

# Imperial County Juvenile Hall/Community 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

### SARC Overview



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

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

### DataQuest



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

### California School Dashboard



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

### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Imperial County Juvenile Hall/Community
<b>Street</b>	324 Applestill Road
<b>City, State, Zip</b>	El Centro, CA 92243-9621
<b>Phone Number</b>	(760) 312-5500
<b>Principal</b>	Patricia J. Sanchez
<b>Email Address</b>	pjones@icoe.org
<b>School Website</b>	www.icoe.org
<b>County-District-School (CDS) Code</b>	13-10132-1330117

## 2023-24 District Contact Information

<b>District Name</b>	Imperial County Office of Education
<b>Phone Number</b>	(760) 312-6440
<b>Superintendent</b>	J. Todd Finnell, Ed.D.
<b>Email Address</b>	todd.finnell@icoe.org
<b>District Website</b>	www.icoe.org

## 2023-24 School Description and Mission Statement

### Principal's Message:

Imperial County Office of Education Alternative Education provides a supportive, relevant, and meaningful learning experience by a staff committed to the overall success of our students. Through collaborative efforts among students, parents, teachers, staff, administration, and community agencies, together we build positive and trusting relationships to create an educational environment that values all stakeholders. Our staff implements an educational program aligned to the state academic standards through research-based instructional methods to prepare students for their post-secondary path. As an organization that strongly believes in the success of each student, whether entering our school at or below grade level, we develop an individualized learning plan according to our student's academic and social needs to foster personal growth. We embrace the philosophy of "serving the whole child" and with our community partners provide the necessary resources and services for students to experience motivation and attain success.

The Imperial County Juvenile Hall School provides educational services for students who have been adjudicated through the Imperial County Probation Department. The court school faculty and staff work in collaboration with the Imperial County Probation Department, Imperial County Behavior Health Services, and other agencies that assist and strengthen the educational program of the school. The goal for every child entering our school is to demonstrate personal growth. We provide all the necessary opportunities for our students to transition successfully into the comprehensive school setting. Educational services are offered year-round and courses are aligned to state standards. The average stay at the court school is four to five days which does not allow students to make significant academic growth. The court school is located adjacent to the Imperial County Probation Department at Esther Huff School: 324 Applestill Road, El Centro, CA.

As Cesar Chavez said, "Together, all things are possible," and ICOE Alternative Education exemplifies this mission to ensure our students receive the foundation and preparation for a successful future. Together, we will make this school year the best yet for our Jaguar family!

Our mission is to ensure students are prepared to succeed in a changing society by supporting and inspiring them to complete their high school requirements and transition into employment or higher education.

Our Vision: To develop literate, educated thinkers, and achievers who exhibit a desire to continue education, and training, be

## 2023-24 School Description and Mission Statement

lifetime learners, and be productive in the economy and the community. We believe in shared leadership, research-based instructional methods, collaborative teaching, and learning environments through Professional Learning Communities. We develop social responsibility among our students, and build caring, trusting relationships with all stakeholders in our school and community.

Our School-wide Learner Outcomes:

Jaguars are...

**Ready for College & Career:** Students will graduate with the skills needed to be self-sufficient, lifelong learners who are successful in college and career.

**Outstanding Citizens:** Demonstrating positive actions such as honesty, integrity, and generosity.

**Academically Proficient:** Making informed decisions using critical thinking and are prepared to be outstanding communicators.

**Responsible 21st Century Learners:** Creating innovative outcomes by using technology responsibly.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	6
Grade 10	5
Grade 11	1
Grade 12	2
<b>Total Enrollment</b>	<b>14</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	21.4%
Male	78.6%
Hispanic or Latino	100%
English Learners	42.9%
Foster Youth	7.1%
Socioeconomically Disadvantaged	100%
Students with Disabilities	7.1%

## **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>	1.00	100.00	23.40	44.18	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	5.66	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.00	16.98	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.50	14.15	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.00	19.02	18854.30	6.86
<b>Total Teaching Positions</b>	1.00	100.00	52.90	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>	1.30	100.00	27.60	49.37	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.90	16.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.40	7.97	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.80	13.98	11953.10	4.28
<b>Unknown</b>	0.00	0.00	7.00	12.59	15831.90	5.67
<b>Total Teaching Positions</b>	1.30	100.00	55.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Imperial County Office of Education held a public hearing on September 11, 2023, and determined that each school within the district has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and in visual and performing arts for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office before adoption.

<b>Year and month in which the data were collected</b>	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	My-Perspectives ELA Holt (7-12) Online Courses - English Edmentum (7-12) ELD- English 3D, Pearson/SAVAAS ELD Companion	Yes	0%
<b>Mathematics</b>	Online Courses Edmentum (7-12) Pre-Algebra Algebra Geometry Algebra II Trigonometry  Textbooks: Agile Minds Algebra Geometry  Holt- Pre-Algebra, Algebra 1 AGS- Geometry  McDougal Littell (8-12)  SRA (7)  SRA (7-12)	Yes	0%
<b>Science</b>	Online Courses Edmentum (Physical Science, Life Science, Biology) (7-12) Holt-Physical Science Earth Science, Biology Globe Fearon Holt (7-12)	Yes	0%
<b>History-Social Science</b>	SAVVAS Learning (6th grade-12th grade) World History US History California American Government Economics  Houghton Mifflin (7-12)  McDougal Littell (7-8)  McDougal Littell (9-12)  AGS- US Government Globe Fearon-US Government	Yes	0%

	Online Courses Edmentum (7-12)		
	Online Courses icivics		
<b>Foreign Language</b>	Online Courses  Spanish	Yes	0%
<b>Health</b>	McGraw-Hill (7-12) Online Courses Edmentum	Yes	0%
<b>Visual and Performing Arts</b>	Edmentum Online Courses	Yes	

## School Facility Conditions and Planned Improvements

ICOE Alternative Education is committed to maintaining a clean, safe, and functional environment for students, parents, and staff. All classrooms are equipped with telephones, internet access, and email. Additional information about the condition of the school's facilities may be obtained by speaking with the school director. The facility strongly supports teaching and learning through its ample classroom and playground space. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order. A scheduled maintenance program is in place to ensure facilities are well-maintained and provide an adequate learning environment.

**Year and month of the most recent FIT report**

December 2023

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	7	6	47	46
<b>Mathematics</b> (grades 3-8 and 11)	--	--	6	4	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	0.00	11.11	29.47	30.29

## 2022-23 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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2022-23 Career Technical Education Programs

The Fashion and Interior Design (Barbering) CTE pathway is under review by the Imperial County Probation Department. If approved, this pathway will be offered at Juvenile Hall.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 9	100	100	100	100	100

## 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.

## 2023-24 Opportunities for Parental Involvement

Imperial County Office of Education Alternative Education promotes parent and community partnerships. The school relies on all available resources in the school and community to assist students in their personal and academic development, including the School Site Council, Imperial County Behavioral Health Services, Imperial County Office of Education Support Services, Imperial County Office of Education Student Well-Being, Imperial County Probation Department, Imperial County Department of Social Services, Imperial Valley College, Imperial Valley ROP, and SELPA. Parental involvement is vital in promoting student achievement and success. Together, our instructional staff and administration keep parents informed of student's academic progress and attendance via phone calls and conferences. This year we adopted a new state-approved student database (Aeries) which maintains accurate student attendance and records, it is easily accessible to staff to provide parents with information on their student's progress. Students and parents participate in the School Site Council, Fall Festival, Student and Parent Posada, and Parent and Teen Conference upon their release from juvenile hall. Student Ambassadors serve as student leadership representatives who provide input regarding activities and events to foster student engagement and parent involvement.

For more information about organized opportunities for parental involvement at Alternative Education, please get in touch with Monalisa Vitela at (760) 312-5525 or [mvitela@icoe.org](mailto:mvitela@icoe.org).

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	--	--	72.7	40.3	31.8	43.3	9.4	7.8	8.2
<b>Graduation Rate</b>	--	--	27.3	26	34.4	44.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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>	11	3	27.3
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<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>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	3	27.3
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	73	14	0	0.0
Female	9	4	0	0.0
Male	64	10	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	3	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	64	13	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	4	1	0	0.0
English Learners	28	9	0	0.0
Foster Youth	3	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	73	14	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	3	0	0.0

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.95	0.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The safety of students and staff is a primary concern of ICOE Alternative Education. School Counselors and Safety and Truancy Liaisons (STL) track student attendance and safety concerns, communicate with stakeholders regularly and provide social-emotional learning and well-being of all students. The school is always in compliance with all laws, rules, and regulations about hazardous materials and state earthquake standards.

The addition of the ICOE-Safety and Emergency Preparedness Coordinator, Alvaro Ramirez, has also been instrumental this year. Mr. Ramirez provides school safety and wellness chats to all staff to ensure protocols and laws are followed. He also provides safety training to Alternative Education/Juvenile Hall staff which includes:

ALICE (Alert Lockdown Inform Counter Evacuate)  
 Safety Assessment & Intervention Training (SAI)  
 Raptor Technologies

Alternative Education is dedicated to the safety and security of students, staff, and the community. Our Board of Education approved Alternative Education Emergency Procedures Handbooks. These handbooks were last revised in 2024 and discussed with staff annually. The School Site Safety plan was last reviewed and updated in January 2024. All revisions were communicated to both the classified and certificated staff. The following areas and strategies were reviewed and revised:

- Harassment
- Responsibilities of Personnel
- Child Abuse Reporting
- School Emergency Assignments
- Evacuation Procedures
- Earthquake Emergency Procedures

## 2023-24 School Safety Plan

- Incident Command System
- Search and Rescue Procedures
- Bomb Threat
- Emergency "Lock Down" Procedures
- Safe School Action Plan
- Policy on Bullying and Bullying Prevention
- Procedures for Safe Ingress and Egress of Pupils, Parents, and Employees
- Notice of First Aid Care
- Responding to Opioid Overdose
- Procedures to Notify Teachers of Dangerous Students

The school is located within the Imperial County Juvenile Hall Facility. All visitors must sign in at the front office and wear an identification badge while on school grounds. Imperial County Juvenile Hall staff and school staff are on-site before and after school to ensure the safety of students. The Williams settlement procedure was implemented with postings in every classroom.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	9	1		
Mathematics	9	1		
Science	9	1		
Social Science	9	1		

## 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	9	1		
Mathematics	9	1		
Science	9	1		
Social Science	9	1		

## 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	14	1	0	0
Mathematics	14	1	0	0
Science	14	1	0	0
Social Science	12	1	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	46.67

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.5
Other	0.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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>	\$15,657.70	\$654.14	\$15,003.56	\$112,016.74
<b>District</b>	N/A	N/A	\$56,332.89	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-115.9	61.8
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	65.4	11.1

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Alternative Education receives state and federal funding for the following categorical funds and other support programs:

- Unrestricted Lottery
- Title I, Part A (Basic Grant) Low Income
- Title I, Part D Neglected and Delinquent
- Title II, Supporting Effective Instruction
- Title III, Limited English Proficiency (LEP)
- Title IV, Part A Student Support and Academic Achievement
- Foster Youth Care Services
- Local Control Funding Formula
- California Community Schools Partnership Program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$53,783.00	\$49,934.00
<b>Mid-Range Teacher Salary</b>	\$85,705.00	\$66,543.00
<b>Highest Teacher Salary</b>	\$117,626.00	\$98,389.00
<b>Average Principal Salary (Elementary)</b>	NA	NA
<b>Average Principal Salary (Middle)</b>	NA	NA
<b>Average Principal Salary (High)</b>	\$123,777.65	\$125,276.00
<b>Superintendent Salary</b>	\$248,075.00	\$150,478.00
<b>Percent of Budget for Teacher Salaries</b>	8.27%	5.68%
<b>Percent of Budget for Administrative Salaries</b>	17.98%	25.54%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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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

Each year, the ICOE- Alternative Education instructional staff and leadership team create professional development activities based on student achievement data and the School Plan for Student Achievement. The staff discusses the various sources of data available, including MAP Math, Reading, and Language scores, student surveys, dashboard data for graduation rates, college and career indicators, and additional local data. Based on the analysis of student data, the instructional staff develops goals for the areas of academics, school climate, and postsecondary preparation.

Committed to increasing ELA proficiency, and English language proficiency, improving mathematics achievement, and increasing our graduation rate, ICOE utilizes its partnerships to provide ongoing learning and support for the instructional staff. The ICOE Curriculum Department provides professional development for math, focusing on research-based strategies and practices to meet the needs of students. The local SELPA also provides professional development for the instructional staff, including training on the topics of supporting English language learners and students with disabilities, as well as Crisis Prevention Intervention (CPI).

Further, the instructional staff participated in summer professional development to support the instructional planning process for content areas. Teachers analyzed student data, developed curricular goals, created a curriculum scope and sequence, and produced an instructional tool of teacher resources including instructional lesson frames designed to engage students through critical thinking, collaboration, communication, and creativity. The instructional staff also received professional development in Pearson MyPerspectives, Edmentum, and PBIS (Positive Behavioral Interventions and Supports) to foster a positive school climate.

The instructional staff participates in monthly professional learning community (PLC) sessions to facilitate discussion and identify evidence-based instructional practices and interventions. The instructional staff explores methodology, such as targeted Direct Instruction, to support curricular content, skills, and intervention for students below grade level in math, reading, and designated/integrated English Learner support. The goal of the PLC/Achievement Team is to increase student achievement by focusing on classroom instruction and student engagement as teachers review the scope and sequence, common assessments, and analyze, and calibrate student work based on a common rubric. Instructional coaching has been provided for teachers through the support of our Agile Minds consultant. Staff have been provided with training on Interim Assessments using Smarter Tools and navigation of the platform as a resource for preparing students for state testing. NWEA Map assessment has been provided to all students and data is continuously analyzed to differentiate instruction and used for the development of ELD groups for our English Language Learners. Professional Development has been provided to staff for the newly adopted curriculum Foundations in Personal Finance by Ramsey Education. All staff received Professional

## Professional Development

Development on the new School Informational System “Aeries” in the following areas but not limited to gradebook, attendance, quarterly reports, and notation on student daily progress.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	27	25