

Sonoma County Court

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Sonoma County Office of Education
Phone Number	(707) 524-2603
Superintendent	Steven Herrington
Email Address	sherrington@scoe.org
Website	http://www.scoe.org

School Contact Information (School Year 2019—20)	
School Name	Sonoma County Court
Street	5340 Skylane Blvd.
City, State, Zip	Santa Rosa, Ca, 95403-8246
Phone Number	707-524-2884
Principal	Georgia Ioakimedes, Director
Email Address	gioakimedes@scoe.org
Website	http://www.scoe.org
County-District-School (CDS) Code	49104964930079

Last updated: 1/22/2020

School Description and Mission Statement (School Year 2019—20)

Sonoma County Office of Education (SCOE) Alternative Education Programs provides K-12 education for students who have had difficulty in the traditional school setting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, who self select, or who benefit from a program based on alternative instructional strategies. The program has two components: Court School and Community School.

Community School includes Independent Study and a Teen Parent Program (formally California School Age Families Education/Cal-SAFE). The Court School Program is more fully described below.

The Court School Program provides educational services to children and youth who are incarcerated, or who are referred to the program by Probation.

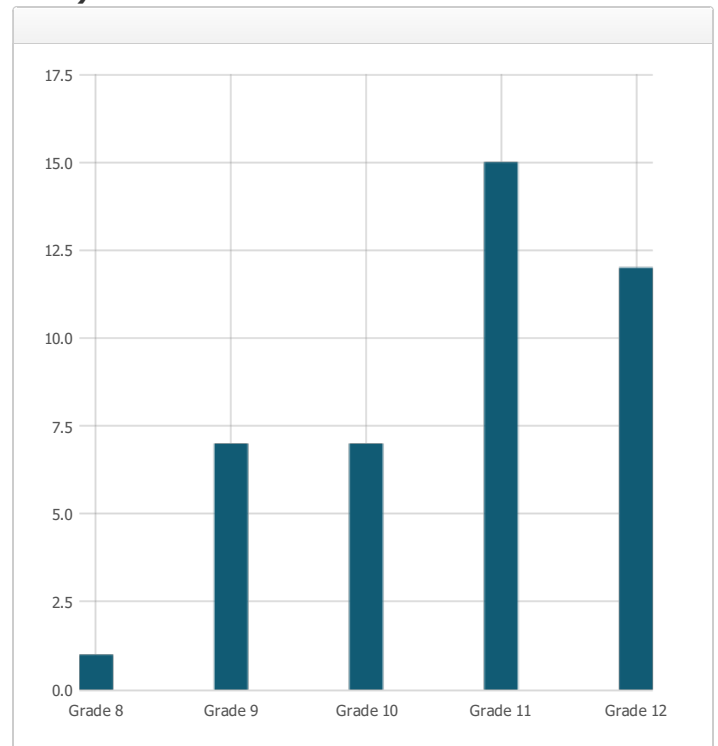
The Juvenile Justice Center has seven classrooms available to serve girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court.

The Probation Youth Camp classroom, located in Forestville, serves 16 to 18 year-old males and features vocational and school-to-career instruction.

Last updated: 1/22/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 8	1
Grade 9	7
Grade 10	7
Grade 11	15
Grade 12	12
Total Enrollment	42



Last updated: 1/22/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.40 %
American Indian or Alaska Native	7.10 %
Asian	%
Filipino	%
Hispanic or Latino	52.40 %
Native Hawaiian or Pacific Islander	%
White	33.30 %
Two or More Races	2.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.00 %
English Learners	26.20 %
Students with Disabilities	40.50 %
Foster Youth	9.50 %
Homeless	%

A. Conditions of Learning

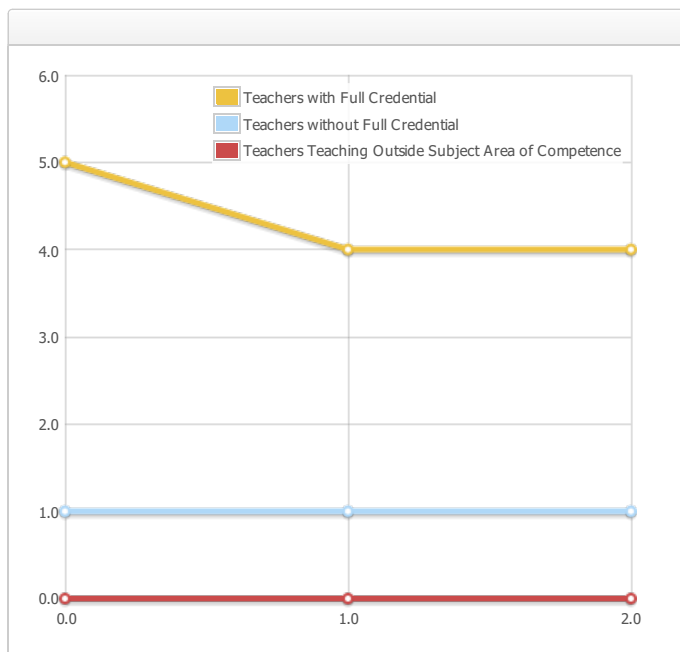
State Priority: Basic

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

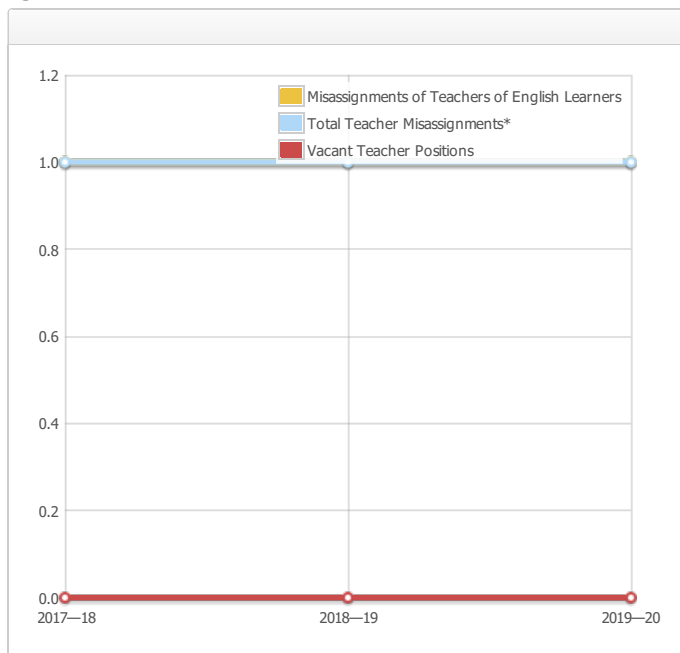
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	5	4	4	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>CharacterBased Literacy Program novels: Lord of the Flies, Bud, Not Buddy, Of Mice and Men, Dead Man Walking, Left for Dead, The Pearl, How The Garcia Girls Lost Their Accent, Flowers for Algernon</p> <p>Timeless Voices, Timeless Themes, Prentice Hall (hardback)</p> <p>All Write, Write Source</p> <p>Write Ahead, Write Source</p> <p>Longman Dictionary of American English American Heritage High School Dictionary, Houghton Mifflin</p> <p>American Heritage Spanish Dictionary, Houghton Mifflin</p> <p>The American Heritage Student Thesaurus, Houghton Mifflin</p> <p>Rosetta Stone Language Library software Levels 1, 2 & 3, workbooks, and assessment materials for English language instruction (Fairfield Language Technologies)</p> <p>High Point, Hampton Brown Basic, Levels 1, 2 & 3</p>	Yes	0.00 %
Mathematics	<p>Algebra, Structure and Method, Book 1, McDougal Littell</p> <p>Success In Math, Basic Algebra, Globe Fearon</p> <p>Algebra II and Trigonometry, Structure and Method, Book 2, McDougal Littell</p> <p>Geometry, McDougal Littell</p> <p>Success In Math, Basic Geometry, Globe Fearon</p> <p>Pre-Algebra, Prentice Hall</p> <p>Success In Math, Pre-Algebra, Globe Fearon</p> <p>Success In Math, Consumer Math, Globe Fearon</p>	Yes	0.00 %
Science	<p>Life Science, Prentice Hall</p> <p>Physical Science, Prentice Hall</p> <p>BSCS Biology: An Ecological Approach, Kendall Hunt</p> <p>Earth Science, Geology, the Environment and the Universe, Glencoe</p>	Yes	0.00 %
History-Social Science	<p>A History of US, Oxford</p> <p>Call to Freedom, 1865 to Present, Holt Rinehart Winston</p> <p>World History Connections To Today</p> <p>The Modern Era, Prentice Hall</p> <p>American Government, Globe Fearon Pacemaker</p> <p>Economics, Globe Fearon Pacemaker</p>	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2020

School Facility Conditions and Planned Improvements

The Court School program is housed within facilities maintained by the Sonoma County Probation Department.

Last updated: 1/22/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	5.0%	6.0%	8.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	1.0%	2.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	19	59.38%	40.62%	5.26%
Male	30	18	60.00%	40.00%	5.56%
Female	--	--	--	--	
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	19	11	57.89%	42.11%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	32	19	59.38%	40.62%	5.26%
English Learners	15	8	53.33%	46.67%	0.00%
Students with Disabilities	13	7	53.85%	46.15%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/22/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	16	48.48%	51.52%	0.00%
Male	32	16	50.00%	50.00%	0.00%
Female	--	--	--	--	
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	20	10	50.00%	50.00%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	33	16	48.48%	51.52%	0.00%
English Learners	15	7	46.67%	53.33%	0.00%
Students with Disabilities	13	5	38.46%	61.54%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/22/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/22/2020

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

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 2019—20)

Given the population and setting of the Court School program, parent involvement is limited. Parents are encouraged to attend special education meetings (IEP's) and graduation ceremonies and are invited to request meetings when needs arise. Individual Learning Plan (ILP) parent conferences have been implemented at the Probation Camp school site. Increasing parent involvement is an ongoing goal and priority of the department.

State Priority: Pupil Engagement

Last updated: 1/22/2020

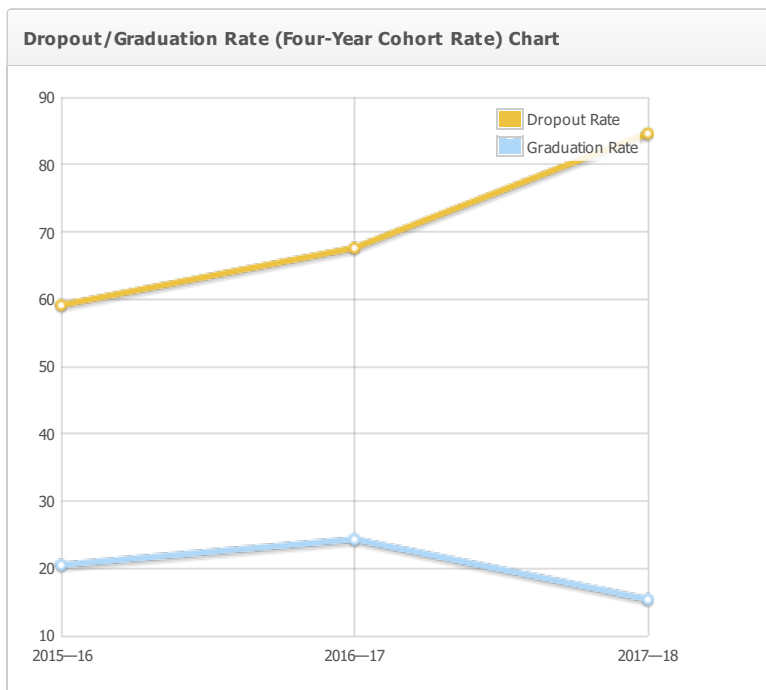
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	59.10%	49.50%	9.70%
Graduation Rate	20.50%	21.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	67.60%	84.60%	47.00%	68.40%	9.10%	9.60%
Graduation Rate	24.30%	15.40%	22.90%	14.70%	82.70%	83.00%



For the formula to calculate the 2016—17 and 2017—18 adjusted cohort graduation rate, see the 2018—19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	5.20%	3.20%	9.10%	12.50%	9.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

School Safety Plan will be updated prior to March 1, 2019.

The plan will be posted to the SCOE website and link will be available after Board approval.

Last updated: 1/22/2020

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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other	

*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.

Last updated: 1/22/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19666.95	\$3632.03	\$16034.93	\$63322.79
District	N/A	N/A	\$4881.48	\$70801.30
Percent Difference – School Site and District	N/A	N/A	-159.97%	-2.21%
State	N/A	N/A	\$7506.64	\$80680.00
Percent Difference – School Site and State	N/A	N/A	-72.45%	11.58%

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

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018—19)

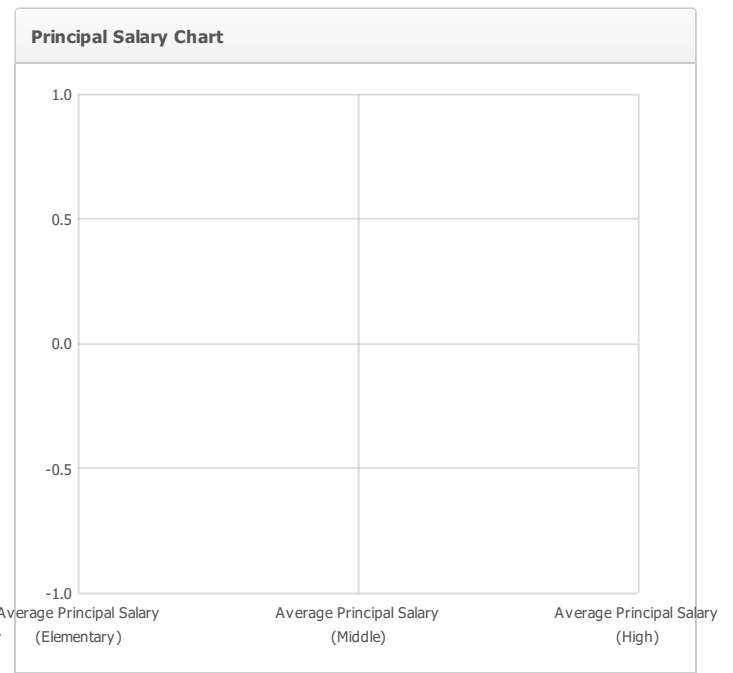
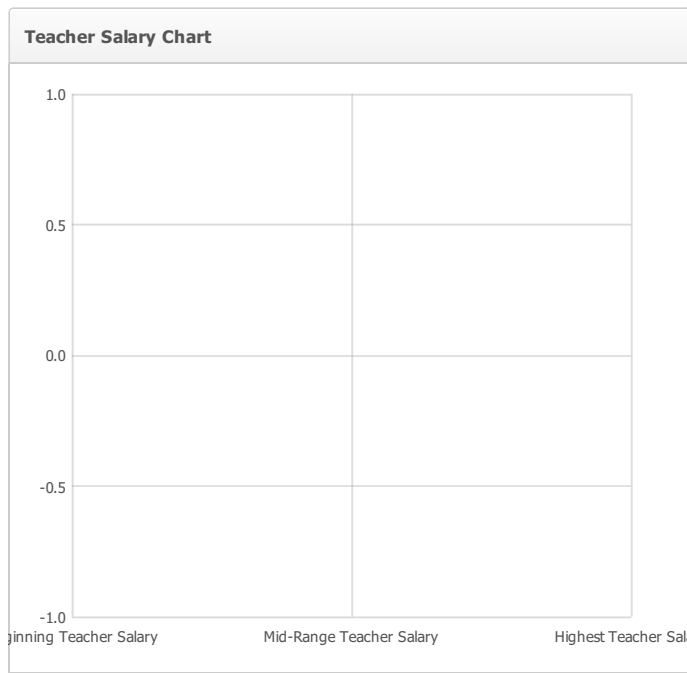
In the 2018-19 school year students in the Court School Program were supported by a variety of services. These included: English and Math Intensive Intervention Tutors for students requiring academic support; academic support for English Language Learners; career education services that included transition services for students with IEPs as well as career exposure/exploration and post secondary educational information; academic support for both Special Education and general education students; and Educationally Related Mental Health services.

Last updated: 1/22/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/22/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Last updated: 1/22/2020