

Tehama County Juvenile Justice Center

1790 Walnut Street • Red Bluff, California 96080-0810 • 530-527-4052 • Grades K-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Tehama County Office of Education

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District Governing Board

Betty Brown
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District Administration

Richard DuVarney
Superintendent
Karin Matray
Associate Superintendent
Michelle Barnard
Principal

School Description

The Tehama County Juvenile Hall provides a standards-based educational program to all wards detained with the exception of high school graduates. The Tehama County Superintendent of Schools is the legal agent for administering the school. State adopted curriculum is used in all core classes including Math, English, Social Science, and Science. Students have one hour of Physical Education each school day. There are also opportunities for courses and activities which provide pre-employment skills, social skills, health, and fine arts. Educational programs are designed to meet the individual needs of all students while they are detained, using a balance of whole class, small group and one-on-one instruction along with independent learning in some academic classes.

Mission Statement:

Tehama County Juvenile Hall provides education and opportunities to ensure that all students succeed academically, socially, and vocationally and develop meaningful individual transition plans.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	3
Grade 12	2
Total Enrollment	6

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0
White	66.7
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	16.7
Students with Disabilities	16.7
Foster Youth	0

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			
Tehama County Juvenile Justice Center	15-16	16-17	17-18
With Full Credential	1.22	1.22	2.22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Tehama County Office of Education	15-16	16-17	17-18
With Full Credential	◆	◆	4.22
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tehama County Juvenile Justice	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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)

Each student has access to current textbooks (updated in 2006) and instructional materials virtually at all times during their stay. The exception to this rule, for security reasons, is that students are only allowed a very select number of materials in their rooms. The school site is Williams Act compliant.

All the main textbooks and materials are standards-based and are on the adopted lists. There are some materials that are older and are for supplementary use such as vocabulary workbooks, the Numeracy Project (standards-based detailed and differentiated lesson plans), and the language program, which may not be State Board of Education approved. Because of their supplementary nature, they may never be considered for State Board approval

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton-Brown Edge Reading Writing and Language Adoption Year 2011 McDougal Littell The Language of Literature 7 Adoption Year 2006 McDougal Littell The Language of Literature 9 Adoption Year 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McDougal Littell-Mathematics, Course 1 Adoption Year 2004-2005 McDougal Littell-Mathematics, Course 2 Adoption Year 2004-2005 McDougal Littell-Algebra 1 Adoption Year 2005-2006 Scholastic Numeracy Project Adoption Year 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson/Prentice Hall-Biology Adoption Year 2005-2006 Pearson/Prentice Hall-Physical Science Adoption Year 2005-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: December, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Pearson/Prentice Hall- America's Journey Continuity and Change in the Twentieth Century Adoption Year 2005-2006 Pearson/Prentice Hall- American History of our Nation Independence through 1914 Adoption Year 2005-2006 Pearson/Prentice Hall- The Modern World Adoption Year 2005-2006 Holt Rinehart Winston- Medieval to Early Modern Times Adoption Year 2005-2006 Holt Rinehart Winston- Ancient Civilization Adoption Year 2005-2006 Pearson/Prentice Hall-American Government Adoption Year 2005-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Pearson/Prentice Hall-Health Adoption Year 2005-2006 Human Kinetics-Fitness for Life Adoption Year 2005-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tehama Juvenile Justice Center provides incarceration for the adjudicated youth of the county. Therefore, it is a secure facility with daily attention to safety, supervision and cleanliness.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2017

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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	--	--	23	30	48	48
Math	--	--	10	17	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	38	34	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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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)

Parent involvement is highly encouraged for students detained in the program. Parents have direct involvement in Individualized Educational Programs (IEP) meetings for special education students, and in Student Study Team (SST) meetings for general education students. Parent conferences are encouraged and occur based on parent request. A collaborative effort between the Tehama County Juvenile Hall and the Tehama County Department of Education (TCDE) is focused on a more comprehensive approach to parent outreach. The Juvenile Hall educational program is a significant part of the TCDE Local Control and Accountability Plan (LCAP).

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.

School Safety Plan

The Tehama County Department of Education and the Tehama County Probation Department are committed to providing a safe and secure environment for students and employees. The juvenile facility is inspected for safety and security monthly by the Tehama County Probation management staff. The Fire Marshall conducts an inspection every two years and the Juvenile Justice Commission and the Grand Jury conduct annual inspections. Available on-site is a General Crisis Information and Emergency Procedures Manual for Tehama County Schools. The Safety Plan was last updated and discussed with staff in December of 2016.

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

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	county
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	county
Speech/Language/Hearing Specialist	0
Resource Specialist	0.68
Other	1 Mentor
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	17	17	7	1	1	1	0	0		0	0	
Mathematics	17	17	7	1	1	1	0	0		0	0	
Science	17	17	7	1	1	1	0	0		0	0	
Social Science	17	17	7	1	1	1	0	0		0	0	

* 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.

Professional Development provided for Teachers

Weekly minimum days afford staff opportunity to share instructional expertise, enjoy presentations on various topics such as literacy and technology training. Instructional coaching is provided by the Educational Support Services Division of the Tehama County Department of Education. A particular focus has included participation in the TCDE SEES grant (Science and Environmental Engineering for Secondary) emphasizing Science careers and teacher coaching. The chosen professional development is driven by the recent changes in California Standards. Additional training during the 2017/2018 school year have included TEAM training, MakerSpace training and training on the Commercial Sexual Exploitation of Children.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11,002.06	2,853.61	8,148.45	70,667
District	◆	◆	----	
State	◆	◆	\$6,574	
Percent Difference: School Site/District			----	14.8
Percent Difference: School Site/ State			43.5	----

* Cells with ◆ do not require data.

Types of Services Funded

The Tehama County Probation Department funds student services such as drug and alcohol counseling, sexually transmitted disease education, chaplain services, and motivational services. These services are available to students in groups or individual programs administered by the Probation Department.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2013-14	2014-15	2015-16
Tehama County Juvenile Justice Center			
Dropout Rate	100	75	50
Graduation Rate	0	0	50
Tehama County Office of Education			
Dropout Rate	39.5	20.5	17.4
Graduation Rate	57.89	68.18	82.61
California			
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	66.67	92.31	87.11
Black or African American	0	0	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	0	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	50	95.24	90.99
Two or More Races	0	33.33	90.59
Socioeconomically Disadvantaged	0	78.95	85.45
English Learners	0	0	55.44
Students with Disabilities	0	100	63.9
Foster Youth	0	100	68.19

Career Technical Education Programs

This facility court school does not yet have any CTE programs. A college-career counselor meets with students to support them academic and life planning. Workshops are provided to students to assist them in career searches and research as well as college options, applications, and other areas of need for future planning. Students are referred to a mentoring program to support them in their future planning and supporting them in taking those needed steps.

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.