# Solano Juvenile Detention Facility
## School Accountability Report Card
## Reported Using Data from the 2017-18 School Year
### Published During 2018-19

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 2018-19)**

| School Contact Information | |
|---|---|
| School Name | Solano Juvenile Detention Facility |
| Street | 740 Beck Avenue |
| City, State, Zip | Fairfield, CA, 94533 |
| Phone Number | 707 399-4840 |
| Principal | Christopher Morris |
| E-mail Address | cmorris@solanocoe.net |
| Web Site | https://www.solanocoe.net/departments/student-programs-and-services-department/alternative- |
| CDS Code | 48104884830071 |

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

**School Description and Mission Statement (School Year 2018-19)**

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. A Student Support Specialist is dedicated to assisting students in the Juvenile Detention Center as they transition back to their respective school districts. Students have the opportunity for credit recovery through a web-based learning management system.

**Student Enrollment by Grade Level (School Year 2017-18)**

| Grade Level | Number of Students |
|---|---|
| Grade 10 | 4 |
| Grade 11 | 11 |
| Grade 12 | 7 |
| Total Enrollment | 22 |

**Student Enrollment by Group (School Year 2017-18)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 54.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 40.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 4.5 |
| Socioeconomically Disadvantaged | 100.0 |
| English Learners | 4.5 |
| Students with Disabilities | 27.3 |
| Foster Youth | 13.6 |

# 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 |
|---|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| **With Full Credential** | 5 | 4 | 3 | 50.4 |
| **Without Full Credential** | 0 | 0 | 0 | 4 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **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 2018-19)**

**Year and month in which data were collected:** September 2018

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.

| 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 13 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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/6/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

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

| Year and month of the most recent FIT report: 12/6/2018 | |
|---|---|
| **Overall Rating** | **Good** |

# 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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 7.0 | 9.0 | 7.0 | 4.0 | 49.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 0.0 | 0.0 | 0.0 | 0.0 | 38.0 | 39.0 |

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.

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

### CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 15 | 11 | 73.33 | 9.09 |
| Male | 13 | 10 | 76.92 | 10.00 |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 11 | 73.33 | 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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 15 | 11 | 73.33 | 0 |
| Male | 13 | 10 | 76.92 | 0 |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 11 | 73.33 | 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 | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**Career Technical Education Programs (School Year 2017-18)**

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 and Sycamore PODS all have CTE instruction one day per week . These classrooms have access to all the programs mentioned above for the Challenge Program.

**Career Technical Education Participation (School Year 2017-18)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 22 |
| % of pupils completing a CTE program and earning a high school diploma | 14% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 3.2 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

## State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | ** | ** | ** |

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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2018-19)**

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 School 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 85.7 | 73.1 | 31.0 | 72.2 | 81.1 | 69.0 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 0.0 | 3.8 | 65.5 | 2.8 | 6.8 | 18.6 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

| Group | Graduating Class of 2017 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 100.0 | 47.8 | 88.7 |
| Black or African American | 80.0 | 66.7 | 82.2 |
| American Indian or Alaska Native | 0.0 | 0.0 | 82.8 |
| Asian | 0.0 | 0.0 | 94.9 |
| Filipino | 0.0 | 0.0 | 93.5 |
| Hispanic or Latino | 100.0 | 47.1 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 0.0 | 88.6 |
| White | 66.7 | 22.2 | 92.1 |
| Two or More Races | 100.0 | 50.0 | 91.2 |
| Socioeconomically Disadvantaged | 100.0 | 51.4 | 88.6 |
| English Learners | 100.0 | 20.0 | 56.7 |
| Students with Disabilities | 100.0 | 31.6 | 67.1 |
| Foster Youth | 100.0 | 100.0 | 74.1 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.0 | 0.0 | 2.0 | 3.9 | 4.2 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2018-19)**

The school at Juvenile Hall follows the Safety Plan set up by the Solano County probation staff.  SCOE staff and students  participate in safety drills coordinated by the juvenile probation staff.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2015-16 Avg. Class Size | 2015-16 Number of Classrooms 1-22 | 2015-16 Number of Classrooms 23-32 | 2015-16 Number of Classrooms 33+ | 2016-17 Avg. Class Size | 2016-17 Number of Classrooms 1-22 | 2016-17 Number of Classrooms 23-32 | 2016-17 Number of Classrooms 33+ | 2017-18 Avg. Class Size | 2017-18 Number of Classrooms 1-22 | 2017-18 Number of Classrooms 23-32 | 2017-18 Number of Classrooms 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | | 5 | | | | 5 | | | | 3 | | |
| Mathematics | | 5 | | | | 5 | | | | 3 | | |
| Science | | 5 | | | | 5 | | | | 3 | | |
| Social Science | | 5 | | | | 5 | | | | 3 | | |

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 2017-18)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | | |
| **Counselor (Social/Behavioral or Career Development)** | 1.5 | 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 (non-teaching)** | 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 2016-17)**

| Level | Expenditures Per Pupil Total | Expenditures Per Pupil Supplemental/ Restricted | Expenditures Per Pupil Basic/ Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 18618 | 2538 | 16080 | 71272 |
| **District** | N/A | N/A | | |
| **Percent Difference: School Site and District** | N/A | N/A | | |
| **State** | N/A | N/A | $7,125 | |
| **Percent Difference: School Site and State** | N/A | N/A | 77.2 | |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

**Types of Services Funded (Fiscal Year 2017-18)**

Students who attend school at the Solano County Juvenile Detention Center have access to individual assistance from the paraeducators in the classroom. There is a Resource Specialist 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.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | 45,801 | |
| **Mid-Range Teacher Salary** | 62,421 | |
| **Highest Teacher Salary** | 81,447 | |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | |
| **Average Principal Salary (High)** | | |
| **Superintendent Salary** | 230,000 | |
| **Percent of Budget for Teacher Salaries** | | |
| **Percent of Budget for Administrative Salaries** | | |

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 2017-18)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | 0 | N/A |
| **English** | 0 | N/A |
| **Fine and Performing Arts** | 0 | N/A |
| **Foreign Language** | 0 | N/A |
| **Mathematics** | 0 | N/A |
| **Science** | 0 | N/A |
| **Social Science** | 0 | N/A |
| **All courses** | 0 | .0 |

Cells with N/A values do not require data.

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

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

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). Additional professional development for teachers in trauma informed practices and restorative justice are integral parts of our JCCS program.