

# Solano Juvenile Detention Facility

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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 (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Solano Juvenile Detention Facility
<b>Street</b>	740 Beck Avenue
<b>City, State, Zip</b>	Fairfield, CA, 94533
<b>Phone Number</b>	707 399-4840
<b>Principal</b>	Gricelda Rodriguez
<b>E-mail Address</b>	grodriguez@solanocoe.net
<b>Web Site</b>	
<b>CDS Code</b>	48104884830071

<b>District Contact Information</b>	
<b>District Name</b>	Solano County Office of Education
<b>Phone Number</b>	707 399-4400
<b>Superintendent</b>	Lisette Estrella-Henderson
<b>E-mail Address</b>	lehenderson@solanocoe.net
<b>Web Site</b>	www.solanocoe.net

### School Description and Mission Statement (School Year 2017-18)

#### 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 Renaissance Accelerated Reader and Math. Two Student Support Specialists are 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 2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	5
Grade 10	8
Grade 11	19
Grade 12	16
<b>Total Enrollment</b>	<b>49</b>

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	49
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0
White	20.4
Two or More Races	6.1
<b>Socioeconomically Disadvantaged</b>	<b>100</b>
English Learners	10.2
Students with Disabilities	30.6
Foster Youth	2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2011	Yes	0
Mathematics	Pearson 2014	Yes	0
Science	MacDougal Littel 2007	Yes	0
History-Social Science	MacDougal Littel 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Juvenile Detention Facility is 11 years old. The Juvenile Detention Facility classrooms are cleaned three times a week 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)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 11/9/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 11/9/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	0	7	6	7	49	49
Mathematics (grades 3-8 and 11)	0	0	4	0	37	38

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	14	77.78	7.14
Male	17	13	76.47	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.62	9.09
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	14	77.78	0
Male	17	13	76.47	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	12	85.71	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	6	14	7	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	327
% of pupils completing a CTE program and earning a high school diploma	0.006
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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. Parents share their input on the development of the Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA). Data is presented to parents such as academic achievement, credits earned and academic counseling and they offer suggestions on how it may be improved or additional services they think may be needed.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	88.4	85.7	73.1	76.9	72.2	81.1	11.5	10.7	9.7
Graduation Rate	0	0	3.85	6.48	2.78	6.82	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	12	16.92	87.11
Black or African American	25	42.86	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	0	13.33	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	14.29	7.14	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	8	14.81	85.45
English Learners	0	6.67	55.44
Students with Disabilities	20	3.85	63.9
Foster Youth	0	0	68.19

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	4.4	2.0	3.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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.

**Federal Intervention Program (School Year 2017-18)**

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	2014-15			Avg. Class Size	2015-16			Avg. Class Size	2016-17					
	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					5				5					
Mathematics					5				5					
Science					5				5					
Social Science					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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		35
Counselor (Social/Behavioral or Career Development)	2	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	1	N/A
Other	4	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	13771	2260	11511	74546
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	75.1	

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

**Types of Services Funded (Fiscal Year 2016-17)**

Students who attend school at the Solano County Juvenile Detention Center have access to individual assistance from the paraeducators in the classroom. There are two Resource Specialists who work with Special Education students in the different classrooms. The Solano County Office of Education also provides Career Technical Education courses to all students in the facility.

### **Professional Development (Most Recent Three Years)**

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Teachers and paraeducators received training during staff meetings which are held on the first and third Wednesday of each month. Teachers have also received training on the reports offered by Renaissance Learning that they can get after students have taken the monthly math and English test to monitor student progress. The support for the training comes from the central office who provide the presenters. Teachers utilize the techniques learned in the training sessions to enhance the implementation of the CCSS. SCOE site administration provides support through classroom walkthroughs and academic conferencing that focus on student's reading and math test scores. Our professional development over the last year concentrated on the implementation of Academic Conferencing and the continued implementation of the ELA and Math Common Core State Standards (CCSS). The consultant meets with the teachers monthly.