

# San Benito County Juvenile Hall Court School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

|  |  |
|--|--|
| <b>School Name</b>                       | San Benito County Juvenile Hall Court School |
| <b>Street</b>                            | 708 Flynn Road                               |
| <b>City, State, Zip</b>                  | Hollister, CA 95023                          |
| <b>Phone Number</b>                      | (831) 637 - 9269                             |
| <b>Principal</b>                         | Garret Quindimil                             |
| <b>Email Address</b>                     | gquindimil@sbcoe.org                         |
| <b>School Website</b>                    | www.sbcoe.org                                |
| <b>County-District-School (CDS) Code</b> | 35 10355 3530045                             |

## 2023-24 District Contact Information

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>District Name</b>    | San Benito County Office of Education |
| <b>Phone Number</b>     | (831) 637-5393                        |
| <b>Superintendent</b>   | Krystal Lomanto                       |
| <b>Email Address</b>    | klomanto@sbcoe.org                    |
| <b>District Website</b> | www.sbcoe.org                         |

## 2023-24 School Description and Mission Statement

San Benito County Juvenile Hall Court School is operated by the San Benito County Office of Education and serves youth in grades 5-12 that have been sentenced by the San Benito County Juvenile Court and are detained at Juvenile Hall. The staff believes all students can learn, given high expectations and appropriate support. Education is a shared responsibility which includes parents, students, staff, and the community. The mission of San Benito County Juvenile Hall Court School is to provide students with a safe, positive, learning environment with modern resources and accommodations necessary to learn. The goal is to educate all students to their highest potential, so they will have the greatest range of personal options upon graduation. It is the 21st century vision of San Benito Alternative Education sites to deliver meaningful, accessible curriculum through multiple avenues in a safe, supportive, and positive learning environment. With the help of our entire community we will empower our students by developing the necessary skills needed to join our complex world as an engaged citizen.

The teacher at San Benito County Juvenile Hall Court School consistently aligns curriculum maps, lessons, and formative assessments to the Common Core State Standards to achieve positive classroom results. Teaching staff provides core academic courses in English Language Arts (ELA), Algebra Readiness, Algebra, History/Social Science and Science. In addition, migrant education and special education services are available. Computers are available to students within the classroom as San Benito County Juvenile Hall Court School embraces technology. Each student is assessed in English and Math. Personal and/or crisis counseling is provided by the school counselor and San Benito County Behavioral Health if needed. The principal and various other staff members provide additional mentoring and coaching in the areas of communication, grades and social development. San Benito County Juvenile Hall Court School staff receives professional development in Restorative Justice and is in the process of implementing elements of this program.

San Benito County Juvenile Hall Court School provides a safe, organized and supportive environment that offers challenging and equitable opportunities for all students, thereby promoting equity and diversity. It fosters academic achievement of all students, while developing vocational and interpersonal skills required for success in a rapidly changing and technological world. The staff of San Benito County Juvenile Hall Court School instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number     | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.80          | 100.00         | 1.60            | 79.43            | 228366.10        | 83.12         |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 0.00            | 0.00             | 4205.90          | 1.53          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 0.00            | 0.00             | 11216.70         | 4.08          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0.00          | 0.00           | 0.40            | 20.10            | 12115.80         | 4.41          |
| Unknown   | 0.00          | 0.00           | 0.00            | 0.00             | 18854.30         | 6.86          |
| <b>Total Teaching Positions</b>   | <b>0.80</b>   | <b>100.00</b>  | <b>2.00</b>     | <b>100.00</b>    | <b>274759.10</b> | <b>100.00</b> |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number     | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.00          | 100.00         | 0.80            | 37.78            | 234405.20        | 84.00         |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 0.00            | 0.00             | 4853.00          | 1.74          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 0.00            | 0.00             | 12001.50         | 4.30          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0.00          | 0.00           | 1.30            | 57.78            | 11953.10         | 4.28          |
| Unknown   | 0.00          | 0.00           | 0.10            | 4.44             | 15831.90         | 5.67          |
| <b>Total Teaching Positions</b>   | <b>0.00</b>   | <b>100.00</b>  | <b>2.20</b>     | <b>100.00</b>    | <b>279044.80</b> | <b>100.00</b> |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Permits and Waivers  | 0.00        | 0.00        |
| Misassignments   | 0.00        | 0.00        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>0.00</b> | <b>0.00</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00        | 0.00        |
| Local Assignment Options                               | 0.00        | 0.00        |
| <b>Total Out-of-Field Teachers</b>                     | <b>0.00</b> | <b>0.00</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |   | September, 2023             |  |
|---|---|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | Springboard, College Board 2016, grades 9-12<br>Timeless Voices:Timeless Themes: Silver, Gold<br>Prentice Hall 2002; The American Experience 2002 | Yes                         | 0  |

|                                   |  |     |   |
|-----------------------------------|--|-----|---|
|                                   | Edgenuity, various classes based on student need or for credit recovery  |     |   |
| <b>Mathematics</b>                | Algebra Readiness, Prentice-Hall, 2009<br>Pre-Algebra, Prentice-Hall, 2009<br>Algebra I, Big Ideas Math, 2020<br>Geometry, Big Ideas Math, 2020<br>Algebra 2, Big Ideas Math, 2020<br>Edgenuity, various classes based on student need or for credit recovery  | Yes | 0 |
| <b>Science</b>                    | Physical Science: Concepts in Action, Prentice-Hall, 2006<br>Biology, Exploring Life, Prentice-Hall, 2004<br>Environmental Science, National Geographic, 2020<br>Earth Science: Concepts in Action, Prentice-Hall, 2006<br>Waves, Sound, and Light, Prentice-Hall, 2006<br>Physical Science: Matter and Energy, Littell Science, 2007<br>Edgenuity, various classes based on student need or for credit recovery           | Yes | 0 |
| <b>History-Social Science</b>     | The American Nation, CA ed., Prentice Hall, 2005<br>Geography: The World and Its People, McGraw/Glencoe, 2000<br>Modern World History, Mcdougal Littell, 2003<br>The Americans, McDougal, 2000 or 2005<br>Economics-Principles and Practices, MacMillan/McGraw-Hill-Glencoe, 2009<br>Government- American Government, National Geographic, 2018<br>Edgenuity, various classes based on student need or for credit recovery | Yes | 0 |
| <b>Foreign Language</b>           | N/A  |     |   |
| <b>Health</b>                     | N/A  |     |   |
| <b>Visual and Performing Arts</b> | N/A  |     |   |

## School Facility Conditions and Planned Improvements

The San Benito County Juvenile Hall Court School is operated within the San Benito County Juvenile Hall facility, thus a Facilities Inspection Tool does not apply. However, the San Benito County Office of Education completes an informal inspection of the facility annually. The 2023 inspection found the facility to be in GOOD condition in all systems.

**Year and month of the most recent FIT report**

January 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | --                | --                | --                  | 0                   | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | --                | --                | --                  | 0                   | 33               | 34               |



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | --                      | --                   | --                    | --                        | --                             |
| Female  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Male  | --                      | --                   | --                    | --                        | --                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | --                      | --                   | --                    | --                        | --                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    | --                        | --                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | --                      | --                   | --                    | --                        | --                             |
| Female  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Male  | --                      | --                   | --                    | --                        | --                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | --                      | --                   | --                    | --                        | --                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    | --                        | --                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | --             | --             | --               | --               | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Female</b>  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Male</b>  | --               | --            | --             | --                 | --                      |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 0                | 0             | 0              | 0                  | 0                       |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | --               | --            | --             | --                 | --                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 0                | 0             | 0              | 0                  | 0                       |
| <b>White</b>   | 0                | 0             | 0              | 0                  | 0                       |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | --               | --            | --             | --                 | --                      |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 0                | 0             | 0              | 0                  | 0                       |

## 2022-23 Career Technical Education Programs

Career Technical Education courses were provided through the Edgenuity online program during the 2022-2023 school year.

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 0                         |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 0                         |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0                         |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

## B. Pupil Outcomes

### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | --                            | --  | --   | --   | --                       |
| Grade 7     | --                            | --  | --   | --   | --                       |
| Grade 9     | --                            | --  | --   | --   | --                       |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Due to the security and safety of the environment of the student population, parent involvement offers challenges. Probation officers and school staff make best efforts to coordinate contact with families. Transition meetings are held with all educational partners to help ensure student success upon release and re-integration into the educational environment.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator       | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                |                | --               | --               |                  | 9.4           | 7.8           | 8.2           |
| Graduation Rate |                |                |                | --               | --               |                  | 83.6          | 87            | 86.2          |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Female</b>  | 0.0                          | 0.0                        | 0.0                    |
| <b>Male</b>  | 0.0                          | 0.0                        | 0.0                    |
| <b>Non-Binary</b>                                    |                              |                            |                        |
| <b>American Indian or Alaska Native</b>              | 0                            | 0                          | 0.00                   |
| <b>Asian</b>   | 0                            | 0                          | 0.00                   |
| <b>Black or African American</b>                     | 0                            | 0                          | 0.00                   |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.00                   |
| <b>Hispanic or Latino</b>                            | 0                            | 0                          | 0.00                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.00                   |
| <b>Two or More Races</b>                             | 0                            | 0                          | 0.00                   |
| <b>White</b>   | 0                            | 0                          | 0.00                   |
| <b>English Learners</b>                              | 0.0                          | 0.0                        | 0.0                    |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | 0.0                          | 0.0                        | 0.0                    |
| <b>Socioeconomically Disadvantaged</b>               | 0.0                          | 0.0                        | 0.0                    |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | 0.0                          | 0.0                        | 0.0                    |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 29                    | 12                                      | 0                         | 0.0                      |
| Female  | 5                     | 2                                       | 0                         | 0.0                      |
| Male  | 24                    | 10                                      | 0                         | 0.0                      |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.0                      |
| Asian   | 0                     | 0                                       | 0                         | 0.0                      |
| Black or African American                     | 1                     | 0                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 23                    | 11                                      | 0                         | 0.0                      |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 0                     | 0                                       | 0                         | 0.0                      |
| White   | 4                     | 1                                       | 0                         | 0.0                      |
| English Learners                              | 7                     | 4                                       | 0                         | 0.0                      |
| Foster Youth                                  | 3                     | 2                                       | 0                         | 0.0                      |
| Homeless                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 29                    | 12                                      | 0                         | 0.0                      |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 3                     | 1                                       | 0                         | 0.0                      |

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 0.00           | 0.00           | 2.08             | 23.68            | 22.92            | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 4.17             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

## 2023-24 School Safety Plan

A safe and orderly environment is maintained through Juvenile Hall Procedures. Teaching staff are aware of and abide by the same procedures within the facility. These include; counting of supplies, visual contact of minors at all time, student movement standards, and protocols for speaking with staff.

The school safety plan is reviewed and updated annually and is completed in conjunction with San Benito Juvenile Hall. Each year, an in-house program evaluation and report is conducted. Every other year, Northern California Relief provides a full facility inspection, as well as a Workman's Compensation Inspection.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3                  | 1                                    |                                       |                                     |
| Mathematics           | 3                  | 1                                    |                                       |                                     |
| Science               | 3                  | 1                                    |                                       |                                     |
| Social Science        | 3                  | 1                                    |                                       |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 4                  | 1                                    |                                       |                                     |
| Mathematics           | 4                  | 1                                    |                                       |                                     |
| Science               | 4                  | 1                                    |                                       |                                     |
| Social Science        | 4                  | 1                                    |                                       |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 5                  | 1                                    |                                       |                                     |
| Mathematics           | 5                  | 1                                    |                                       |                                     |
| Science               | 5                  | 1                                    |                                       |                                     |
| Social Science        | 5                  | 1                                    |                                       |                                     |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 5     |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.1                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$59,506                     | \$27,635                            | \$31,872                              | \$58,143               |
| District                                      | N/A                          | N/A                                 | \$2,001                               |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 176.4                                 | 12.4                   |
| State   | N/A                          | N/A                                 | \$7,607                               |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 122.9                                 | -42.7                  |

## Fiscal Year 2022-23 Types of Services Funded

Pinnacles Court and Community School receives funding to support the academic program through several funding sources, including Title ID and Lottery. Students who are below grade level are offered a variety of supports including the IXL online program. Students who are credit deficient can complete online credit recovery courses through the Edgenuity program. A Restorative Justice Specialist/Coordinator provides support with RJ circles for students.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| 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 |                 |  |

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

The Administrator of San Benito Alternative Education programs, and staff determine the professional development plan based upon a variety of information, including student achievement data, curricular needs, and teacher input via a San Benito Countywide Professional Development Survey, as well as input from weekly staff meetings, professional development meetings and individual evaluations.

Instructional staff are provided professional development every Thursday. A variety of professional development workshops for

## Professional Development

teachers and staff, sponsored by site administration or the San Benito County Office of Education, are offered free of cost, in San Benito County Office of Education's monthly professional development events, which include Math 2.0 Summer Institute, Arts in the Classroom, and Social Emotional Learning and English Learner supports.

2022-2023 Professional development activities included Social Emotional Learning, Trauma-Informed Practices, English Learner Supports/Integrated and Designated ELD, Reclassification supports, ELPAC Lesson Design, Culturally Designated Pedagogy, Professional Learning Communities, and student data analysis.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 5       | 5       |