

Solano Juvenile Detention Facility

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Solano Juvenile Detention Facility
Street	740 Beck Avenue
City, State, Zip	Fairfield, CA, 94533
Phone Number	707 399-4834
Principal	Richard Vaccaro
E-mail Address	rvaccaro@solanocoe.net
Web Site	
Grades Served	7-12
CDS Code	48104884830071

District Contact Information	
District Name	Solano County Office of Education
Phone Number	707 399-4400
Superintendent	Jay Speck
E-mail Address	jspeck@solanocoe.net
Web Site	www.solanocoe.net

School Description and Mission Statement (Most Recent Year)

VISION STATEMENT : We are a professional teaching and learning community that works to implement effective instructional strategies that will enable every student to be successful. We believe every student can become successful 21st century critical thinkers and learners who have the potential to graduate from high school, go to college and/or trade school, and be positive contributing citizens to our community.

MISSION STATEMENT : The Solano County Juvenile Court and Community School provides every student an equal opportunity to an enriched education where they are challenged to meet and exceed their individual potential in a safe and structured environment.

PROGRAM OVERVIEW

The goal for the Juvenile Court and Community School program is to prepare the young wards for assimilation back into comprehensive district schools. Wards who are sentenced to Juvenile Detention Facility (JDF) for long periods of time work toward a high school diploma. In the academic program, students have access to textbooks in all four core subjects. They are also tested monthly in Accelerated Reader and Math. In our School Single Plan, we have set a goal of a 20% increase for student passing the California High School Exit Exam (CAHSEE). Since this is a test year using Smarter Balanced Assessment Consortium (SBAC), the CAHSEE is our main indicator for success. A student Support Specialist is dedicated to assisting students in the Juvenile Detention Center as they transition back to their respective school districts

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 8	1
Grade 9	3
Grade 10	6
Grade 11	18
Grade 12	17
Total Enrollment	45

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	55.6
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	2.2
White	15.6
Two or More Races	2.2
Socioeconomically Disadvantaged	100
English Learners	2.2
Students with Disabilities	42.2
Foster Youth	6.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	4	5	67
Without Full Credential	1	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.36	1.64
High-Poverty Schools in District	98.36	1.64
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 2013

The textbooks being used are board adopted materials in all four core subjects. Each students has access to all materials necessary, including supplemental materials such as Shining Star and Keys to Learning.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt MacDougal Grades 7-12	Yes	0
Mathematics	Glencoe Math	Yes	0
Science	Holt MacDougal Adopted 2007	Yes	0
History-Social Science	Holt MacDougal	Yes	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Juvenile Detention Facility is 11 years old. The Juvenile Detention Facility classrooms are cleaned daily by SCOE custodial staff, and all other maintenance is handled by Solano County maintenance staff. According to the Judicial Inspection of Juvenile Detention Facility for Suitability, the facility was found to be within the minimum standards adopted by the Board of Corrections

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/2/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/2/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	7	4	44
Mathematics	0	1	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	3	1	33.3	--	--	--	--
	8	3	2	66.7	--	--	--	--
	11	42	26	61.9	73	15	8	0
Male	7		1	33.3	--	--	--	--
	8		2	66.7	--	--	--	--
	11		25	59.5	72	16	8	0
Female	7		0	0.0	--	--	--	--
	11		1	2.4	--	--	--	--
Black or African American	7		1	33.3	--	--	--	--
	8		1	33.3	--	--	--	--
	11		12	28.6	92	8	0	0
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		10	23.8	--	--	--	--
White	7		0	0.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		3	7.1	--	--	--	--
Two or More Races	11		1	2.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		1	33.3	--	--	--	--
	8		1	33.3	--	--	--	--
	11		16	38.1	69	19	13	0
English Learners	11		1	2.4	--	--	--	--
Students with Disabilities	11		2	4.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	3	1	33.3	--	--	--	--
	8	3	2	66.7	--	--	--	--
	11	42	24	57.1	96	4	0	0
Male	7		1	33.3	--	--	--	--
	8		2	66.7	--	--	--	--
	11		24	57.1	96	4	0	0
Female	7		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Black or African American	7		1	33.3	--	--	--	--
	8		1	33.3	--	--	--	--
	11		10	23.8	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		10	23.8	--	--	--	--
White	7		0	0.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		3	7.1	--	--	--	--
Two or More Races	11		1	2.4	--	--	--	--
Socioeconomically Disadvantaged	7		1	33.3	--	--	--	--
	8		1	33.3	--	--	--	--
	11		15	35.7	93	7	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	11		1	2.4	--	--	--	--
Students with Disabilities	11		2	4.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	0	10	7	0	13	7	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7
All Students at the School	7
Male	7
Female	--
Black or African American	--
Asian	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

The Challenge Unit has Career Technical Education (CTE) instruction four days per week, 90 minutes per day. The students in the program are committed for nine months. During this time they can earn certificates through the CTE Program. The Challenge Program is designed to offer students a diverse academic program that prepares students for life after Juvenile Hall. Program includes Career Exploration, Success in the Workplace, Mock Interviews, Financial Literacy, Work Ready Certification and the Serve Safe Food Handler Certification. The Sequoia, Sycamore, and Redwood PODS all have CTE instruction one day per week along with the New Foundations Program. These classrooms have access to all the programs mentioned above for the Challenge Program.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	54
% of pupils completing a CTE program and earning a high school diploma	7.41
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	5	29	11	8	16	10	57	56	58
Mathematics	4	31	6	7	22	12	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	90	6	3	88	12	
All Students at the School	89	11		94	6	
Male	94	6		93	7	
Socioeconomically Disadvantaged	88	13		93	7	

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	22.2	33.3	0

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents of students who are committed to the Juvenile Detention Facility have an opportunity to be on the School Site Council. Notices are sent out to parents regarding School Site Council meetings. This is done by collaborating with the probation department on the time and the location of the meeting.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.30	13.40	10.90	16.30	13.40	10.90	13.10	11.40	11.50
Graduation Rate	78.08	81.48	83.96	78.08	81.48	83.96	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.00	2.34	4.12	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school at Juvenile Hall follows the Safety Plan set up by the Solano County probation staff.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	13	5			5				5			
Mathematics	13	5			5				5			
Science	13	5			5				5			
Social Science	14	4			5				5			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	35
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	2	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	11901	10967	934	70931
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	
Percent Difference: School Site and State	N/A	N/A	-82.5	

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

Types of Services Funded (Fiscal Year 2014-15)

Students that attend school at the Solano County Juvenile Detention Center have access to individual assistance from the paraeducators in the classroom. Also, Solano County provides after school tutors for students that are struggling in certain areas. The Solano County Office of Education provides Career Technical Education courses for students that are committed long-term to the facility.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	44903	
Mid-Range Teacher Salary	63369	
Highest Teacher Salary	79844	
Average Principal Salary (Elementary)	106666	
Average Principal Salary (Middle)	106666	
Average Principal Salary (High)	106666	
Superintendent Salary	216280	
Percent of Budget for Teacher Salaries	34%	
Percent of Budget for Administrative Salaries	2.7%	

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Our professional development over the last year concentrated on the implementation of the common core standards. Teachers and paraeducators received training during staff meetings which are held on the first and third Wednesday of each month. Support for the training comes from the central office who provide the presenters. Teachers implemented the techniques learned in the training sessions as they prepare for implementation of the Common Core State Standards. SCOE site administration provides support through classroom walkthroughs and academic conferencing that focus on student reading and math scores.