), Boundary Invasion, Mandated Reporter: Child Abuse and Neglect; and Human Trafficking Awareness; 2. Provide social-emotional training on bullying, harassment, and suicide prevention for students; and 3. Initiate increased safety procedures and prevention.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	2		
2	2	2		
3	1	1		
4	1	1		
5	1	1		
6	6	11	1	
Other	31	3	4	2

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	2	2		
2	1	1		
3	3	5		
4	1	4		
5	4	3		
6	4	12		
Other	21	5		2

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	4	2		
2	1	1		
3	2	3		
4	4	3		
5	6	2		
6	4	18		
Other	35	1		2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	31	1	
Mathematics	2	30		
Science	3	20		
Social Science	2	25		

## 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	41		1
Mathematics	2	46		
Science	2	22		
Social Science	2	30		

## 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	2	54		
Mathematics	2	38		
Science	2	30		
Social Science	2	40		

## 2023-24 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
<b>Pupils to Academic Counselor</b>	515

## 2023-24 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.4
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$13,662.97	\$2,840.48	\$10,822.49	\$61,143.38
<b>District</b>	N/A	N/A	\$11,159.27	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.1	
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2023-24 Types of Services Funded

All services are supported through the school's general budget, which includes charter school block funding. Special programs include tutoring, online learning, high school specialists, personalized learning, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success. These include, but are not limited to, student academic counseling, speech therapy, special education services, and robust Multi-tiered Systems of Support (MTSS) that

## Fiscal Year 2023-24 Types of Services Funded

encompass Student Success Team (SST), Response to Intervention (RtI), and Positive Behavior Intervention Services (PBIS).

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	22%	26%
Percent of Budget for Administrative Salaries	6%	6%

## 2023-24 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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

JCS-LIVE hosts professional development days throughout the school year, approximately every eight weeks. Teachers also have a Professional Development week at the beginning of semester 2 during which all students have a Project Week. For 2024-2025 our teachers have participated in training regarding digital learning practices (3 days of Aurora Institute), CAASPP Training, Leader In Me book study, special education training, and social-emotional learning. Our forums focus on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Teachers new to the profession and new to independent study receive support through mentoring opportunities. Additionally, teachers are encouraged to attend outside conferences and workshops, particularly those that focus on writing, math, personalized learning, and those that foster leadership. Parents are invited to attend professional development day trainings and events and parent-specific core subject area workshops provide additional opportunities for professional development.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	16	18	18