

San Diego County Court Schools

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	San Diego County Court Schools
Street	6401 Linda Vista Road, Room 216
City, State, Zip	San Diego, CA 92111
Phone Number	858-694-4686
Principal	Dr. Leilah Kirkendoll
E-mail Address	lkirkendoll@sdcoe.net
Web Site	www.sdcoe.net/courtschools
CDS Code	37103710128538

District Contact Information	
District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
E-mail Address	superintendent@sdcoe.net
Web Site	www.sdcoe.net

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

Mission Statement: As members of Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equality for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise achievement of all students while eliminating the achievement gap between students of color and white students. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional development. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

The Juvenile Court Schools provide educational opportunities for students who are waiting upon disposition or who have been adjudicated through the San Diego County Court systems. The Court Schools and San Diego SOAR (Success, Opportunity, Achievement, and Results) Academy faculty and staff work in collaboration with the San Diego County Probation Department and other partner agencies that assist, seek to improve, and strengthen the instructional programs and daily operations at the six school sites. While it may be necessary to place a student within a secure facility or structured program, there remains an emphasis on rehabilitation, restoring relationships and providing trauma-informed care in a setting that is not punitive but rather is protective and designed to educate our students about discipline, values, and work ethic, thus guiding them toward becoming a productive citizen who is also ready for college or career placement.

Facilities Overview:

Twenty-four-hour maximum-security facilities: San Diego SOAR (Success, Opportunity, Achievement, and Results) Academy at Kearny Mesa is a co-educational facility located at the Kearny Mesa Juvenile Detention Facility. SOAR Academy at East Mesa is a secure placement for boys located at the East Mesa Detention Facility 28 miles south of the Kearny Mesa facility. It is in a remote mountainous area near the Otay Mesa international border crossing.

Twenty-four-hour minimum-security residential camp: SOAR Academy at Camp Barrett, which was renamed The San Diego County Urban Camp, is now located in Kearny Mesa. It is a placement for adjudicated young men between the ages of 16 and 19. Students stay approximately four to six months. The Breaking Cycles Program at The Urban Camp is for young men between the ages of 12 and 19. Students stay in this facility for approximately one to two months. SOAR Academy at the Girls Rehabilitation Facility, which is now part of The Urban Camp, is located adjacent to the Kearny Mesa Urban Camp for young men. It has a program for girls that is a 21-day placement, and potentially a longer four to six month placement based on assessment by the Probation department.

Day programs: Breaking Cycles and Reflections Central are day-treatment programs for students who have been referred by the court or Probation. Each program is a structured, day-treatment program with intensive counseling, education, mental health, and family therapy as well as other interventions where needed. The Breaking Cycles North program is 35 miles north of San Diego in San Marcos, providing similar services to youth in the northern areas of the county. Reflections Central is in La Mesa and serves the students in the southern and eastern areas of the county. The Youth Day Center Metro is adjacent to the Reflections Central program in La Mesa, and it is for students who are assigned to the program by the Probation department. These are considered alternatives to incarceration for many youth.

The Court Schools operate a year-around educational program for students. There are 42 teachers who are fully certificated, credentialed, and highly qualified per the State of California. There are 90 staff members that support the Court Schools. This staff includes general and special education teachers, aides, school counselors, student transition specialists, administrative assistants, student support specialists, registrars, office clerks, and school principals.

Classrooms are multi-age, multi-grade, and multi-needs with the majority of students enrolled in grades 9-12. Our goal as educators is to provide each of our students a quality academic and vocational experience in order to equip them for a successful re-entry into the community. We believe that it is incumbent upon our staff to implement strategies for a safe environment, promote meaningful learning experiences, conduct ourselves professionally and ethically, hold all individuals accountable, implement data-based, decision-making systems, maintain effective communication, and model collaborative practices. Professional development opportunities enable staff members to differentiate instruction, increase student learning goals, and assist students to recover and complete credits that lead to a high school diploma or a California High School Equivalency Certificate upon passing the HiSET.

Court School goals are aligned with the goals of the San Diego County Office of Education's Local Control and Accountability Plan (LCAP):

- Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
- Goal 2. Cultivate stakeholder engagement to support excellence in each student's success.
- Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.
- Goal 4. Support the integration and transition of students who are at-risk, expelled, English learners, and foster youth to be prepared to succeed in college and career.

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

Grade Level	Number of Students
Grade 8	10
Grade 9	35
Grade 10	59
Grade 11	99
Grade 12	134
Total Enrollment	337

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	17.5
American Indian or Alaska Native	0.9
Asian	1.8
Filipino	0.0
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	1.2
White	15.4
Socioeconomically Disadvantaged	100.0
English Learners	30.9
Students with Disabilities	35.0
Foster Youth	5.9

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	41	46		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	6	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments *	5	4	
Vacant Teacher Positions	0	4	

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: August 2016

All textbooks and instructional materials used within San Diego County Court Schools are aligned with the state standards and frameworks and in grades K-8 have been selected from the state-adopted list of standards-based materials. San Diego County Court Schools follow the State Board of Education's adoption cycle for core content materials. JCCS holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Graw-Hill: California Treasures (K-5) Holt, Rinehart and Winston: Literature and Language Arts (6-12) Special Ed Holt: Literature and Language Arts	Yes	0
Mathematics	Houghton Mifflin: California Math (K-6) Prentice Hall: California Algebra Readiness (6-8) Holt: California Mathematics Course 2: Pre-Algebra (7) Holt: California Algebra (8) Carnegie Learning: Integrated Math I (9-12)	Yes	0
Science	Harcourt: California Science (K-5) Prentice Hall: California Focus on Earth Science (6) Prentice Hall: California Focus on Life Science (7) Prentice Hall: California Focus on Physical Science (8) Prentice Hall: California Biology (9-12) Prentice Hall: California Chemistry (9-12) Prentice Hall: California Earth Science (9-12) Prentice Hall: Conceptual Physics (9-12)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Prentice Hall: California Reflections (K-6) Glencoe McGraw-Hill: California Medieval and Early Modern Times (7) Glencoe McGraw-Hill: California Discovering Our Past: The American Journey to World War I (8) Glencoe McGraw-Hill: California World History: Modern Times (10) Glencoe: California The American Vision: Modern Times (11) Glencoe Economics: Today and Tomorrow (12) Glencoe United States Government: Democracy in Action (12) Glencoe: World Geography (9-12) Glencoe: Street Law: Law Related Education (9-12) Glencoe: Psychology: Understanding Psychology (9-12) Glencoe: Sociology: Sociology and You (9-12) Prentice Hall: African American Experience (9-12) Prentice Hall: Latino Experience (9-12)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

San Diego County Court Schools work closely with their partner agency the San Diego County Probation Department. Together, we strive to maintain all facilities.

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: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Reflection heater not working in Classroom 3.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Reflection boys restroom needs painting.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Reflection classroom 5 needs roof repair

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Reflection classroom 1 needs double door locks adjusted. Irrigation work is needed in the lunch area at La Mesa Community School.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Exemplary

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)	8.0	6.0	51.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	44.0	44.0	37.0	38.0

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	188	163	86.70	5.56
Male	151	135	89.40	3.73
Female	37	28	75.68	14.29
Black or African American	26	20	76.92	10.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	115	105	91.30	4.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	23	82.14	8.70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	163	86.70	5.56
English Learners	72	66	91.67	0.00
Students with Disabilities	66	59	89.39	0.00
Foster Youth	29	23	79.31	4.35

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	192	158	82.29	0
Male	156	133	85.26	0
Female	36	25	69.44	0
Black or African American	27	17	62.96	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	104	88.89	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	23	82.14	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	192	158	82.29	0
English Learners	72	65	90.28	0
Students with Disabilities	64	54	84.38	0
Foster Youth	31	25	80.65	0

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 SDCOE JCCS Career Readiness and Technical Education (CRTE) department provides CTE classes, and grant-funded career readiness opportunities for high school youth. In our Court Schools students can select from CTE programming based on their supervised facility. At the Urban Camp, students take a work readiness course and can select from CTE culinary arts, CTE horticulture, CTE graphic arts and production, and CTE fire science. At the Girls Rehabilitation Facility, students are offered work readiness and CTE horticulture. Students at East Mesa can participate in CTE building and construction and CTE horticulture. CTE teachers works in partnership with other departments to provide aligned curriculum. The CTE program is evaluated by the number of students enrolled, the number of students completing courses, and industry credentials earned. This is measured through our yearly data gathering in CONAPP. CRTE offers the Pathways to Justice and Workability I grant for interested students who qualify to receive grant-funded services including paid internships, work based learning, and supportive services.

The CTE Advisory Council is facilitated by the CTE Program Specialist and includes local industry partners such as: building and construction, culinary arts, public service, small business, non-profits, the local workforce investment board, and event management. The council is always looking for additional partners. All CTE teachers and our career readiness staff participate in all Council meetings.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	274
% of pupils completing a CTE program and earning a high school diploma	0
% 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	93.8
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

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)

Our Student and Family Engagement (SAFE) team provides regular workshops related to student attendance, legal issues faced by students, parenting, and informational parent meetings. SAFE also connects families with community-based organizations to increase access to medical/dental treatment, housing, mental health, food pantries, transportation, childcare, and legal support to enhance the overall health and well-being of our students and families. Parents are strongly encouraged to participate in the School Site Council, English Learners Advisory Committee, Local Control and Accountability Plan, and other groups. The school has jointly developed with parents a written parental involvement policy. This involvement policy specifies:

- Parent involvement
- Shared responsibilities for student's academic achievement
- Building capacity for involvement
- Accessibility

Parent volunteer and involvement contact:

Stephanie Johnston-Austin

stephj@sdcoe.net or 619-990-4853

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	65.8	66.8	78.3	60.4	58.8	57.8	10.7	9.7	9.1
Graduation Rate	8.8	15.1	9.5	12.0	20.7	23.1	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	38.9	53.2	88.7
Black or African American	40.0	56.3	82.2
American Indian or Alaska Native	0.0	33.3	82.8
Asian	33.3	83.3	94.9
Filipino	50.0	85.7	93.5
Hispanic or Latino	36.2	46.9	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	41.2	70.4	92.1
Two or More Races	83.3	71.4	91.2
Socioeconomically Disadvantaged	38.9	52.3	88.6
English Learners	36.4	46.5	56.7
Students with Disabilities	42.9	50.0	67.1
Foster Youth	100.0	70.2	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	4.7	7.2	9.2	4.4	5.8	7.7	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 safety plan was reviewed, updated, and approved by school staff, stakeholders, and parents on January 8, 2019 and will be approved by the San Diego County Board of Education Board in February 2019. The plan includes assessments of school safety, school discipline policies and practices, funding, professional development activities, counseling services, collaborative relationships with agency community partners, safe schools programs and strategies, and campus security.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	7.0	89	1	6	5.0	114	1	1	4.0	131	2	
Mathematics	3.0	22			2.0	6			4.0	44		
Science	8.0	46	1	3	5.0	88	2		5.0	70	1	
Social Science	8.0	65		5	5.0	111	1	1	3.0	43	1	

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	3	539
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.4	N/A
Social Worker	1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	8	N/A
Other	0	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			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,650	\$147	\$14,503	\$96,004
District	N/A	N/A	\$15,643	
Percent Difference: School Site and District	N/A	N/A	-7.6	2.9
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	68.2	+2.5%

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)

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
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)

During the 2017-18 school year, JCCS teachers, support staff, and administrators took part in a variety of professional learning to ensure every student is prepared for college, career, and community success. Based on student achievement data, a strong emphasis was placed on content area knowledge and pedagogical skills to improve student outcomes in English language arts and mathematics. The 2017-18 school year was year three of JCCS's implementation of integrated math for high school students. All JCCS math teachers were expected to work with a math coach to support them in teaching integrated math with fidelity. All JCCS employees took part in continued restorative practices training to develop common language, philosophies, and practices to support students and families. All teachers had access to one-on-one and small-group coaching with our cadre of instructional coaches to work on self-identified instructional support. During the 2017-18 school year, an increased emphasis on supports for our English learners was integrated into all professional learning. In addition, all teachers and staff received annual training on meeting the needs of our students with disabilities. All JCCS teachers also received a full day of professional learning on Youth Mental Health First Aid to support students experiencing mental health challenges. Additionally, during the 2017-18 school year, Court Schools staff members participated in Crisis Prevention Institute training that focuses on the safe management of disruptive behaviors. Finally, since July 2004, JCCS has participated in the South County Induction Consortium, formerly known as Beginning Teacher Support, to support newly credentialed teachers.