

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Kern County Juvenile Court School

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Principal: Janice Barricklow 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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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 the Juvenile Hall is 22 school days.

The treatment programs housed at the Central School site include the following: Avenues to Change, a 20-bed , one-year residential substance abuse treatment program for teens between the ages of 14 and 17; Pathways Academy, a 30-bed intensive treatment camp for females; and STAR Academy, a non-residential High Risk Youth 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. 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. 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 70 school days. The average stay for students in non-residential programs was approximately 60 school days.

Student Enrollment

Group	Enrollment
Number of students	466
African American	20.39 %
American Indian or Alaska Native	0.21 %
Asian	0.43 %
Filipino	0.21 %
Hispanic or Latino	53.43 %
Pacific Islander	0.21 %
White (not Hispanic)	24.25 %
Multiple or No Response	0.86 %
Socioeconomically Disadvantaged	98 %
English Learners	12 %
Students with Disabilities	19 %

Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	3.77
Misassignments of Teachers of English Learners	5
Total Teacher Misassignments	5

School Facilities

Central School has ten 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 resource room.

Redwood High School has six classrooms, 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 counselor and reading teacher. Plans to replace the existing 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 sites are currently in good repair and 100% of the toilets are working properly

Repairs Needed

An update and remodel of the staff restrooms at Central School is planned. Also planned, is the replacement or refurbish of the student restroom facility at the STAR Academy program. Plans to purchase and installation of a new trailer to replace the existing staff lounge/lunchroom are underway.

Corrective Actions Taken or Planned

An update and remodel of the staff restrooms at Central School and at the STAR Academy program. A school lounge/lunchroom is also planned.

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%
Science Laboratory Equipment	N/A%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,272
District	N/A
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	4%
Mathematics	2%
Science	2%
History-Social Science	3%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	940
Statewide Rank (from 2007 API Base Report)	B
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	81.6

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	0

2006-07 School Accountability Report Card Reported (SARC)

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

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) 636-4346	Superintendent	Larry Reider
Principal	Janice Barricklow	E-mail Address	lareider@kern.org
E-mail Address	jabarricklow@kern.org	CDS Code	15-10157-1530302

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

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Safety program for youth in transition from incarceration.

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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. 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 70 school days. The average stay for students in non-residential programs was approximately 60 school days.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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

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	2

Grade 3	4
Grade 4	1
Grade 5	3
Grade 6	2
Grade 7	8
Grade 8	16
Ungraded Elementary	0
Grade 9	41
Grade 10	85
Grade 11	149
Grade 12	153
Ungraded Secondary	0
Total Enrollment	466

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	20.39 %	White (not Hispanic)	24.25 %
American Indian or Alaska Native	0.21 %	Multiple or No Response	0.86 %
Asian	0.43 %	Socioeconomically Disadvantaged	98 %
Filipino	0.21 %	English Learners	12 %
Hispanic or Latino	53.43 %	Students with Disabilities	19 %
Pacific Islander	0.21 %		

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	2004-05			2005-06			2006-07					
	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	7.0	1			10.0	1						
3-4												
4-8	10.5	2			18.0	1						
Other	14.8	5	1		16.3	3	1		8.8	8		

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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	17.3	33	0		16.7	41	0		16.5	48	0	
Mathematics	17.4	20			16.6	24			16.0	22		
Science	17.4	20			16.5	21			16.5	22		
Social Science	17.4	20			16.4	21			16.6	22		

II. School Climate

School Safety Plan

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

<p>Date of Last Review/Update and Last Discussed with Staff 11/2007</p> <p>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.</p>

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

<p>The Court School instructional program is uniquely suited to the needs of the student population served. Each student is assessed upon enrollment and the assessment results along with any additional information gathered through the orientation process are used to develop an Individual Learning Plan (ILP) for the student that will assist in ensuring that the student is appropriately placed in coursework and support services.</p> <p>Dress standards and a discipline code for students are in place and reviewed with students during enrollment orientation and when needed. The policies and procedures for handling discipline in the classroom represent a coordinated team effort between school and on-site agency personnel. Classrooms are monitored by probation staff when students are present to ensure safety and security. The Court School programs incorporate a behavior modification design that is used as part of the overall evaluation of the student's progress in the detention program.</p> <p>Small class size and instructional aide support allow all students to receive individualized attention. Students with IEP's and those identified as English Language Learners are provided additional support, curriculum and services to meet their specific needs. Teacher and support staff are proactive in the handling of discipline problems. The instructional staff is hired specifically to work with delinquent youth in residential and non-residential</p>

settings. They receive staff development training in the areas of alternative teaching and learning styles, conflict resolution, and anger management.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.6	4.8	0.0	13.8	11.7	10.2
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

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.

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

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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 and 100% of the toilets are working properly

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			New A/C system at Erwin Owen High Special Ed. Office
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			New carpeting is planned for all classrooms at Central, STAR and Erwin Owen High
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			Update and remodel of staff restrooms at STAR Academy planned
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			Replace trailer housing school lounge/lunchroom planned

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	29	30	198
Without Full Credential	2	2	1	53
Teaching Outside Subject Area of Competence				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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	11	9	5
Total Teacher Misassignments	11	9	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE

Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	86.6	13.4
All Schools in District	72.5	27.5
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	70.0	30.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Court Schools programs are open all year, but the length of teacher contracts varies from 185 days to 230 days per year. Teachers usually schedule off-duty time during the summer months when there is an abundance of qualified substitute teachers. All substitute teachers receive certification for employment through the Kern County Superintendent of Schools Human Resources Department. A pre-employment orientation is provided by the site administrator to familiarize the teacher with regard to students, policies and procedures respective to the program and school site. A new Teacher Recruitment and Retention position was developed and hired to assist in efforts to expand the pool of qualified teacher and substitute candidates. An updated Substitute Teacher Eligibility List is distributed monthly.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The Kern County Superintendent of Schools Office maintains policies and procedures that have been approved by and are included in the Collective Bargaining Agreement that it has with the Kern County Educator’s Association. The evaluation process is based upon an employee’s employment status as follows:

- Permanent employees are evaluated at least once every other school year.
- Probationary employees are evaluated at least once during each school year.

All teachers are evaluated according to the criteria set forth in the California Standards for the Teaching Profession (CSTP). By November 1 of each year, the site principal meets with each teacher individually to discuss their goals and objectives for the current year, their job description, which includes the CSTP criteria. Formal and informal observations are done on all teachers to be evaluated during the school year. Conferences between the teachers and site administrator are held throughout the evaluation process. The evaluation culminates in the completion of an annual evaluation form, which is reviewed and signed by the teacher, the site administrator and by the Director of Alternative Education. The process is completed prior to May 1 for permanent teachers and prior to February 15 for probationary evaluates.

V. Support Staff

Academic Counselors and Other Support Staff

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	466
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Curriculum Specialists	4.0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,690	\$418	\$8,272	\$59,159
District	N/A	N/A	N/A	\$59,159
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4943	
Percent Difference – School Site and State	N/A	N/A		

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,129	\$36,293
Mid-Range Teacher Salary	\$49,234	\$54,315
Highest Teacher Salary	\$72,464	\$71,736
Average Principal Salary (Elementary)	\$88,902	\$86,995
Average Principal Salary (Middle)	\$88,902	\$90,820
Average Principal Salary (High)	\$88,902	\$96,447
Superintendent Salary		\$121,387
Percent of Budget for Teacher Salaries	43%	%
Percent of Budget for Administrative Salaries	8%	%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	5	2	4	14	15	14	40	42	43
Mathematics	5	4	2	13	16	14	38	40	40
Science	11	3	2	22	9	10	27	35	38
History-Social Science	3	1	3	6	6	8	32	33	33

CST Results by Student Group – Most Recent Year

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	6	0	0	9
American Indian or Alaska Native	*	*	*	*
Asian	*		*	
Filipino	*	*	*	*
Hispanic or Latino	2	2	2	2
Pacific Islander				
White (not Hispanic)	7	3	4	0
Male	3	3	2	3
Female	9	0	0	5
Economically Disadvantaged	4	2	2	3
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	0	*	0	32	31	28	41	42	42
Mathematics	*	*	7	26	29	20	52	53	53

Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	B	B	B
Similar Schools	B	B	B

API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	77	285	B	940
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.9	1.3	0.6	12.7	17.4	22.9	3.2	3.1	3.5
Graduation Rate	84.8	84.4	81.6	84.8	40.7	39.6	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant. The student group data requested in the provided table is not appropriate for Court School reporting purposes. The County Court School is under an alternative accountability system named ASAM (Alternative School Accountability Model). For purposes of ASAM, high school graduation rate is not a County Court School reporting indicator. During the 2006-2007 school year, 670 students were enrolled in the County Court School programs for some portion of their grade 12 year. For students who began the 2006-2007 school year in the 12th grade, there were none that remained continuously enrolled in the Juvenile Court School. The average length of stay ranged from 22 school days at Juvenile Hall to approximately 70 school days for residential treatment programs. Students earn high school credit at the Juvenile Court School in the same manner as regular school except credits at the Juvenile Court School are based on 18 day increments (one credit) instead of the full 90 day semester (five credits). Credits are accepted by all Kern County high schools and applied toward graduation. Seventeen students in the graduating class of 2007 met all state and local graduation requirements for grade 12 completion and earned high school diplomas while enrolled in the County Court School.

Group	Graduating Class of 2007		
	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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The entire staff, both certificated and classified, has chosen to work toward quality instruction in these high-risk settings. All five schools offer an excellent academic program and strive to meet students' educational and social needs. The Juvenile Court School's board-approved Course of Study is designed to meet all California high school graduation requirements and functions as the curriculum master plan document. As students enter the school programs, they are tested to determine their ability levels in Reading and Mathematics. An Individual Learning Plan (ILP) is developed that outlines the courses, credits and educational setting that each student needs to promote a successful learning experience. A *Sequenced Pattern of Instruction* has been implemented to standardize the curriculum content, which facilitates student transition from one program to another. The instruction is aligned with the major strands of the California State Frameworks and California State Content Standards.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development needs and interests are determined through staff surveys and administrative team recommendations. For the 06-07 school year, it was determined that the Alternative Education program's staff, which included Court Schools, would focus on proven instructional strategies for at-risk youth that promote student engagement, positive behaviors, mathematics intervention and literacy.

In the fall, all teachers, instructional aides and administrators participated in a one-day workshop that included a variety of research-based topics focusing on teaching tools and innovative instructional strategies with regard to literacy, mathematics, and algebra. Staff evaluations are completed for all professional development activities and the evaluations for the aforementioned presentation were overwhelmingly positive. 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.

In addition to the staff development day organized for the entire Alternative Education staff, teachers 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. Two Curriculum Specialists, EL Resource Teachers and teacher coaches help train, model and support the teaching team.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement

1	72,900	50,400
2	72,900	50,400
3	72,900	50,400
4	72,900	54,000
5	72,900	54,000
6	72,900	54,000
7	72,900	54,000
8	72,900	54,000
9	72,900	64,800
10	72,900	64,800
11	72,900	64,800
