

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Fresno County Court Schools

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Fresno County Court Schools	District Name	Fresno County Office of Education
Street	3333 E. American Avenue	Phone Number	559-265-3000
City, State, Zip	Fresno, CA 93725	Web Site	www.fcoe.org
Phone Number	559-495-3778	Superintendent	Larry Powell
Principal	Bill Johnson	E-mail Address	lpowell@fcoe.org
E-mail Address	bjohnson@fcoe.org	CDS Code	10-10108-1030337

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The vision of the Fresno County Court Schools is to provide exemplary educational programming guided by a well defined curriculum designed to address the individual needs of Fresno County's at-risk youth.

The mission of the Fresno County Court Schools is to assess students educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social

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skills; assist students in completing educational goals, or in transitioning to other appropriate educational programs; and provide relevant career technical education.

We believe that every student can learn, every student can develop a positive self-concept, every student is capable of producing quality work, and every student will flourish in a positive and safe learning environment.

The Court Schools curricular emphasis has a solid foundation of the California content standards and the California High School Exit Exam (CAHSEE) standards, while maintaining particular attention to the various needs and learning styles represented by all students. Student outcomes, or Expected Schoolwide Learning Results (ESLRs), support student success and correlate to the identified critical academic needs of literacy, numeracy, and English Language Development. The Court School ESLRs were re-established in 2004 and are reviewed regularly. The ESLRs are that every student will be prepared to be: 1) Academically Proficient Individuals, 2) Socially Aware Individuals, and 3) Life-long Productive Individuals.

The Court Schools has been fully accredited by the Western Association of Schools and Colleges (WASC) for over 16 years and is one of the few Court Schools in California to have an established PTA. The Court Schools PTA has served students for over 20 years. Professional development opportunities have been aligned to meet the critical areas, are offered throughout the school year and serve Court/Community/Community Day School's staff.

The Fresno County Court Schools are comprised of Alice M. Worsley School (Worsley), located at the Fresno County Juvenile Justice Campus (JJC), and the Violet Heintz Education Academy (VHEA), located at the Elkhorn Correctional Facility. The length of enrollment varies for each student as determined by the adjudication process of the Juvenile Courts.

Worsley commitment programs provide school services to youth who have been adjudicated for four or more months, on average. Worsley detention program provides school services to students awaiting court processes, which may result in short-term school enrollment ranging from a few days to several weeks. Worsley's student population is comprised of male and female youth. VHEA provides school services to youth who have been adjudicated for up to one year. VHEA's student population is comprised of male youth.

Alice Worsley School relocated from the former juvenile hall to the Fresno County Juvenile Justice Campus on July 22, 2006. Regional Occupational Program (ROP) courses in the areas of graphic arts, welding, building trades and first responders were in initial phases of development in the 2006-2007 school year. To date, the school fully implements the following ROP courses daily: Art & Design, Graphics Design, Small Engines, and Welding. School staff consists of twenty-six teachers and four paraprofessionals. Core instructional subject areas include: English/Language Arts (ELA), social studies, mathematics, biology, personal/social development and career education. Worsley classes operate on a 300-minute instructional day. In addition to the regular school schedule, extended day classes are offered five days a week at the Juvenile Justice Campus including rotating Saturdays. Extended day classes include reading intervention, math intervention, CAHSEE preparation, GED preparation, and art enrichment.

The VHEA program is designed around a minimum of 300 instructional minutes daily and offers departmentalized classes and self-contained classes, including the recently formed, self-contained classroom that serves violation of probation youth from the community. Classes run on two schedules, A.M. and P.M. due to overcrowding. Electives include but are not limited to fine arts, culinary arts (ROP course), physical education, career education and personal/social development. Seven classroom teachers, two teachers on special assignment, a resource specialist (RSP) and an RSP paraprofessional, an ROP Culinary Arts instructor, a school psychologist, a registrar, and a program manager serve VHEA students.

ADVISORY COUNCILS

Special Needs Task Force

This group was established to facilitate communication and compliance relating to special needs issues. The task force is comprised of probation representatives, mental health representatives, juvenile court representatives, FCOE/district special education representatives, an FCOE school psychologist, a district/school psychologist and an FCOE administrator. Meetings are held every two weeks at Worsley School to discuss students with special needs. A Court School administrator will facilitate these meetings, and the agenda is to include at a minimum new and current critical cases. Members from this group may participate in the IEP process.

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Assessment and Accountability Council

This group was established to serve in an advisory capacity to provide critical accountability information regarding state-mandated assessments. The council meets monthly, holds up to 10 meetings per school year, is facilitated by the FCOE district test coordinator, and is comprised of school site administrators and key assessment personnel.

COLLABORATIVE LEADERSHIP

The Court Schools embrace a collaborative leadership model. The premise of this model is to insure that teachers provide input in program policies and procedures. From this mind set the Leadership Cadre was formed. The cadre is comprised of administration, teachers on special assignment and FCOE support staff to improve the quality of school services. The cadre meets monthly, holding at least seven meetings per year, to discuss programmatic issues.

To further this concept of collaborative leadership, the following focus groups were formed: Literacy/Media, Math/Science, Data/Technology, and School-to-Career. These focus groups are designed to improve communication and collaboration among stakeholders in the Court Schools, provide a setting where school improvement plans can be addressed, and provide an opportunity for school-wide consistency and coordination of new and existing programs resulting from collaboration among administrators, FCOE curriculum and instruction specialists, certificated and classified staff from Court and Community Schools. The focus groups meet monthly or as needed (at least six meetings per group are held throughout the school year), and the minutes from meetings are recorded and distributed to staff. A description of each focus group follows (meeting location and time is at the Abby Professional Development Center, 7:00 a.m.-8:00 a.m.

Data/Technology Focus Group: 1st Wednesday monthly

This group is responsible for reviewing technology needs within the Court/Community/Community Day Schools programs and recommending the most efficient means of staying at the forefront of instructional technology.

Literacy/Media Focus Group: 2nd Wednesday monthly

This group meets to discuss programmatic planning in the literacy/media program and serves as an advisory committee in the areas of current reading methodologies, best practices in ELD methodologies, previews new reading programs, and supports classroom teachers in their efforts to provide reading instruction to all students. This group also serves as the media focus group and is responsible for reviewing and requesting FCOE Board approval for video materials used by the Court/Community/Community Day School's programs. This group, in conjunction with the FCOE library-media coordinator, is also responsible for the monitoring and updating of the materials and policies regarding the use of instructional media within the program.

Mathematics/Science Focus Group: 3rd Wednesday monthly

This group is responsible for discussing programmatic planning for math and science before an advisory group. This group provides current methodologies regarding student learning in math and science.

Career/Technical Education Focus Group: 4th Wednesday monthly

This group meets to discuss the vocational curriculum and the integration of the SCANS competencies into the school matrix. Plans of action for implementing strategies on how to best prepare students for the world of work are discussed.

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Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:

Contact Person Phone Number:

The FCOE Court Schools will continue to actively include stakeholders in the educational process. Court Schools PTA has actively supported student success and community involvement since 1986. The PTA includes community members from many agencies and community members at large. Scholarships, guest speakers, GED fees, author visits, on and off school site college fairs, and field trips are examples of PTA funded resources that support parent and community involvement.

The Court Schools has maintained an active relationship with the State Center Community College District (SCCCD). An SCCCD representative visits the school sites throughout the year for an SCCCD orientation, assessment (as applicable) and financial aid overview.

Parents are invited to attend the District English Language Advisory Committee and site-based English Language Advisory Committee meetings held throughout the school year. During the 2007-2008 school year, six families attended a Saturday ELAC meeting held at the Violet Heintz Education Academy (VHEA). During the 2008-2009 school year, five families attended a Saturday ELAC meeting; this number is expected to increase as a late spring ELAC meeting is scheduled. Committee meeting announcements are posted on the FCOE website and at the school sites in multiple languages. The FCOE Parent Services Center provides parent outreach assistance to the schools and students' parents that include translation services, parent education services, and truancy intervention as some examples available.

The Court Schools have been fully accredited by the WASC for over 16 years. A wide range of community members at large and representatives from the following agencies actively participated in the school accreditation processes: FCOE, Fresno Unified School District, Fresno County Probation Department, Fresno County Sheriffs Department, Fresno Police Department, Fresno County Mental Health, and substance abuse agencies as examples.

Parents are contacted by school staff to confirm attendance at school meetings that include Instructional Education Plans (IEP) for applicable special education students, Student Study Team meetings, and Intervention Meetings. Progress reports at applicable sites are reviewed and distributed to students in preparation of parent visits.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

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Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	--	White (not Hispanic)	--
American Indian or Alaska Native	--	Multiple or No Response	--
Asian	--	Socioeconomically Disadvantaged	--
Filipino	--	English Learners	--
Hispanic or Latino	--	Students with Disabilities	--
Pacific Islander	--	n/a	--

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	--	--	--	--	--	--	--	--	--	--	--	--		
Mathematics	--	--	--	--	--	--	--	--	--	--	--	--		
Science	--	--	--	--	--	--	--	--	--	--	--	--		
Social Science	--	--	--	--	--	--	--	--	--	--	--	--		

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Court Schools are located within the Fresno County Juvenile Justice Campus, Elkhorn Correctional Facility and DNA Group Home. The schools adhere to the safety plans of these county operated facilities. The Emergency Preparedness Handbook is reviewed with staff by site administrators at the beginning of each school year. The date of the last review was August 19, 2008. The facilities have unannounced drills to ensure effective evacuation and safety procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	--	--	--	23.1	51.0	39.0
Expulsions	--	--	--	0.0	0.0	0.0

Date School Safety Plan last reviewed: August 18th 2008

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IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order procedure is used to ensure efficient service and that emergency repairs are given the highest priority.

The Fresno County Court Schools are comprised of Alice M. Worsley School, located at the Fresno County Juvenile Justice Campus (JJC), and the Violet Heintz Education Academy (VHEA), located at the Elkhorn Correctional Facility. Classes at VHEA run on two schedules, A.M. and P.M. due to overcrowding. The Elkhorn/VHEA campus was built in the 1950's and was remodeled in 1998.

Alice Worsley School relocated from the former juvenile hall to the newly constructed building, the Fresno County Juvenile Justice Campus on July 22, 2006. Career Technical Education courses offered include graphic arts, welding, small engines and welding.

Planned Improvement

The Court Schools are located within Fresno County operated institutions. The repair and upkeep of the buildings are maintained by the Fresno County. The district works in concert with the probation department to ensure all schools are clean, safe, and functional. To assist in this effort, the schools work with probation and utilize the county work order process. The facilities department ensures the repairs are completed in a timely manner and emergency repairs are given the highest priority.

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School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 3/3/2008

Completion date of inspection form: 3/3/2008

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	31	33	36	162
Without Full Credential	6	4	4	29
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	--	--	0
Vacant Teacher Positions	--	--	0
Total Teacher Misassignments	--	--	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	--	--
All Schools in District	44.8%	55.2%
High-Poverty Schools in District	46.7%	53.3%
Low-Poverty Schools in District	66.7%	33.3%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Fresno County Court Schools will continue to provide state-adopted textbooks and resources for grades 6-8 and local governing board approved curriculum for all students. The Court School Curriculum Guide is reviewed throughout the school year at content specific focus groups and is updated and board approved annually. Textbooks listed in the curriculum guide are consistent with the content and cycles of the curriculum frameworks. All classes are in compliance with the guidelines of the Williams Settlement.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Write Ahead/Great Source	Board approves annually
English-Language Arts	Meeting the California Challenge	Board approves annually
English-Language Arts	CAHSEE Study Guide	Board approves annually
English-Language Arts	Getting Ready for CAHSEE LA	Board approves annually
English-Language Arts	All Write/Great Source	Board approves annually
English-Language Arts	Basic English Grammar/AGS	Board approves annually
English-Language Arts	Writer's INC/Great Source	Board approves annually
English-Language Arts	High Point/Hampton-Brown	Board approves annually
English-Language Arts	READ 180/Scholastic	Board approves annually
English-Language Arts	Edge/Hampton-Brown	Board approves annually
English-Language Arts	Write Source 2000/Great Source	Board approves annually
English-Language Arts	Exploring Literature/AGS	Board approves annually
English-Language Arts	Basic English Composition/AGS	Board approves annually
English-Language Arts	Writer's Express/Great Source	Board approves annually
History-Social Science	American Government/Globe Fearon	Board approves annually
History-Social Science	World History for a Global Age/Globe Book Company	Board approves annually
History-Social Science	Modern World History: Patterns of Interaction/McDougal Littell	2007
History-Social Science	Civics/Follett	Board approves annually
History-Social Science	Medieval and Early Modern Times/Glencoe McGraw Hill (Grade 7)	2007
History-Social Science	History of Our Nation/AGS	Board approves annually
History-Social Science	The American Journey/Glencoe McGraw Hill (Grade 8)	2007
History-Social Science	One Nation Many People/Globe Fearon	Board approves annually
Mathematics	Algebra I/Holt (Grade 7 and 8)	2009
Mathematics	Pre-Algebra/Prentice Hall	Board approves annually
Mathematics	Geometry to Go/Houghton Mifflin	Board approves annually
Mathematics	Pre-Algebra/Holt (Grade 7 and 8)	2009
Mathematics	Geometry Concepts and Skills/McDougal Littell	Board approves annually

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Mathematics	CAHSEE Prep	Board approves annually
Mathematics	Meeting the California Challenge	Board approves annually
Mathematics	Algebra I Concepts and Skills/McDougal Littell	Board approves annually
Mathematics	Algebra to Go/Houghton Mifflin	Board approves annually
Mathematics	Algebra 2/McDougal Littell	Board approves annually
Mathematics	Practical Math for Consumers/Globe Fearon	2008
Science	Earth Science/Holt (Grade 6)	2008
Science	General Science 3rd Edition/Globe Fearon	Board approves annually
Science	Biology/Prentice Hall	Board approves annually
Science	Cycles of Life/AGS	Board approves annually
Science	Success in Science: Basic Chemistry/Globe Fearon	Board approves annually
Science	Physical Science/Holt (Grade 8)	2008
Science	Concepts and Challenges in Physical Science/Globe Fearon	Board approves annually
Science	Success in Science: Basic Biology/Globe Fearon	Board approves annually
Science	Life Science/Holt (Grade 7)	2008
Science	Concepts and Challenges in Life Science/Globe Fearon	Board approves annually

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	--
Mathematics	--
Science	--
History-Social Science	--
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: August 2008

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$13,610.00	\$3,534.00	\$10,076.00	\$54,998.00
District	n/a	n/a	--	--
State	n/a	n/a	\$5,300.00	--
Percent Difference – School Site and State	--	--	47.4%	--

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Services funded through categorical and other sources that support and assist students include: Title I, Title III, Peer Assistance and Review, Beginning Teacher Support & Assessment, CAHSEE Intensive Instruction and Services and other sources. Student support and assistance instructional services include: CAHSEE intervention and preparation, reading intervention, math intervention, enrichment programs for students close to graduation and art enrichment. In addition, services through the California Youth Outreach are offered to assist, support and provide at-risk and gang involved youth with services that address and deal with social and personal issues that are hindering them from reaching their academic potential.

Categorical Funding Allocated to this School:

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II.

Federal Funding Sources

High Risk Youth Grant \$86,228.00
 Professional Development Block Grant \$70,500.00
 ROP \$167,394.00
 Title I Part A \$348,645.00
 Title I Part A--Parental Involvement \$4,606.00
 Title I Part A--Reservation \$35,000.00
 Title I Part D \$925,975.00
 Title II Part A \$26,954.00
 Title III \$15,000.00

State Funding Sources

Performing Arts Grant \$20,261.00

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Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	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	--	--

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	--	--	--	9%	10%	15%	42%	43%	46%
Mathematics	--	--	--	13%	13%	18%	40%	40%	43%
Science	--	--	--	5%	6%	7%	35%	38%	46%
History-Social Science	--	--	--	2%	2%	2%	33%	33%	36%

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Economically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	--	--	15.8%	--	--	14.7%	51.1%	48.6%	52.9%
Mathematics	--	--	10.5%	--	--	8.3%	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	84.2%	15.8%	0.0%	89.5%	10.5%	0.0%
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	83.3%	16.7%	0.0%	83.3%	16.7%	0.0%
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	--	--	--	--	--	--
Male	84.2%	15.8%	0.0%	89.5%	10.5%	0.0%
Female	--	--	--	--	--	--
Economically Disadvantaged	84.2%	15.8%	0.0%	89.5%	10.5%	0.0%
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--

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California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	--
7	--
9	--

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	--	--	--
Similar Schools	--	--	--

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API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	--	--	--	--
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		No
Participation Rate - English-Language Arts		No
Participation Rate - Mathematics		No
Percent Proficient - English-Language Arts		No
Percent Proficient - Mathematics		No
API		Yes
Graduation Rate		No

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Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	3
Percent of Schools Currently in Program Improvement	--	50.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	--	--	--	0.2	0.0	37.5	3.1	3.5	4.4
Graduation Rate	--	--	--	97.9	83.4	78.8	85.0	83.0	79.5

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	--	--	n/a
African American	--	--	n/a
American Indian or Alaska Native	--	--	n/a
Asian	--	--	n/a
Filipino	--	--	n/a
Latino	--	--	n/a
Pacific Islander	--	--	n/a
White	--	--	n/a
Socioeconomically Disadvantaged	--	--	n/a
English Learners	--	--	n/a
Students with Disabilities	--	--	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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Courses conducted by a regional occupational program include:

Culinary Arts: 10 Basic classes and 5 Intermediate classes are offered 5 times throughout the school year. A total of 150 students, approximately, participated annually.

Computer Graphics: 10 classes are offered up to five times throughout the school year. A total of 100 students, approximately, participated annually.

Art and Design: 5 classes are offered up to five times throughout the school year. A total of 50 students, approximately, participated annually.

Welding Processes and Procedures: 10 classes are offered up to five times throughout the school year. A total of 100 students, approximately, participated annually.

Small Engine Repair: 5 classes are offered up to five times throughout the school year. A total of 50 students, approximately, participated annually.

First Responders: 15 classes are offered up to five times throughout the school year. A total of 150 students, approximately, participated annually.

A total of 60 classes are offered annually in 9 week intervals. All Industry Sectors have an active advisory committee comprised of the instructor, ROP District Coordinator and a minimum of three industry representatives.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	600
Percent of pupils completing a CTE program and earning a high school diploma	54.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	--
Graduates Who Completed All Courses Required for UC/CSU Admission	--

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	--	--
Fine and Performing Arts	--	--
Foreign Language	--	--
Mathematics	--	--
Science	--	--
Social Science	--	--
All Courses	--	--

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Court Schools work to ensure professional development opportunities for the staff are provided that focus on improving student achievement in the classroom. Comprehensive and ongoing professional development opportunities will continue to be offered to Court/Community Day/Community Schools teachers to enhance implementation of best practices in the core academic subjects. Target areas will continue to include: building capacity in identifying, implementing and monitoring local benchmarks, and analyzing state and local student achievement data to inform instruction.

Funds will be used to hire substitute teachers that will allow classroom instructors the time to participate in individual or small group professional development activities.

Beginning Teacher Support and Assessment (BTSA) program is provided for all first year teachers. BTSA providers are experienced teachers with extensive knowledge of the teaching profession and years of success within the Court/Community/Community Day School program.

In addition, PAR support is offered to experienced and new teachers wishing to improve professionally and to collaborate with an experienced mentor. To date, all teachers participating in the PAR program have voluntarily elected to do so.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	199	201	365