

# Sonoma County Court

## School Accountability Report Card Reported Using Data from the 2017—18 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 2018—19)

District Contact Information (School Year 2018 19)	
<b>District Name</b>	Sonoma County Office of Education
<b>Phone Number</b>	(707) 524-2600
<b>Superintendent</b>	Steven Herrington
<b>E-mail Address</b>	<a href="mailto:sherrington@scoe.org">sherrington@scoe.org</a>
<b>Web Site</b>	<a href="http://www.scoe.org">http://www.scoe.org</a>

School Contact Information (School Year 2018 19)	
<b>School Name</b>	Sonoma County Court
<b>Street</b>	5340 Skylane Blvd.
<b>City, State, Zip</b>	Santa Rosa, Ca, 95403-8246
<b>Phone Number</b>	707-524-2884
<b>Principal</b>	Georgia Ioakimedes, Director
<b>E-mail Address</b>	<a href="mailto:gioakimedes@scoe.org">gioakimedes@scoe.org</a>
<b>Web Site</b>	<a href="http://www.scoe.org">http://www.scoe.org</a>
<b>County-District-School (CDS) Code</b>	49104964930079

*Last updated: 1/16/2019*

### School Description and Mission Statement (School Year 2018—19)

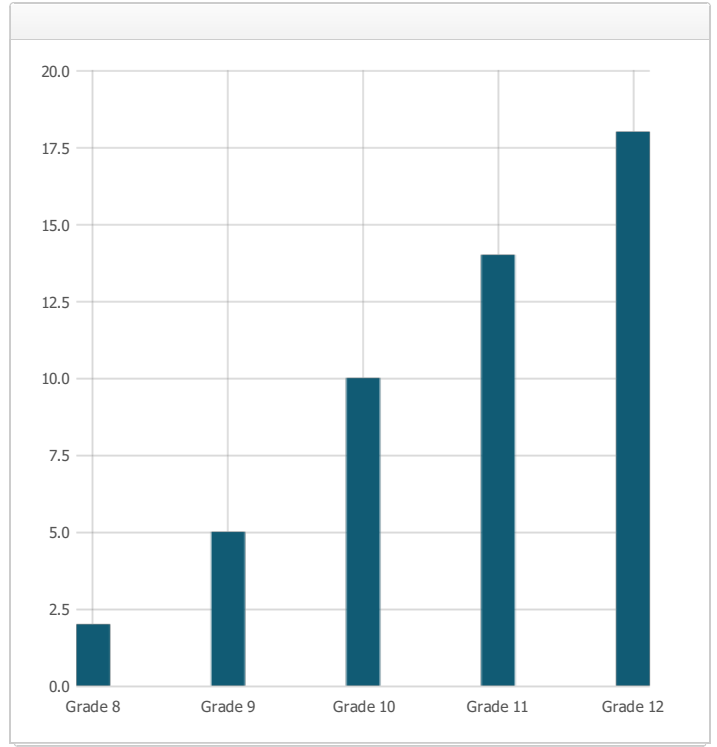
Sonoma County Office of Education (SCOE) Alternative Education Programs provides K-12 education for students who have had difficulty in the traditional schoolsetting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, 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: 1/16/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	5
Grade 11	14
Total Enrollment	49



Last updated: 1/16/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	6.1 %
Asian	%
Filipino	%
Hispanic or Latino	53.1 %
Native Hawaiian or Pacific Islander	%
White	36.7 %
Two or More Races	2.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	18.4 %
Students with Disabilities	34.7 %
Foster Youth	6.1 %

## A. Conditions of Learning

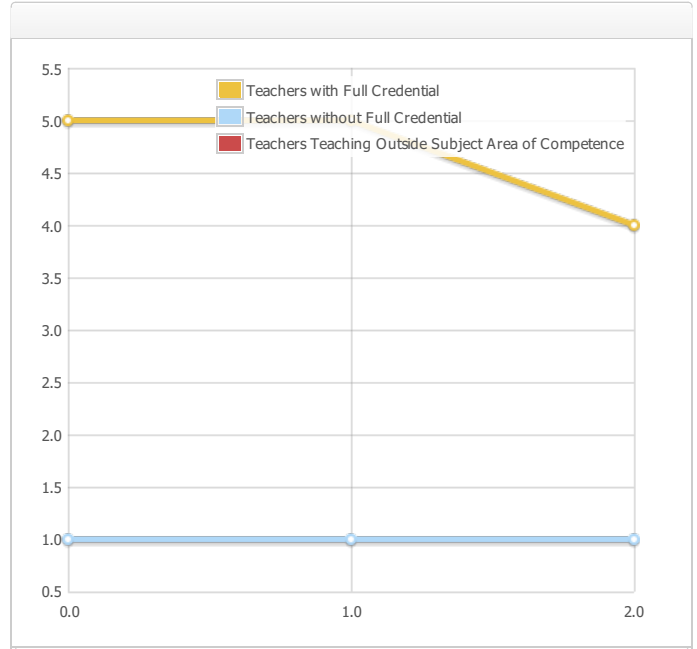
### State Priority: Basic

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

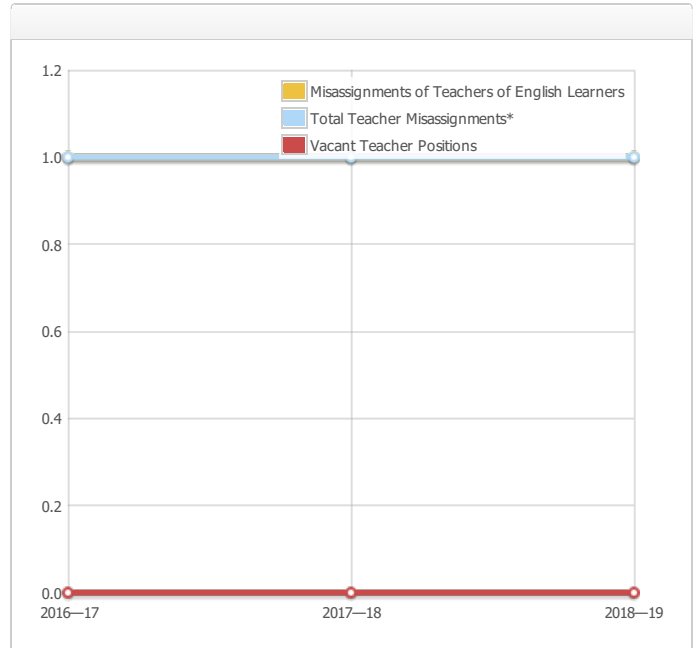
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	5	4	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/16/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>CharacterBased Literacy Program novels: Breaking Through, The Skin I'm in, Night, Cannery Row, Nightjohn, Call of the Wild, The Giver, Stuck in Neutral</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 &amp; 3, workbooks, and assessment materials for English language instruction (Fairfield Language Technologies)</p> <p>High Point, Hampton Brown Basic, Levels 1, 2 &amp; 3</p>	Yes	0.0 %
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,</p> <p>Consumer Math, Globe Fearon</p>	Yes	0.0 %
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	0.0 %
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	0.0 %
Foreign Language	Not applicable		0.0 %
Health	Not applicable		0.0 %
Visual and Performing Arts	Not applicable		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

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*Last updated: 1/18/2019*

## School Facility Conditions and Planned Improvements

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

*Last updated: 1/16/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	6.0%	7.0%	6.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	2.0%	1.0%	37.0%	38.0%

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

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

*Last updated: 1/16/2019*



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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	16	72.73%	6.25%
Male	19	15	78.95%	6.67%
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	12	--	66.67%	12.50%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	22	16	72.73%	6.25%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2019*

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	17	68.00%	
Male	22	16	72.73%	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	13	--	69.23%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	25	17	68.00%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2019*

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

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

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

*Last updated: 1/16/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Currently, CTE courses are not being offered in the Court School Program. The department Career Ed Specialist offers career and workforce preparation, which includes transition services to Special Education students. Additional career education and workforce preparation services are provided by Social Advocates for Youth (SAY) Youth Employment Program.

# 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 2018—19)

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

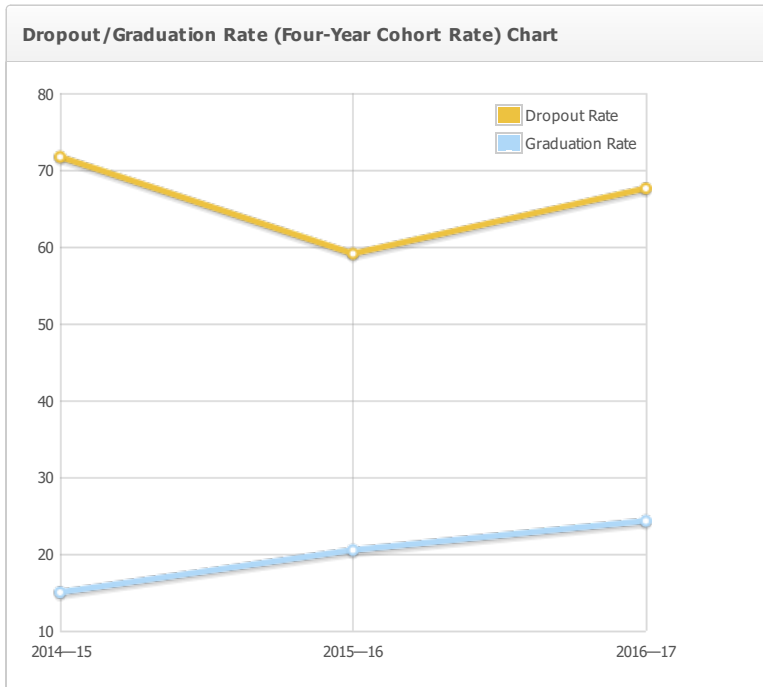
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Graduation Rate	15.0%	20.5%	16.7%	21.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Graduation Rate	24.3%	22.9%	82.7%



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

Last updated: 1/16/2019

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	57.1%	36.7%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	30.0%	27.5%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	64.3%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	21.4%	24.0%	88.6%
English Learners	66.7%	15.4%	56.7%
Students with Disabilities	100.0%	32.0%	67.1%
Foster Youth	0.0%	55.6%	74.1%

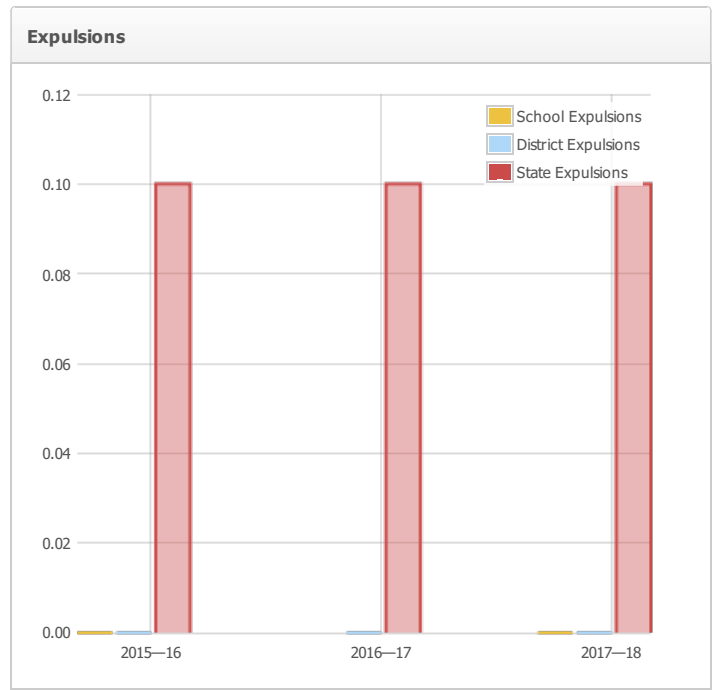
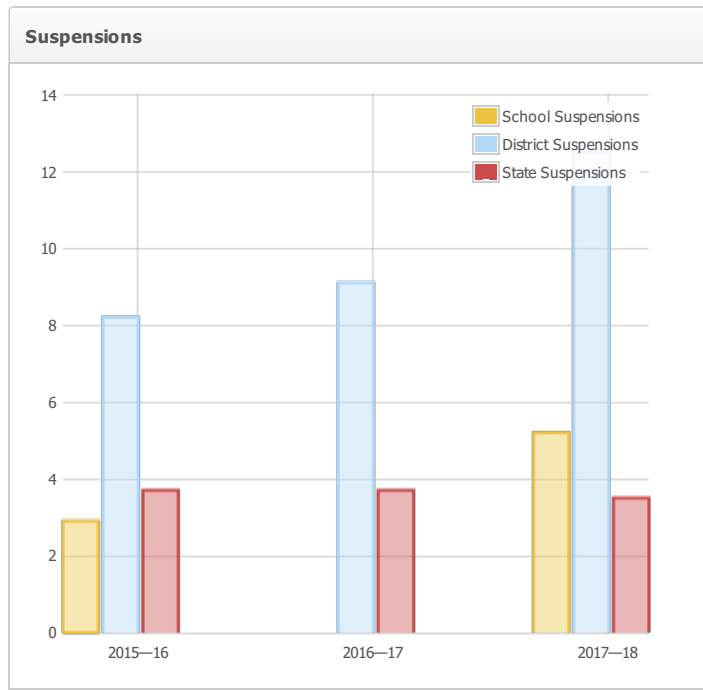
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

## School Safety Plan (School Year 2018—19)

Plan will be updated prior to March 1, 2019.

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

Last updated: 1/16/2019



## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	4.0	13		
Mathematics	10.0	2		
Science	10.0	4		
Social Science	6.0	13		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	6.0	7		
Mathematics	4.0	1		
Science	8.0	4		
Social Science	5.0	8		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	4.0	12		
Mathematics	7.0	6		
Science	7.0	6		
Social Science	6.0	11		

\* 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.

*Last updated: 1/16/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	125.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.2	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/16/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$21282.3	\$8045.4	\$13236.9	\$58632.2
District	N/A	N/A	\$4888.9	\$68960.5
Percent Difference – School Site and District	N/A	N/A	138.2%	-24.3%
State	N/A	N/A	\$7125.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	67.3%	-29.8%

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

*Last updated: 1/29/2019*

## Types of Services Funded (Fiscal Year 2017—18)

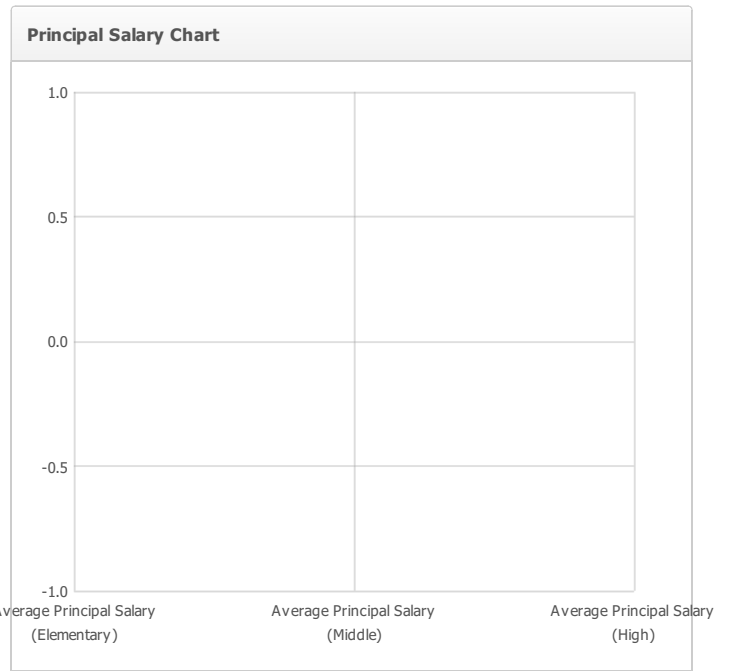
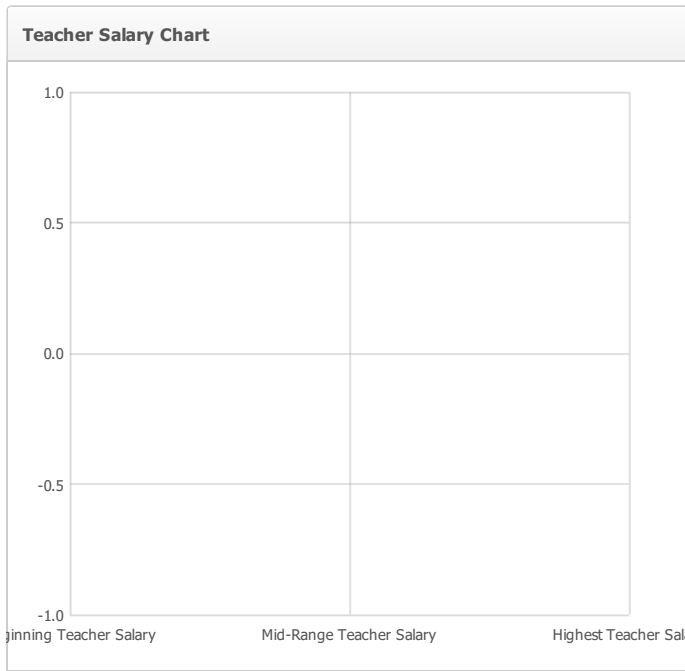
In the 2017-18 school year students in the Court School Program were supported by a variety of services. These included: Intensive Intervention Tutors for students requiring academic support; academic support for English Language Learners; career education services that included transition services for students with IEPs as well as career exposure/exploration and post secondary educational information; academic support for both Special Education and general education students provided by paraprofessionals; and Educationally Related Mental Health services.

*Last updated: 1/16/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (High)	--	--
Percent of Budget for Teacher 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: 1/16/2019*

## Professional Development

In recent years, the primary area of focus for staff development has been to increase student engagement and achievement through improved teaching practices and increased academic rigor. In the 2016-17, 2017-18 and 2018-19 school years the department offered one full day of professional development prior to the start of the school year. Additionally, at least four hours each month are dedicated to staff and professional development. Areas of focus have included: technology integration, 21st Century teaching strategies, the impact of Adverse Childhood Experiences (ACEs)/trauma informed care and Psychological First Aid certificate training. Teachers are supported throughout the school year via administrator feedback and support, as well as peer support through the professional learning community model. Office staff also participated in CALPADS trainings and trainings related to the student information system.

*Last updated: 1/16/2019*