

# Executive Summary School Accountability Report Card, 2010–11

## For San Joaquin County Juvenile Hall

<b>Address:</b>	PO Box 213030, Stockton, CA, 95213-9030	<b>Phone:</b>	(209) 468-9265
<b>Principal:</b>	Janine Cuaresma, Director	<b>Grade Span:</b>	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

The San Joaquin County Court School program serves K-12 youth at Peterson Juvenile Hall, The Camp and Dorothy Biddick School. Peterson Juvenile Hall and The Camp are located at the county juvenile justice center. Dorothy Biddick is located at the Mary Graham Children's Shelter. The average length of stay in these programs is 28 days. The high student mobility and transition rate present challenges in meeting NCLB targets.

The San Joaquin County Court School program uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

Students who have been identified as needing special education services are provided those services through two credentialed special education teachers and an aide using an inclusion model. A special education instructional assistant is used to deliver instruction in a 1:1 or small group setting. Parents of Special Education students are active participants in the IEP team meetings for his/her child.

### Student Enrollment

Group	Enrollment
Number of students	188
Black or African American	29.3%

<b>American Indian or Alaska Native</b>	0.5%
<b>Asian</b>	6.9%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	49.5%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	10.1%
<b>Two or More Races</b>	3.7%
<b>Socioeconomically Disadvantaged</b>	76.1%
<b>English Learners</b>	24.5%
<b>Students with Disabilities</b>	12.2%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	12
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	2%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	522
Statewide Rank (from 2010 Base API Report)	N/D
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 0 of 5
2011–12 Program Improvement Status (PI Year)	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

N/A*
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### Repairs Needed

N/A*
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### Corrective Actions Taken or Planned

N/A*
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**\*San Joaquin County Juvenile Hall operates in facilities owned and maintained by San Joaquin County (not the Office of Education)**

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A for County Office of Education
District	N/A for County Office of Education
State	

## School Completion

Indicator	Result
Graduation Rate (if applicable)	73.71

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	4.7%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	San Joaquin County Juvenile Hall	<b>District Name</b>	San Joaquin County Office of Education
<b>Street</b>	PO Box 213030	<b>Phone Number</b>	(209) 468-4800
<b>City, State, Zip</b>	Stockton, CA, 95213-9030	<b>Web Site</b>	<a href="http://www.sicoe.org">www.sicoe.org</a>
<b>Phone Number</b>	(209) 468-9265	<b>Superintendent</b>	Mick Founts
<b>Principal</b>	Janine Cuaresma, Director	<b>E-mail Address</b>	<a href="mailto:mfounts@sjcoe.net">mfounts@sjcoe.net</a>
<b>E-mail Address</b>	<a href="mailto:jcuaresma@sjcoe.net">jcuaresma@sjcoe.net</a>	<b>CDS Code</b>	39103973930195

### School Description and Mission Statement (School Year 2010–11)

The San Joaquin County Court School program serves K-12 youth at Peterson Juvenile Hall, The Camp and Dorothy Biddick School. Peterson Juvenile Hall and The Camp are located at the county juvenile justice center. Dorothy Biddick is located at the Mary Graham Children’s Shelter. Students who have been identified as needing special education services are provided those services through two credentialed special education teachers and an aide using an inclusion model. A special education instructional assistant is used to deliver instruction in a 1:1 or small group setting.

The average length of stay in these programs is 28 days. The high student mobility and transition rate present challenges in meeting NCLB targets.

**one.Mission**

We ensure that ALL students attain the skills and confidence to make a positive difference and thrive in our ever-changing world.

**one.Vision**

We maintain high expectations and an academic focus that is rigorous, relevant, and founded on relationships. We inspire and empower our students to be tomorrow’s leaders. They are innovative thinkers who transcend boundaries to achieve the extraordinary. They are resilient and self-aware, able to overcome all obstacles in their pursuit of excellence. Our students have a strong sense of self-worth and value working with others to make miracles occur.

### Opportunities for Parental Involvement (School Year 2010–11)

Peterson Juvenile Hall and Camp students are incarcerated and have limited visitation rights with their parents. Dorothy Biddick students have been removed from abusive home environments and placed in protective care at the children’s shelter.

Parents of student with special needs are involved in the IEP team meetings for his/her child.

Each site provides agency support staff including counselors, probation staff, therapist and other personnel to deal with the education rights and social/emotional needs of the students.

Parents are recruited for and sit on school site council, and other academic committees.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	5



		20	32			20	32			20	32	
K												
1												
2												
3												
4												
5												
6												
<b>K - 6</b>		15	1			15	1			15	1	

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	11			18	12			17	11		
Mathematics	18	11			18	12			17	11		
Science	18	11			18	12			17	11		
Social Science	18	11			18	12			17	11		

\* 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.

## III. School Climate

### School Safety Plan (School Year 2010-11)

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their site specific Emergency Plan. The site specific Emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority, EMSA emergency first aid guidelines of

California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review.

The counseling staff creates a crisis file for every teacher in the program. Community school teachers are given the file at the beginning of the year, along with instructions on how they are to be utilized. The information is reviewed and updated as needed throughout the year. The following information is displayed at each site and is also included in the crisis file:

- Directions to follow in case of an emergency, crisis or injury
- COSP Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers
- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information
- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources

### Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
<b>Suspensions</b>	122.8%	127.5%	78.73%	48.37%	53.23%	68.10%
<b>Expulsions</b>	0%	0%	.04%	.1%	.26%	.05%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

N/A

### School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		N/A	N/A	N/A	N/A
<b>Interior:</b> Interior Surfaces		N/A	N/A	N/A	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		N/A	N/A	N/A	N/A

<b>Electrical:</b> Electrical		N/A	N/A	N/A	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		N/A	N/A	N/A	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials		N/A	N/A	N/A	N/A
<b>Structural:</b> Structural Damage, Roofs		N/A	N/A	N/A	N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		N/A	N/A	N/A	N/A
<b>Overall Rating</b>	N/A	N/A	N/A	N/A	

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	9	11	12	138
<b>Without Full Credential</b>	3	0	0	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	LEA Provided	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	83%	17%
All Schools in District	94%	6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black 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.



	<ul style="list-style-type: none"> <li>• Fearon Biology (grades 3-6)</li> <li>• Houghton Mifflin Discovery Works (grade 6)</li> <li>• Integrated Thematic Curriculum</li> </ul>		
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• AGS World Geography (grades 9-12)</li> <li>• AGS World History (grades 9-12)</li> <li>• AGS United States History (grades 9-12)</li> <li>• AGS United States Government (grades 9-12)</li> <li>• Glencoe The American Journey (Grades 6 – 9)</li> <li>• Glencoe World History; Modern Times (Grades 9-12)</li> <li>• D.C. Heath World History: Perspectives on the Past (grades 9-12)</li> <li>• Fearon World Geography and Cultures (grades 9-12)</li> <li>• Integrated Thematic Curriculum</li> </ul>	All Materials are LEA Board approved	0
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• Integrated Thematic Curriculum</li> </ul>	LEA Board approved	0
<b>Health</b>	<ul style="list-style-type: none"> <li>• Integrated Thematic Curriculum</li> </ul>	LEA Board approved	0
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>• Integrated Thematic Curriculum</li> </ul>	LEA Board approved	0
<b>Science Laboratory Equipment (grades 9-12)</b>	<ul style="list-style-type: none"> <li>• Integrated Thematic Curriculum</li> </ul>	LEA Board approved	0

Explanation of Integrated Thematic Curriculum: The San Joaquin County Court School program uses an integrated, thematic curriculum, with subjects taught around a yearly theme delivered in four, two-month units. The integrated thematic curriculum is written each year by a group of teachers. It is developed to address our Expected School wide Learning Results (ESLRs), to work toward the State of California, Department of Education Content Standards, and to address the philosophy of the program.

Subjects such as language arts and history are combined in an effort to make learning more relevant and to help students process and retain information more efficiently. Lessons, assignments, and projects are centered on themes that bring continuity to the learning experience. What is taught at each school varies by student age, ability levels, the focus of the site, and by the creativity and special skills of the teachers at the specific sites. Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers, parents, and students may conference with one another to determine what content areas they will emphasize in the work they do based upon the credits they need. However, final determination of credits awarded in a specific content area rests with the teacher and is based on evidence of student progress.

Teachers are supplied with a copy of the thematic units. Each unit contains at least six weeks of lesson plans, suggested materials, and project and field trip ideas. Other resources for curriculum are: Books, textbooks, novels, videos, and science and technology equipment to be checked out through our library/inventory system and internet access.

Throughout the program, high school credits are earned in many subject areas via direct instruction in math, reading, and writing, and physical education, but many subjects are taught in an integrated approach, with emphasis on one subject over a grading period. Over a period of a few years, students are able to earn credits in a variety of subjects.

The 2011-2012 theme is "Roots of the Modern World." Units are as follows:

Unit 1: The Renaissance and the Scientific Revolution

Unit 2: The Enlightenment and the Social Contract

Unit 3: Nations, Industry, and Social Movements

Unit 4: Catalysts of Change to the Modern World

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,844	\$7,844	NA (County Office)	\$60,604
District			NA (County Office)	\$60,072
Percent Difference – School Site and District			NA	0%
State			\$8,452	\$67,932
Percent Difference – School Site and State			NA	9%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

CAHSEE tutoring two days per week for students in grades 10-12  
 Foster Youth tutoring two days per week for all Foster Youth students  
 CAHSEE writing prep for English Learners  
 Program-wide MAP testing twice a year  
 Program-wide PWA testing twice a year  
 PLATO (Individualized computer-based instruction)

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,983	\$40,277
<b>Mid-Range Teacher Salary</b>	\$60,604	\$67,932
<b>Highest Teacher Salary</b>	\$79,661	\$78,848
<b>Average Principal Salary (Elementary)</b>	N/A for County Office	N/A for County Office
<b>Average Principal Salary (Middle)</b>	N/A for County Office	N/A for County Office
<b>Average Principal Salary (High)</b>	N/A for County Office	N/A for County Office
<b>Superintendent Salary</b>	\$261,725	N/A
<b>Percent of Budget for Teacher Salaries</b>	10.99%	
<b>Percent of Budget for Administrative Salaries</b>	7.58%	

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	5%	2%	2%	20%	22%	24%	49%	52%	54%
Mathematics	5%	6%	0%	14%	16%	18%	46%	48%	50%
Science	0%	0%	0%	12%	12%	18%	50%	54%	57%
History-Social Science	2%	0%	0%	10%	9%	11%	41%	44%	48%

Note: Scores are not shown 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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	24%	18%	18%	11%
All Students at the School	2%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American	6%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				

<b>Hispanic or Latino</b>	0%	0%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	0%	0%	0%	0%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	0%	0%	0%	0%
<b>English Learners</b>	0%	0%	0%	0%
<b>Students with Disabilities</b>	0%	0%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

Note: **Scores are not shown 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.**

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	2%	6%	7%	20%	21%	19%	52%	54%	59%
<b>Mathematics</b>	6%	12%	5%	17%	19%	13%	53%	54%	56%

Note: Scores are not shown 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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	81%	12%	6%	87%	9%	3%
All Students at the School	93%	6%	1%	95%	4%	1%
Male	92%	6%	1%	94%	4%	1%
Female	0%	0%	0%	0%	0%	0%
Black or African American	100%	0%	0%	94%	6%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	92%	8%	0%	96%	4%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	91%	9%	0%	98%	2%	0%
English Learners	91%	9%	0%	95%	5%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	66.70%	0.00%	33.30%
9	26.70%	6.70%	0.00%

Note: Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A*	2	N/A*
Similar Schools	N/A	N/A	N/A

*\*2010 Base API cannot be reported because this school had fewer than 11 valid test scores in at least one Standardized Testing and Reporting (STAR) content area used in API calculations.*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
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<b>All Students at the School</b>	B	B	B
<b>Black or African American</b>	B	B	B
<b>American Indian or Alaska Native</b>	B	B	B
<b>Asian</b>	B	B	B
<b>Filipino</b>	B	B	B
<b>Hispanic or Latino</b>	B	B	B
<b>Native Hawaiian or Pacific Islander</b>	B	B	B
<b>White</b>	B	B	B
<b>Two or More Races</b>	N/D	B	B
<b>Socioeconomically Disadvantaged</b>	B	B	B
<b>English Learners</b>	B	B	B
<b>Students with Disabilities</b>	B	B	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

<b>Group</b>	<b>2011 Growth API</b>					
	<b>Number of Students</b>	<b>School</b>	<b>Number of Students</b>	<b>LEA</b>	<b>Number of Students</b>	<b>State</b>
<b>All Students at the School</b>	24	522	540	441	4,683,676	778
<b>Black or African American</b>	4		103	392	317,856	696
<b>American Indian or Alaska Native</b>	0		6		33,774	733
<b>Asian</b>	6		36	418	398,869	898
<b>Filipino</b>	0		5		123,245	859
<b>Hispanic or Latino</b>	13	525	292	436	2,406,749	729

<b>Native Hawaiian or Pacific Islander</b>	0		2		26,953	764
<b>White</b>	0		75	491	1,258,831	845
<b>Two or More Races</b>	1		16	587	76,766	836
<b>Socioeconomically Disadvantaged</b>	12	439	509	434	2,731,843	726
<b>English Learners</b>	10		110	419	1,521,844	707
<b>Students with Disabilities</b>	0		43	429	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	No	No
<b>Met Participation Rate – Mathematics</b>	No	No
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient – Mathematics</b>	No	No
<b>Met API Criteria</b>	N/A	No
<b>Met Graduation Rate</b>	No	No

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		14.3%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

Admission requirements for the University of California (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* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Dropout Rate (1-year)</b>	134.9	22.7	119.9	37.6	40.8	33.4	4.9	5.7	4.6
<b>Graduation Rate</b>	73.90	73.55	73.71	73.90	73.55	73.71	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
<b>All Students</b>	5	138	N/D
<b>Black or African American</b>	4	16	N/D
<b>American Indian or Alaska Native</b>		0	N/D
<b>Asian</b>		15	N/D
<b>Filipino</b>		2	N/D
<b>Hispanic or Latino</b>		61	N/D
<b>Native Hawaiian or Pacific Islander</b>		1	N/D
<b>White</b>		23	N/D
<b>Two or More Races</b>		20	N/D
<b>Socioeconomically Disadvantaged</b>	5	107	N/D
<b>English Learners</b>		20	N/D
<b>Students with Disabilities</b>	1	10	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2010–11)

**Our program serves adjudicated youth, who have access to one CTE program: Small Business Administration**

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	328
Percent of pupils completing a CTE program and earning a high school diploma	4.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

San Joaquin County Court Schools devote 5 full school days and 24 two to two and a half hour sessions to professional development. A comprehensive professional development plan is in place, which includes the following elements:

- Targeted Standards in specific subject areas
- Standards maps in specific subject areas, outlining scope and sequence of what should be taught during each grading period
- Weekly meetings to support teachers with Subject Matter Competency and becoming Highly Qualified Teachers (HQT), through a partnership with Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS). These subject matter consultants provide training to teachers once a month in the areas of Mathematics and English/Language Arts. The consultant observes individual teachers in the classroom and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency and engaging instructional strategies
- Rigor, Relevance and Relationships (RRR) training began in 2008. Consultants from the *International Center for Leadership in Education* were brought in to train the teaching staff and administrators. The RRR focus was supported through monthly meetings led first by teams of administrators and teachers, then through teacher leaders and continues with teacher leaders and our curriculum coordinator. The teachers have yearly professional goals that are tied to RRR
- Monthly English Learner training through the San Joaquin County Office of Education Mult-lingual Department. These trainings have included *Structures and Strategies*, along with *A Look At Learning (ALL)*. Teachers were initially trained in the concepts of Structures and Strategies. The following year, the strategies were woven into our curriculum and lessons were modeled at the monthly meetings. In addition, the consultants work with individual teaching using a coaching strategy. Teachers participate in CAHSEE WRITE training, and creation of curriculum, pacing guides and assessments for English Learners through the leadership of our consultants
- Participation in a state-wide collaboration with court schools in addressing the needs of English Language Learners
- Teacher participation in textbook adoption, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation
- Site Data Team discussions occur the first Tuesday of each month. A data team leader, who is trained in extracting, examining and drawing conclusions, facilitates the meetings. These trainings occur monthly. The sites examine best practice using multiple measures to ensure student achievement. Goals are set and reviewed at each meeting
- Professional development for teachers through Leadership Cadres sponsored by San Joaquin County Office of Education
- Various workshops, conferences and training which include, but are not limited to:
  - Great Valley Writing Project
  - West Ed's Strategic Literacy Initiative
  - Character Based Literacy Training
  - Northwestern Evaluation Assessment
  - PLATO
  - CTAP Regional Workshops
  - Asilomar Curriculum Conference
  - ROCP/CTE Standards Integration into Core Subject Areas

**San Joaquin County Juvenile  
Hall**

**School Accountability Report Card, 2010-  
2011**

San Joaquin County Office of Education

***Provided by the Ed-Data Partnership***

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