

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Kern County Juvenile Court School

Address: 1300 17th St. , Bakersfield CA 93301-4533
Principal: Laurie Ferullo

Phone: 661-636-4386
Grade Span: 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 school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 mission of the Court School programs is to empower students to become productive members of the community by providing students with quality learning opportunities that support the development of academic skills, positive concepts, and effective relationships with others.

The Juvenile Court School programs are operated by the Kern County Superintendent of Schools Office per Education Code 48645.2. All juveniles served in Kern County's Juvenile Court School programs are either wards or dependents of the Court. Kern County operates five separate year-round programs under a single CDS number. The residential programs include Central School, Erwin Owen High School, Redwood High School, and the Jamison Children's Shelter School. The STAR Academy, a collaboration between the Probation Department, the Superintendent of Schools and contracted mental health services, operates as a non-residential court school program.

Central School provides educational services to elementary and high school students who are wards of the court and residing in the James G. Bowles Juvenile Hall or one of the treatment programs housed at the facility. Students are detained pending the completion of a court process or after disposition. Students are sometimes held at Juvenile Hall in short-term commitments or pending delivery to another court ordered program. The average length of stay for students in Juvenile Hall is 24 school days.

The treatment programs housed on the Juvenile Hall site include the following: Avenues to Change, a 20-bed, six-month residential substance abuse treatment program for male and female non-violent juvenile offenders who are court-ordered to detention facilities in Kern County; Pathways Academy, a 40-bed, 12 to 24-week female rehabilitation program for the female delinquent population through a community-based model; and the Furlough Treatment and Recovery Program, a 20-bed, short-term intervention program for wards arrested for violations of Furlough. These wards are educated through the Juvenile Treatment Center School program.

STAR Academy is a non-residential, year-round high-risk education and public safety program for youth in transition from incarceration.

Erwin Owen High School, located within a non-secure, 125-bed residential treatment camp in Kernville, provides educational and vocational services to male juvenile offenders for average periods of four to six months. Educational and vocational services include: ROP Auto Shop, forestry work and animal husbandry provide work experience, vocational training and career pathway development.

Redwood High, located at the Larry J. Rhodes Crossroads Facility, serves Kern County's most delinquent youth in a boot camp-like setting. The 120-bed treatment facility offers two-tiered programming options 12 to 24-week program commitments. In March 2009, the 120-bed facility was reduced to 100 beds; and in June 2009, from 100 beds to 80 beds. Other important aspects of the program include *Character Counts* principles, community service and vocational training.

A. Miriam Jamison Children's Center School, housed on the grounds of a 24-hour emergency shelter for neglected and abandoned children, offers short-term educational services to students in transition to foster care

or other home placements.

The average length of stay for students committed to residential treatment programs was approximately 63 school days. The average stay for students in non-residential programs was approximately 53 school days.

Student Enrollment

Group	Percent
African American	22.45 %
American Indian or Alaska Native	1.43 %
Asian	0.20 %
Filipino	0.20 %
Hispanic or Latino	52.86 %
Pacific Islander	0.41 %
White (not Hispanic)	22.24 %
Multiple or No Response	0.20 %
Socioeconomically Disadvantaged	98.00 %
English Learners	12.00 %
Students with Disabilities	17.00 %
Total Number of Students	490

Teachers

Indicator	Teachers
Teachers with full credential	27
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	7%
Mathematics	12%
Science	8%
History-Social Science	2%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	N/A
Statewide Rank (from 2008 Base API Report)	N/A
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

Central School has nine classrooms, an office for the transition counselor, special education offices, a staff lounge/lunchroom, a resource/conference room, a school/administration office and a probation office.

Erwin Owen High School is located in Kernville, which is approximately 60 miles outside the Bakersfield City limits on the grounds of Erwin Owen Camp for boys. It consists of five classrooms, an ROP auto shop class, a school office, special education office, library/tutoring room, and a staff lounge.

Redwood High School

From August 2008 to March 2009, Redwood High had there were six classrooms operating. In March of 2009, they reduced their classrooms by one because the treatment facility went from 120 beds to 100 beds. In June

2009, the treatment facility closed another 20 beds to students; therefore, only four classrooms are operating. The facility houses a school/administration office, one special education office, a conference/tutoring room, a construction shop/classroom and a probation office. One classroom also serves as the site library.

STAR Academy has two classrooms, a probation office and a multi-purpose room, which also houses the transition and substance abuse counselors. Plans to replace the existing student restroom facility are in progress.

The Kern County Fire and Health departments inspect the above facilities regularly. The California Youth Authority, the Juvenile Justice Commission, the Kern County Grand Jury and the Juvenile Judge make annual inspections.

The **Jamison Center School** consists of two newly built, installed and fully furnished classrooms within the A. Miriam Jamison Children's Shelter complex. The Center provides for all safety inspections, safety drills and personal security. Additional classroom space exists within the main building of the center and is available for tutoring, support services and program expansion during periods of high enrollment.

Each school site has at least one custodian and the KCSOS maintenance department services the grounds and school facilities on a regular basis. All school sites were inspected May 2009 and are currently in good condition.

Repairs Needed

All school sites were inspected May 2009 and are currently in good repair.

Corrective Actions Taken or Planned

A replacement or refurbishment of the student restroom facility at the STAR Academy program is in progress.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,922
District	N/A
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	73.5 % (Countywide Rate)

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

SCHOOL ACCOUNTABILITY REPORT CARD REPORTED FOR SCHOOL YEAR 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Kern County Juvenile Court	District Name	Kern County Office of Education
Street	1300 17th St.	Phone Number	661-636-4000
City, State, Zip	Bakersfield , CA 93301-4533	Web Site	www.kern.org
Phone Number	661-636-4386	Superintendent	Christine Frazier
Principal	Laurie Ferullo	E-mail Address	chfrazier@kern.org
E-mail Address	laferullo@kern.org	CDS Code	15- 10157- 1530302

School Description and Mission Statement (School Year 2008-09)

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Opportunities for Parental Involvement (School Year 2008-09)

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Due to the nature of the Court School programs and the confidentiality laws that apply to them, parent and community involvement is restricted. The students enrolled in residential Court School programs have limited and supervised contact with family members. Given the existing limitations, the Court School programs consider parental involvement an essential component of the total educational process and critical to ensuring that all students achieve their fullest potential and become life long learners.

Non-residential Court School programs require parent participation in a student/parent orientation conference upon enrollment. Court School programs have established procedures for advising parents/guardians of their student's progress, school policies and program information, conferences/meetings, open house activities and other opportunities for parent involvement. Non-residential programs are open to parents interested in visiting classrooms and consulting with educational staff. In all Court School programs, parent/guardians of special education students are encouraged to participate in their student's Individual Education Plan (IEP) meetings.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	2
Grade 2	1
Grade 3	2

Grade 4	2
Grade 5	3
Grade 6	5
Grade 7	8
Grade 8	21
Ungraded Elementary	0
Grade 9	47
Grade 10	113
Grade 11	133
Grade 12	153
Ungraded Secondary	0
Total Enrollment	490

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	22.45 %
American Indian or Alaska Native	1.43 %
Asian	0.20 %
Filipino	0.20 %
Hispanic or Latino	52.86 %
Pacific Islander	0.41 %
White (not Hispanic)	22.24 %
Multiple or No Response	0.20 %
Socioeconomically Disadvantaged	98.00 %
English Learners	12.00 %
Students with Disabilities	17.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	8.8	8			8.8	8			12.8	5		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.5	48	0		16.4	49	0		16.5	50	0	
Mathematics	16.0	22			16.2	23			16.4	29		
Science	16.5	22			16.2	23			16.4	28		
Social Science	16.6	22			16.3	23			16.2	30		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

All Court School campuses are neat, clean and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. A safety committee meets throughout the year to review safety plans and procedures. Quarterly safety in-services and training for all staff, along with routine safety drills are documented. School site staff works closely with related on-site agency personnel to ensure that the classroom atmosphere is favorable for teaching and learning. Each school site has at least one custodian, and the KCSOS maintenance department services the grounds and school facilities on a regular basis. All sites are currently in good repair.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.0	10.2	12.1	8.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The County Board of Education provides for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer or designee. There are written policies and procedures to ensure communication and coordination between educators and probation staff.

All court school programs servicing residential and nonresidential students are located within probation-run facilities. The schools do employ custodial staff to provide daily maintenance and upkeep of the school; however, all work order requests are completed by school staff and submitted to assigned facility director.

Central School is housed within probation's Juvenile Hall facility which provides classroom space to serve eleven groups of students with a target of 20 students per class. Additionally, the facility provides a school office for administration; space for counseling and testing services; a large day room for activities, which require additional space, and space for the resource specialist and resource aide to provide special education services.

Erwin Owen High School is housed within probation's Camp Owen facility which has six classrooms that are utilized by the school to provide the departmentalized educational program consisting of English, science, mathematics, history/geography/social science, auto shop, and language arts. Additionally, the facility provides a school office for administration, a school library and space for the resource specialist program.

Redwood High is housed within probation's Crossroad facility which has seven classrooms that are utilized to serve a maximum capacity of 120 students daily – six classrooms for academics and one construction shop classroom. Additionally, the facility provides a school office for administration and space for the library, counseling services and special education services.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			A replacement or refurbishment of the student restroom facility at the STAR Academy program is in progress.
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	Good				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	30	33	27	212
Without Full Credential	1	0	0	55
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	1	0
Total Teacher Misassignments	5	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92.1	7.9
All Schools in District	75.5	24.5
High-Poverty Schools in District	92.1	7.9
Low-Poverty Schools in District	78.9	21.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	490
Library Media Teacher (Librarian)	0	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	4	N/A
Other	3	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Standards aligned and current	0
Mathematics	Standards aligned and current	0
Science	Standards aligned and current	0
History-Social Science	Standards aligned and current	0
Foreign Language	N/A	N/A
Health	Standards aligned and current	0
Visual and Performing Arts	Standards aligned and current	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,742	\$820	\$7,922	\$68,536
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,512	\$66,569
Percent Difference – School Site and State	N/A	N/A		3%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<p>In addition to the basic state funding received by the Court School programs to serve and teach students, monies are provided from a variety of categorical funding sources for the provision of supplementary instructional services. The following list describes the categorical funding programs in which the Court School programs participate:</p> <ol style="list-style-type: none"> 1) Title I, Part A Neglected funding and Title I, Part D, Delinquent funding pays transition counseling services for Court School students. Paraprofessional staff provide individualized tutoring in Reading and Math. These monies also support services provided by the Reading, Math and EL Specialists. 2) Lottery monies and state textbook funds ensure that there are sufficient textbooks and instructional materials. 3) The Beginning Teacher Support and Assessment (BTSA) program pays for veteran staff to be paid to provide additional support to new teachers to ensure their success. 4) Title II funding provides monies to ensure that all teachers are NCLB compliant.
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- 5) Kern County Consortium's Title IV Safe and Drug Free Schools funding provides tobacco, alcohol, drug and violence prevention education.
- 6) Title V Innovative Strategies monies are used to provide training and support implementation focused on improving instruction.
- 7) Court School Title I, Part A monies partially fund the salaries of a Math, a Reading, an EL Specialists and Transition Counselors who serve all alternative education students.
- 8) Pupil Retention Block Grant funding sustains the STAR Academy program.
- 9) Carl Washington School Safety funds pay for additional safety equipment, such as campus two-way radios.
- 10) Special education funding provides monies to pay for RSP teachers, and instructional aides, along with supplementary materials necessary for students with IEP's. Also funded, are a School Nurse, Speech and Language Pathologist, the Contracted DIS and School Psychologist Services.
- 11) Prop 10 funding educates Pregnant and Teen parents about positive parenting practices.
- 12) CAHSEE Intervention Funds are utilized to provide intensive targeted tutoring to eligible students needing to pass the CAHSEE.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,539	\$30,735
Mid-Range Teacher Salary	\$68,536	\$66,569
Highest Teacher Salary	\$86,930	\$102,402
Average Principal Salary (Elementary)	\$96,615	
Average Principal Salary (Middle)	\$96,615	
Average Principal Salary (High)	\$96,615	
Superintendent Salary		
Percent of Budget for Teacher Salaries	22%	
Percent of Budget for Administrative Salaries	10%	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR

Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	4	7	7	14	18	21	43	46	50
Mathematics	2	5	12	14	18	18	40	43	46
Science	2	9	8	10	13	18	38	46	50
History-Social Science	3	3	2	8	8	11	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	11	9	6	0
American Indian or Alaska Native	*	*		*
Asian	*			*
Filipino	*	*	*	*
Hispanic or Latino	3	14	2	3
Pacific Islander	*		*	
White (not Hispanic)	12	14	22	3
Male	5	9	7	2
Female	18	24	11	7
Economically Disadvantaged	7	12	7	2
English Learners	0	*	0	0
Students with Disabilities	2	0	0	0
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

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 in order to compute

Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		*	*		44.1	36.3		52.9	52.0
Mathematics		*	*		33.3	30.3		51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table

displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B	B	B
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	N/A	N/A

African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009

Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	1	2
Percent of Schools Currently in Program Improvement	N/A	50.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

Alternative School Dropout Rates

Source: California Department of Education – Educational Demographics Office

Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools. The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short-term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time. It may also be inappropriate to compare dropout rates for alternative schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

This table displays the school's one-year graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Graduation Rate	81.6	73.5	73.5	81.6	73.5	73.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A		N/A
African American	N/A		N/A

American Indian or Alaska Native	N/A		N/A
Asian	N/A		N/A
Filipino	N/A		N/A
Hispanic or Latino	N/A		N/A
Pacific Islander	N/A		N/A
White (not Hispanic)	N/A		N/A
Socioeconomically Disadvantaged	N/A		N/A
English Learners	N/A		N/A
Students with Disabilities	N/A		N/A

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.

<p>Professional development needs and interests are determined through staff surveys and leadership team recommendations. For the 08-09 school year, it was determined that the Alternative Education program's staff, which included Court Schools, would focus on proven and research-based instructional strategies for at-risk youth that promote student engagement, positive behaviors, mathematics intervention and literacy.</p> <p>In the fall, all teachers, support staff and administrators participated in a one-day workshop that included a variety of research-based topics which focused on teaching tools and innovative instructional strategies designed to improve instruction in literacy, mathematics, and algebra. Staff evaluations are conducted for all professional development activities, and the evaluations are utilized to assess future professional development needs and plan future training opportunities. Program-wide trainings are on-going in an effort to sustain implementation of Thinking Maps, best practices teaching strategies, reading, math and CAHSEE intervention curriculum materials.</p> <p>In addition to the all-staff alternative education professional development day, instruction and support staff have the opportunity to attend professional development activities sponsored by the Kern County Superintendent of Schools Office as well as attend workshops and conferences that are provided by other public and private educational entities. A curriculum specialist, and EL resource teacher and a new teacher support coach help train, model and support the teaching team.</p> <p>Teachers have been trained in the Verification Process for Specialized Settings to provide intensive professional development in the core academic areas in order to assist staff in becoming highly qualified.</p>

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results

for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92