

San Luis Obispo County Juvenile Court

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 1065 Kansas Ave.
San Luis Obispo, CA , 93405

Principal: Chris Balogh

Phone: 805-782-7321

Grade Span:

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 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.

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.



About This School

Chris Balogh

📍 Principal, San Luis Obispo County Juvenile Court

About Our School



The staff at the San Luis Obispo County Office of Education (SLOCOE) Juvenile Court School work hard to provide students a safe, high-quality educational experience during a time that may be filled with unease and uncertainty due to the students being incarcerated at the Juvenile Services Center. The SLOCOE Juvenile Court School is accredited by the Western Association of Schools and Colleges (WASC). Juvenile Court School students earn credits toward graduation and have the opportunity to recover credits in a stable and supportive classroom. This learning environment helps prepare the student for transition back to his or her family and original district school.

Contact

San Luis Obispo County Juvenile Court
1065 Kansas Ave.
San Luis Obispo, CA 93405

Phone: [805-782-7321](tel:805-782-7321)
Email: cbalogh@slocoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

| | |
|----------------------|--------------------------------------------|
| District Name | San Luis Obispo County Office of Education |
|----------------------|--------------------------------------------|

School Contact Information (School Year 2022–23)

| | |
|--------------------|---------------------------------------|
| School Name | San Luis Obispo County Juvenile Court |
|--------------------|---------------------------------------|

| | |
|-----------------------|--------------------------------------------------------------|
| Phone Number | 805-543-7732 |
| Superintendent | Brescia, James |
| Email Address | jbrescia@slocoe.org |
| Website | www.slocoe.org |

| | |
|------------------------------------------|------------------------------------------------------------|
| Street | 1065 Kansas Ave. |
| City, State, Zip | San Luis Obispo, CA , 93405 |
| Phone Number | 805-782-7321 |
| Principal | Chris Balogh |
| Email Address | cbalogh@slocoe.org |
| Website | www.slocoe.org |
| County-District-School (CDS) Code | 40104054030078 |

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

Our school provides common core based instruction and credit recovery for a variety of students, many who have not previously found success at the middle or high school level and are often credit-deficient. Our students have been affected by one or more significant life challenges, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, academic failure and other various traumas. Enrollment in our program has declined significantly over the years due to changes in state legislation and early intervention practices implemented by local community partners, including, but not limited to probation, local school districts and local law enforcement.

The mission of the SLOCOE Juvenile Court School is to provide our students with a safe, structured and challenging educational environment focusing on the whole student. Our curriculum is goal-oriented, integrated, flexible, and designed to meet the diverse needs of our student population. Through collaboration with community partners, we deliver specialized services and programs that focus on academic achievement, goal setting and social responsibility.

We have identified four major goals to support student learning in our schools. All four goals align to the Local Control Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and the plan required for accreditation for WASC:

- Increase academic rigor and learning for all students
- Increase student engagement
- Support transitions for all students, including foster and homeless youth
- Increase family/caregiver involvement

A Multi-Tiered System of Supports (MTSS), including Positive Behavioral Interventions and Supports (PBIS), has been implemented at the school site.

Mission Statement

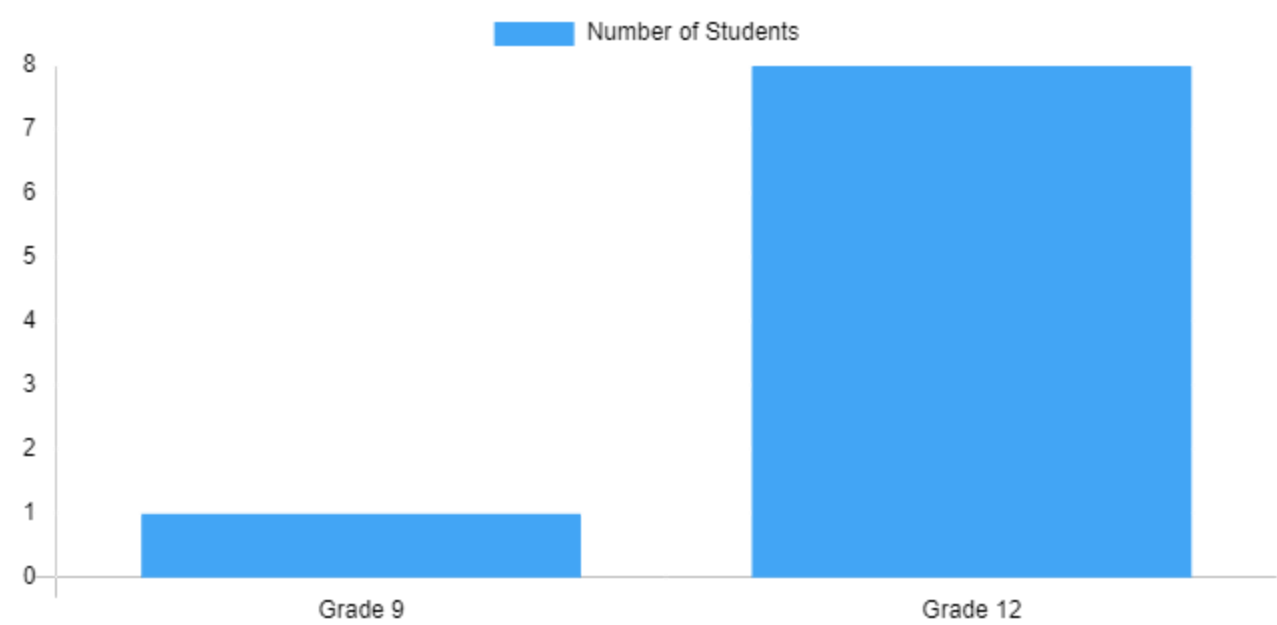
To promote student success by supporting the work of local school districts, delivering specialized student services, and providing countywide leadership and advocacy for the needs of all children.

Vision Statement

San Luis Obispo County will be an educational community dedicated to preparing all children and youth for responsible citizenship, meaningful work, and lifelong learning.

Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 1 |
| Grade 12 | 8 |
| Total Enrollment | 9 |



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 22.20% |
| Male | 77.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 11.10% |
| Asian | 0.00% |
| Black or African American | 0.00% |
| Filipino | 0.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 11.10% |
| Foster Youth | 11.10% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 100.00% |
| Students with Disabilities | 33.30% |

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Hispanic or Latino | 66.70% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 0.00% |
| White | 22.20% |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.30 | 15.00 | 12.20 | 50.91 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.00 | 4.15 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.60 | 84.50 | 8.80 | 36.60 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 2.00 | 8.30 | 18854.30 | 6.86 |
| Total Teaching Positions | 2.00 | 100.00 | 24.10 | 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.

Last updated: 1/24/23

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
|--------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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.

Last updated: 1/24/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

| Authorization/Assignment | 2020–21 Number | 2021–22 Number |
|-------------------------------------------------------|----------------|----------------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

| Indicator | 2020–21 Number | 2021–22 Number |
|--------------------------------------------------------|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 1.60 | |
| Total Out-of-Field Teachers | 1.60 | |

Last updated: 1/11/23

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|----------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts | Santa Clara University-Character Based Literacy and Newsworthy | | 0% |
| | Imagine Learning online program | | |
| | Holt, Rhinehart & Winston-Characters in Conflict, Impact: 50 Short Stories | | |
| | Prentice Hall-British Literature, The American Tradition | | |
| | AGS-English for the World of Work | | |
| | Scholastic-English 3D | | |
| | Scholastic-Upfront, Scope magazines | | |
| | New York Times Learning Network-online standards-based lessons | | |
| | Newsela-non-fiction at different Lexiles | | |
| Mathematics | Houghton Mifflin Harcourt-Big Ideas Math | | 0% |
| | Academic Innovations-Lifestyle Math | | |
| | AGS-Geometry, Pre-Algebra and Algebra | | |
| | Math for the World of Work | | |
| | Imagine Learning online program | | |
| | Dave Ramsey-Financial Literacy | | |
| | Globe Feron-Practical Math for Consumers | | |
| | New York Times Learning Network-online standards-based lessons | | |
| | Scholastic Math | | |
| | Yummy Math-online standards-based performance task practice | | |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| Science | Prentice-Hall-Focus on Series (Life Science, Physical Science, Earth Science); Physical Science; Concepts in Action; Physical Science Explorer; Life Science Explorer Person-Physical Science; Life Science AGS-Biology, Cycle of Life; Physical Science; Chemistry Globe Fearon-Human Biology; Survey of Living Things; Life Processes; Forms of Energy; Chemical Changes; Matter & Energy Glencoe/McGraw-Hill-Biology, The Dynamics of Life; Geology, the Environment & the Universe New York Times Learning Network-online standards-based lessons Scholastic-Science World, Choices magazines Imagine Learning online program | | 0% |
| History-Social Science | AGS-Learning about our United States series; Economics McDougal Little-The Americans, Reconstruction to the 21st Century Glencoe/McGraw-Hill-Discovering our Past, the American Journey; Economics; U.S. Government; World History Globe Fearon-World History; American History; American Government Nystrom-World Atlas Scholastic-Upfront, Scope magazines Santa Clara University-Character Based Learning and Newsworthy New York Times Learning Network-online standards-based lessons The DBG Project-Mini-QS; Mini-QS in American History Imagine Learning online program | | 0% |
| Foreign Language | Imagine Learning online program | | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| Health | Academic Innovatins-Get Focused, Stay Focused New York Times Learning Network-online standards-based lessons Globe Fearon-Pacemaker-Health Glencoe/McGraw-Hill-Health Scholastic-Choices, Science World magazines Imagine Learning online program DBT STEPS-A Positive Prevention Plus | | 0% |
| Visual and Performing Arts | Glencoe/McGraw-Hill Art Talk Imagine Learning on-line program | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

School Facility Conditions and Planned Improvements

Annual inspections through the Probation Department are required to assure parents, the community and the courts that students located at the Juvenile Court School are being taught in classrooms that are in good repair status. The facility is designed with a maximum of 20 students in each classroom. The classrooms are safe and in compliance with state law.

Last updated: 1/26/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: April 2022

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Bathroom floor has paper towels on floor. Requested to be swept and mopped. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: April 2022

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/26/23

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | -- | N/A | 37% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | -- | N/A | 28% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| 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 | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

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

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

Last updated: 1/26/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| 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 | | | | -- | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

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

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

Last updated: 1/26/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|----------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | -- | -- | 0.00 | 0.00 | 28.72 | 29.47 |

Note: 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/26/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| 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 | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

Last updated: 1/26/23

Career Technical Education (CTE) Programs (School Year 2021–22)

The Juvenile Court School has not yet implemented a full CTE program. Students complete resumes with the classroom teachers and they also research preferred jobs and complete a presentation of their findings. Students are exposed to job opportunities through teacher-selected videos.

Last updated: 1/26/23

Career Technical Education (CTE) Participation (School Year 2021–22)

| 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 | -- |

Last updated: 1/26/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|---------|
| 2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

Last updated: 1/24/23

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

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

Opportunities for Parental Involvement (School Year 2022–23)

The administration and staff understand the importance of having parents, guardians and agency partners engaged in school. One of our goals in our Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) is to increase parent involvement. The administration and staff of the SLOCOE Juvenile Court School contact parents with school updates regarding academics, behavior, and necessary student-based meetings. Parents are offered yearly surveys covering school climate, parent engagement, technology and school/student needs. Parents are encouraged to use community resources, including, but not limited to parenting classes, parent counseling, probation support and mental health supports. Parents are invited to the end of year graduation. Parents have access to their student's information, including grades/credits, attendance and testing through the Aeries Parent Portal. Achievement and program data is also shared with educational partner groups at the School Site Council meetings which use the data to develop the yearly SPSA.

Parents who have students with disabilities are involved through the IEP process, which involves parents, school staff, local district representatives and community partners. Progress reports are provided as often as a general education student would receive progress and annual IEP meetings are held at least once a year with a full re-evaluation of the student occurring every third year.

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 2019–20 | School 2020–21 | School 2021–22 | District 2019–20 | District 2020–21 | District 2021–22 | State 2019–20 | State 2020–21 | State 2021–22 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | | | | | 10.5% | 3.4% | | 8.9% | 7.8% |
| Graduation Rate | | | | | 72.9% | 83.8% | | 84.2% | 87.0% |

Last updated: 1/26/23

| Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22) | | | |
|-----------------------------------------------------------------------------------|------------------------------------|----------------------------------|------------------------------|
| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 0 | 0 | 0 |
| Female | 0 | 0 | 0 |
| Male | 0 | 0 | 0 |
| Non-Binary | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 |
| White | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/26/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 66 | 27 | 0 | 0.0 |
| Female | 16 | 9 | 0 | 0.0 |
| Male | 50 | 18 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 1 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 40 | 16 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 3 | 2 | 0 | 0.0 |
| White | 19 | 7 | 0 | 0.0 |
| English Learners | 14 | 7 | 0 | 0.0 |
| Foster Youth | 12 | 9 | 0 | 0.0 |
| Homeless | 7 | 4 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 66 | 27 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 26 | 13 | 0 | 0.0 |

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 0.00% | 0.90% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.05% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.00% | 0.00% | 0.00% | 1.02% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group
(School Year 2021–22)

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|---------------------|--------------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| 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 |

School Safety Plan (School Year 2022–23)

There is a current Safe School Plan in place for SLOCOE Juvenile Court School which complies with all California Education Codes and is approved yearly by the School Site Council and the SLOCOE Board of Trustees. The SLOCOE Juvenile Court School is within the Juvenile Services Center, which is a probation run facility. It should be noted that probation is in charge of safety in the facility and the officers deal with issues regarding safety and security. The Safe School Plan includes documents addressing the broad areas of school safety including suspensions/expulsions, California Healthy Kids survey, attendance data, LCAP and other programs provided for high levels of school safety. Also included are child abuse reporting, disaster procedures, drills, procedures leading to suspensions/expulsions, procedures notifying teachers of dangerous pupils and procedures for reporting many other safety issues.

A Safety Committee meets monthly to ensure that safety issues are addressed. Staff members are trained in First Aid, CPR, back safety, medication administration, blood borne pathogens, use of fire extinguishers, the use of emergency response procedures (Crisis Intervention Training) and Nonviolent Crisis Intervention. Monthly safety updates are sent to staff electronically. SLOCOE has a Safety Incentive program to promote workplace safety, which includes promoting safe school/work sites.

Last updated: 1/26/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| 6 | | | | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 3.00 | 7 | | |
| Mathematics | 7.00 | 3 | | |
| Science | 5.00 | 4 | | |
| Social Science | 4.00 | 7 | | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---------|--------------------|-------------------------|--------------------------|------------------------|
|---------|--------------------|-------------------------|--------------------------|------------------------|

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 2.00 | 5 | | |
| Mathematics | 2.00 | 4 | | |
| Science | 2.00 | 4 | | |
| Social Science | 2.00 | 6 | | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 2.00 | 5 | | |
| Mathematics | 2.00 | 3 | | |
| Science | 2.00 | 3 | | |
| Social Science | 3.00 | 6 | | |

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | .00 |

* 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.

Last updated: 1/26/23

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|---------------------------------------------------------------|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4.10 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.28 |
| Social Worker | 0.00 |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | 0.10 |
| Resource Specialist (non-teaching) | 0.12 |
| Other | 0.00 |

* 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.

Last updated: 1/26/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$20528.00 | \$8104.00 | \$12424.00 | \$52210.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| District | N/A | N/A | \$28030.00 | \$51515.00 |
| Percent Difference – School Site and District | N/A | N/A | -19.29% | 0.34% |
| State | N/A | N/A | \$6593.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | 0.00% | 0.00% |

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

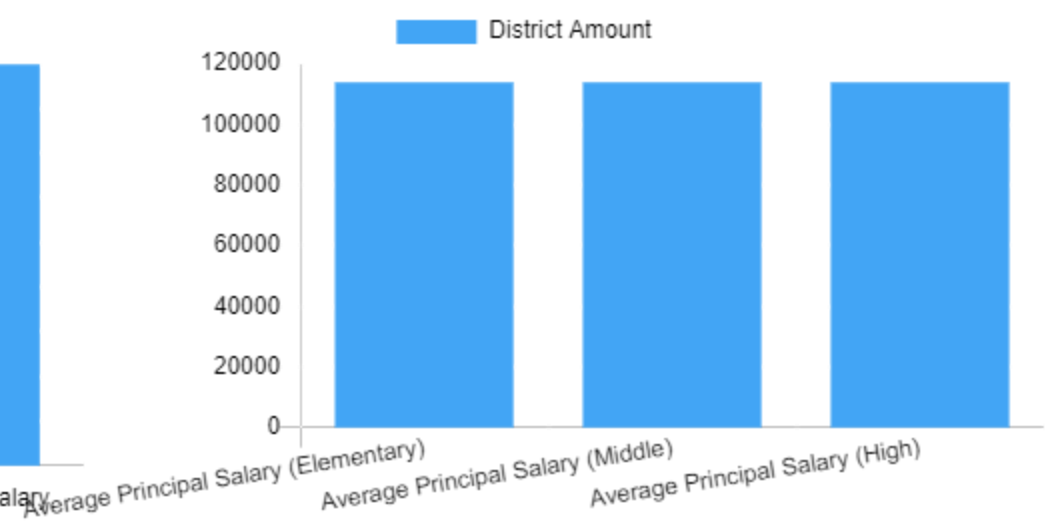
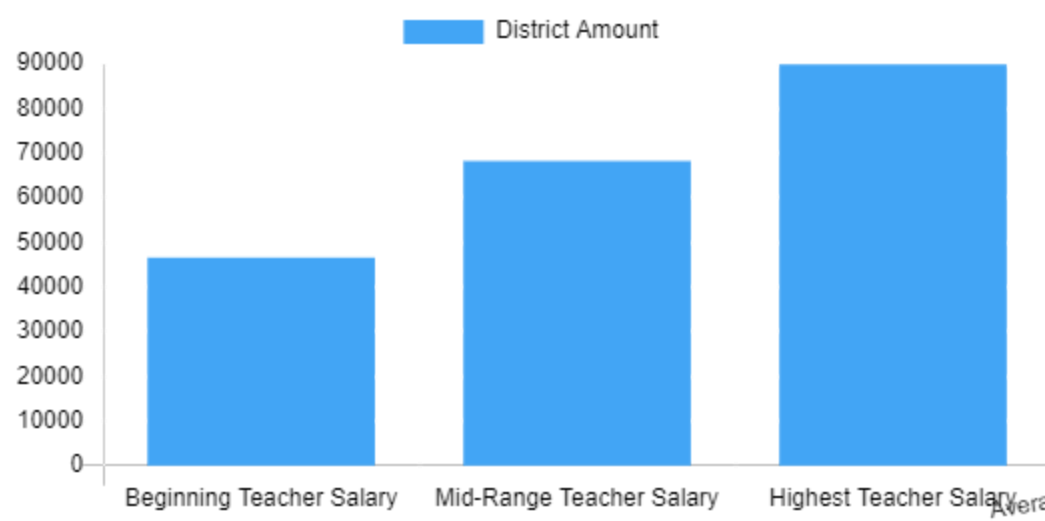
The administration and staff of SLOCOE Juvenile Court School strive to provide the assistance needed to ensure that our students succeed. Due to the nature of our population, we have a low adult to student ratio, with many agency representatives involved with the student throughout the day (probation officers, mental health staff, drug and alcohol counselors, etc). We operate an MTSS for academics, behavior and social emotional support for students. All students are offered additional help and support. Academic, behavioral and social emotional data assist the administration and staff with adjustments to schoolwide interventions, as well as implementation of programs to meet individual needs. Benchmark assessments are given three times per year and the results are used to develop individual learning plans. SLOCOE employs a foster/homeless liaison whose job it is to focus on the unique needs of our foster and homeless students and help them navigate transitions.

Last updated: 1/26/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$46613.00 | -- |
| Mid-Range Teacher Salary | \$68257.00 | -- |
| Highest Teacher Salary | \$89901.00 | -- |
| Average Principal Salary (Elementary) | \$113933.00 | -- |
| Average Principal Salary (Middle) | \$113933.00 | -- |
| Average Principal Salary (High) | \$113933.00 | -- |
| Superintendent Salary | \$206684.00 | -- |
| Percent of Budget for Teacher Salaries | 13.56% | -- |
| Percent of Budget for Administrative Salaries | 6.89% | -- |

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



Last updated: 1/26/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

| 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 |
| Total AP Courses Offered* | 0.00% |

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

Last updated: 1/24/23

Professional Development

| Measure | 2020–21 | 2021–22 | 2022–23 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Last updated: 1/24/23