

Johanna Boss High School

School Accountability Report Card

reported for school year 2013-14; published in 2015

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School	Johanna Boss High School	District	California Education Authority
CDS Code	39-32276-3931250	CD Code	34-32276
Address	7650 S. Newcastle Road, Stockton, CA. 95213	Department	Corrections and Rehabilitation
Grades	9 - 12	Division	Juvenile Justice
Principal	Jacqueline Cloud	Superintendent	Tami McKee-Sani
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Accreditation	WASC to June 30, 2020	Website	'www.cdcr.ca.gov'

School Description

Johanna Boss High School is a WASC-accredited comprehensive high school located inside O.H. Close Youth Correctional Facility. Incarcerated juvenile offenders have the opportunity to earn high school diplomas, GEDs, and AA degrees from a fully-credentialed faculty offering standards-based curricula. Although most data in this report pertain to undergraduates, our facility also houses youth who have already graduated from high school and therefore are participating only in vocational classes, work experience jobs, and college courses.

Mission Statement

The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical and responsible lifelong learners, with an overall goal to enrich society with their skills and abilities.

The mission of the California Education Authority (CEA) is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner. The following Student Learning Outcomes evolved from the California Education Authority mission statement.

- **Students are Good Citizens:** *They respect themselves and others, display moral character and meet their obligations to family and society.*
- **Students Value Education:** *They are motivated and know how to learn, adapt and succeed in a rapidly changing world.*
- **Students are Self-reliant:** *They have career goals, occupational skills and effective work habits.*
- **Students are Good Communicators:** *They think, listen, speak, read, and write effectively.*
- **Students are Culturally Literate:** *They understand the significance of history, literature, art and religion in a diverse and independent world.*
- **Students are Mathematically Functional:** *They apply mathematics to reason and calculate.*
- **Students are Scientific and Resourceful:** *They evaluate systematically and use appropriate resources, including technology, to solve problems.*

Vision Statement

The vision of Johanna Boss High School faculty is to provide:

- A humane nurturing climate
- A committed learning community
- Positive role models
- Opportunities for artistic and creative expression of individual abilities and talents
- Updated resources and facilities to meet tomorrow's quality standards

We believe these efforts will result in:

- Students who learn and achieve
- Well rounded citizens who are socially and morally responsible
- Students who have a positive self-image
- Safer communities
- A positive public image

The faculty of Johanna Boss High School empowers all students to become involved responsible citizens in their communities by providing quality educational opportunities to develop the skills needed for the following:

- Engage in education and life-long learning
- Be an effective communicator
- Think creatively and innovatively
- Be productive in the 21st Century global workplace

Cumulative Undergraduate Enrollment from 7/1/13 to 6/30/14

Due to the transient nature of a correctional rehabilitation center, our school serviced 241 undergraduates during the course of the 2013-14 school year.

Snapshot Undergraduate Enrollment on 10/2/13 (CDE 2013-14 Census Day)

On 10/2/13, our one-day enrollment was 127 undergraduates, as disaggregated below:

by ethnicity	ethnic totals	ethnic percents
Black	35	27.6
Native	1	.79
Asian	4	3.15
Filipino	0	0
Hispanic	75	59
Pac Isle/Hawaiian	0	0
White	12	9.45
Multiple Races	0	0
category totals	127	100%

by grade	grade totals	grade percents
9 th	15	11.8
10 th	23	18.1
11 th	35	27.6
12 th	54	42.5
category totals	127	100%

by gender	gender totals	gender percents
Male	127	100
Female	0	0
gender totals		100%

by subgroup	subgroup totals	subgroup percents
English Learners	26	20.5
Students with Disabilities	41	32.3%
Socioeconomically Disadvantaged	127	100%

Cumulative Enrollment: School WIN, General_Ed palette, Show Both, QueryRelated into Daily_PSD_Snapshot, Date is greater than or equal to 7/1/13 and Date is less than or equal to 6/30/14. Query, GradDate is equal to 00/00/00 or GradDate is greater than 7/1/13. Query, GEDDate is equal to 00/00/00 or GEDDate is greater than 7/1/13 or GED_Wants_Diploma is equal to True.

Snapshot Enrollment: School WIN, General_Ed palette, Show Both, QueryRelated into Daily_PSD_Snapshot, Date is equal to 10/2/13. Query, GradDate is equal to 00/00/00 or GradDate is greater than 10/2/13. Query, GEDDate is equal to 00/00/00 or GEDDate is greater than 10/2/13 or GED_Wants_Diploma is equal to True. Export NM, YA, CSIS_Ethnicity, Ethnic, STAR_Grade_Level, CSIS_Eng_Prof, ELS_Reclassification Date, IEPStatus, FK=FK SpedExit_Date FK=FK Female.

A. CONDITIONS OF LEARNING

State Priority: Basic

Core Academics Taught by Highly Qualified Teachers

	Percent of Classes in Core Academic Subjects 2013-14	
	Directly Taught by Highly Qualified Teachers	Not Directly Taught by Highly Qualified Teachers
This School	97.1%	2.9%
All Schools in District	93.8%	6.2%
High-Poverty Schools in District	93.8%	6.2%
Low-Poverty Schools in District	n/a	n/a

School Level

For the 2013-14 School rows, the Denominator of the Not Directly Taught column is ClassHistory, Both, School contains JBHS, Credits ≠ 0, AcademicGrade ≠ blank, EnterDate < 6/30/14, then ExitDate = 00/00/00 or ExitDate > 7/1/13 to capture all courses for which credits were awarded during 2013-14. (Save this group as *JBHS All non-zero courses in 2013-14.4ST* for re-use below.) For the numerator, query for Credentialed_Teacher ≠ blank of this same data, since it shows the number of times that a course was not personally taught by a highly qualified teacher. (Also save this group as *JBHS Teachers needing credentialed teachers in 2013-14.4ST* for below.)

For 2014-15 at the School level, repeat the above steps with EnterDate < 6/30/15 (which has no effect), then ExitDate = 00/00/00 or ExitDate > 7/1/14. This will yield two more saved groups, *JBHS All non-zero courses in 2014-15.4ST*, and *JBHS Teachers needing credentialed teachers in 2014-15.4ST*, which will be used solely for the 2014-15 school column of the table below. This will not be used at all for the table above.

District Level

For the 2013-14 District row and High-Poverty District row, this process is repeated in WinX, for School contains MBPHS, NACHS, JBHS, or PG between 7/1/13 and 6/30/14. Although this data is used in the table above, these two .4ST groups do not need to be saved because there is no column below for 2013-14 at the District level.

For 2014-15 at the District level, repeat this process in WinX for School contains MBPHS, NACHS, JBHS, or PG between 7/1/14 and 6/30/15 (even though 6/30/15 is in the future). This data will not go into the table above, but the two .4ST groups need to be saved for the table below, with the names *CEA All non-zero courses in 2014-15.4ST*, and *CEA Teachers needing credentialed teachers in 2014-15.4ST*.

Teachers

Credentials Teachers	School (JBHS)			District
	2012-13	2013-14	2014-15	2014-15
PFT with Full Credential ¹	24	24	22	67
PFT without Full Credential	0	0	0	0
FTE teaching outside subject area of competence ²	0	.86	1.8	4.9
	School (JBHS)			
Misassignments	2012-13	2013-14	2014-15	
misassignment of teachers of English learners	0	0	0	
total teacher misassignments	0	0	0	
Vacancies				
vacant teacher positions	0	1	2	

¹For the 2014-15 column, CDE_Staff_Local palette > Stf_Employ_End_Dt = 00/00/00 and Stf_Job_ClsCde γ 12 [Teacher] and Stf_Employ_Status_Code γ 1 [Tenured] But for the 2013-14 column (not requested last year), use Stf_Employ_End_Dt = 00/00/00 or < 6/30/14; then Stf_Job_ClsCde γ 12 and Stf_Employ_Status_Code γ 1

²For the 2013-14 School column, from the table above, reload *JBHS Teachers needing credentialed teachers in 2013-14.4ST* into ClassHistory, then QkRpt Teacher and Credentialed_Teacher export [Teacher with N count, Credentialed_Teacher, Course, Per, Enter, Exit, Credits, AcaGrade, NM, YA]. In Excel insert Ct column or use vertical offset (times needed HQT teacher in 2013-14). Print this list. Now reload *JBHS All non-zero courses in 2013-14.4ST*, and then query for Teacher contains the last (or first) name of every teacher on the list who needed HQT teachers that year. Export this data with the same QkRpt (except delete the Credentialed_Teacher column). Insert Ct column or use vertical offset (number of student-courses in 2013-14). Combine these two short lists by moving the Ct column over one for one of them and coloring the font. Realphabetize the combined list by value and by font color, then Ctrl-D copy down the figures so that each teacher has both pieces of data on the same row, then remove duplicates. Create a fourth column labeled "Fractional part of each teacher spent teaching outside area of competence" that divides the two preceding columns. Total these fractional parts to obtain Total FTE teaching outside subject area of competence.

For the 2014-15 School column, from the table above, reload *JBHS Teachers needing credentialed teachers in 2014-15.4ST* into ClassHistory and later, *JBHS All non-zero courses in 2014-15.4ST* and repeat all of these same steps.

For the 2014-15 District column, from the table above, reload *CEA Teachers needing credentialed teachers in 2014-15.4ST* into ClassHistory and later, *CEA All non-zero courses in 2014-15.4ST* and repeat all of these same steps.

Quality, Currency, and Availability of Textbooks

Common Core State Standards Aligned						
Subject	Textbook Title	Publisher	Copyright	Adopted	Cycle	% pupils lacking own copy
English	Holt McDougal Literature—Grade 9	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 10	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 11	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 12	Houghton Mifflin	2012	2014	currently in use	0%
Math	Algebra 1: Common Core	Pearson	2012	2014	currently in use	0%
	Algebra 2: Common Core	Pearson	2012	2014	currently in use	0%
	Geometry: Common Core	Pearson	2012	2014	currently in use	0%
						0%
Science	Earth Science: Geology, the Environment, and the Universe	Glencoe	2013	2014	currently in use	0%
						0%
Social Science	World History: The Modern Era	Prentice-Hall	2014	2014	currently in use	0%
	US History: Reconstruction to the Present	Prentice-Hall	2013	2014	currently in use	0%
	MaGruder's American Government	Pearson	2013	2014	currently in use	0%
	Prentice-Hall Economics	Pearson	2013	2014	currently in use	0%

California Content Standards Aligned						
Subject	Textbook Title	Publisher	Copyright	Adopted	cycle	% pupils lacking own copy
Math	Pre-Algebra	Prentice Hall	2001	2005	currently in use	0%
	Math with Business Applications	Glencoe	2007	2007	currently in use	0%
Science	Prentice Hall Biology	Prentice Hall	2007	2012	currently in use	0%
Art	Art in Focus	Glencoe	2006	2005	currently in use	0%
	Music: Its Role and Importance in our Lives	Glenco	2006	2005	currently in use	0%
	Theatre Arts in Action	Glencoe	2006	2006	currently in use	0%
	Creating and Understanding Drawings	Glencoe	2006	2006	currently in use	0%
Health	Pearson Health	Pearson	2014	2014	currently in use	0%

Supplemental Texts				
Textbook Title	Publisher	Copyright	Adopted	cycle
Longman Keystone A, B, C, Basics	Pearson	2010	2010	in use for remediation
Longman Keys to Learning	Pearson	2010	2010	in use for remediation
California Math Triumphs	McGraw-Hill	2007	2014	in use for remediation
Science Explorer: Focus on Life Science	Prentice Hall	2001	2005	in use for remediation
Science Explorer: Focus on Earth Science	Prentice Hall	2005	2005	in use for remediation
Pacemaker World History	Globe Fearon	2002	2005	in use for remediation
Pacemaker United States History	Globe Fearon	2004	2005	in use for remediation
Pacemaker American Government	Globe Fearon	2001	2005	in use for remediation
Pacemaker Economics	Globe Fearon	2001	2005	in use for remediation

Foreign language materials are not stocked, since such courses are not offered in our district.

Facility Conditions and Improvements

School cleanliness is ensured by student work experience crews performing deep cleaning under security supervision after school hours and by paraprofessional staff performing light custodial work before school hours. School repair is handled by the facility Plant Operations Department using an electronic work-order system.

Facility Repair Status

System	Exemplary	Good	Fair	Poor
Gas, Heat, Cooling			x	
Interiors		x		
Cleanliness		x		
Electrical		x		
Water		x		
Safety		x		
Structural		x		
External		x		
Overall Rating		x		

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

Percent of Students at the Proficient or Advanced Level in Natural Science

CAASPP/STAR SCIENCE 3-Year State-District-School Comparison

2011-12 STAR	California State	60%
	CEA District	3.3%
	JBHS School	0%
2012-13 STAR	California State	47%
	CEA District	5.0%
	JBHS School	1%
2013-14 CASSPP	California State	56%
	CEA District	11%
	JBHS School	15%

CAASPP SCIENCE 1-Year SCHOOL Disaggregation

2013-14 JBHS by ethnicity	Black	—
	Native American	none tested
	Asian	—
	Filipino	none tested
	Hispanic	17%
	Pac Isle/Hawaiian	none tested
	White	—
Multiple Races	none tested	
by gender	male	—
	female	none tested
by subgroup	English Learners	13%
	Students with Disabilities	—
	Socioeconomically Disadvantaged	15%
	Migrant Education Students	none tested

Dash indicates an insufficient number of examinees for percentages to be released

California Assessment of Student Performance and Progress. Source for school and district data is <http://data1.cde.ca.gov/dataquest>, but must drill down in this order: level = State, subject = CAASPP, *then* county = Ca Education Auth (between "R" and "S"), district = California Education Authority, school = Johanna.

Percent of Students at the Proficient or Advanced Level			
	ELA	Math	Social Science

STAR 3-Year State-District-School Comparison

2010-11	California State	54%	50%	48%
	CEA District	2%	—	1%
	JBHS School	1%	1%	0%

2011-12	California State	56%	51%	49%
	CEA District	2.7%	3%	2.7%
	JBHS School	2%	—	0%

2012-13	California State	54%	35%	48%
	CEA District	2.5%	4.0%	3.0%
	JBHS School	6%	1%	6%

Dash indicates an insufficient number of examinees for percentages to be released

Source for **school** and **district** data is <http://data1.cde.ca.gov/dataquest>, but must drill down in this order: level = State, subject = STAR, *then* county = Ca Education Auth (59th), district = California Education Authority, school = Johanna. Then, for subjects such as Social Science, the percents for US History and World History must be reagggregated by converted back to numbers, combined, and an overall percentage computed. For those subjects with an EOC column, the grade level columns must be omitted; for subjects without an EOC column, the grade level columns must be added together once converted to numbers.

If SARC templates with data are available, the source for the **state** data is the last column of this table of the SARC Template with Data for any California high school. If not available, the Dataquest method described above must be used even though it involves converting a large number of percentages back to numbers (for instance, for the math category, the percent Pro and Adv must be converted to numbers for Gen Math, Alg 1 and 2, Integrated Math 1, 2, and 3, Geometry, and Summative Math.

All percentages shown could potentially be slightly higher if the scores for all examinees within that subject had been released. In those instances where **all** grades and all subtests comprising the subject had an insufficient number of examinees for scores to be released, the result is shown as a **dash** in this table.

Academic Performance Index

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or PI programs. Furthermore, in November 2010, even ASAM rankings were suspended by CDE due to budgetary constraints.

Career Technical Education Participation

Johanna Boss High School offers career technical training in the areas of Beginning Keyboarding, Computer Operations, Photoshop, Janitorial, and Landscaping.

Number of pupils participating in CTE, 2013-14	184
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses articulated with postsecondary institutions	0%

For Row 1, capture all students in ClassHistory with School contain Johanna, Type = Vocational, Credits not zero, EnterDate < 6/30/14, ExitDate = 0 or ExitDate > 7/1/13; then remove duplicate names in Excel.

For row 2, only 3 students in the CEA district completed a CTE pathway in 2012-13 per our Perkins data for that year, and although one of them did earn a diploma, he did not do so from Johanna Boss High School. This type of rigorous numerator requires at least 3 certificates to have been earned within the same field, with the last certificate for the capstone course earned between 7/1/11 and 6/30/12, plus a high school diploma earned during the same year from the same school. The denominator would be the number of seniors at JBHS on 7/1/11.

(Row 2's numerator *used* to be the number of youth of any grade who completed at least one vocational certificate and also earned a diploma from JBHS between 7/1/11 and 6/30/12; with the denominator being the figure in row 1.)

UC and CSU Admission

2013-14 Students enrolled in courses required for UC/CSU Admission	100%
2012-13 Graduates who completed all courses required for UC/CSU Admission	0%

Row 1: ClassSchedule, QR GradStatus = blank, export Student, YA, Per, ClassType, Course and [FK=FK] Exempt Full-Day School. All non-UC/CSU courses (char ed, electives, GED Prep, CAHSEE, Prealgebra, summer electives) should be colored red, then re-sort by student name and period and inspect for any nongraduates whose ENTIRE schedule is red and who do not have an exemption for this because they have completed almost all of their required academics. This figure will be 100% unless both the school scheduler and the ed advisors have failed.

Row 2: Although JBHS offers biology, it does not have a lab. UC/CSU admission requires completion of two years of laboratory science (biology, chemistry, or physics).

State Priority: Other Pupil Outcomes

CAHSEE 3-Year Comparison for 10th Graders

	Percent of 10 th Graders scoring Proficient or Advanced on the CAHSEE								
	JBHS School 10 th Graders			CEA District 10 th Graders			CA State 10 th Graders		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
ELA	2%	10%	0%	5%	6%	3%	56%	57%	56%
Math	—	14%	10%	4%	10%	9%	58%	60%	62%

Source is <http://data1.cde.ca.gov/dataquest>, Subject = CAHSEE, School = Johanna and then later, District = Ca, report = Demographic Summary, administration = Combined, grade = 10.

Detailed CAHSEE Results for 10th Graders for 2013-14

overview	2013-14 ELA		2013-14 Math	
	Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
CEA District 10 th Graders	97%	3%	91%	9%
JBHS School 10 th Graders	100%	0%	90%	10%

by ethnicity	JBHS School, 10 th Graders Only			
Hispanic	100%	0%	91%	9%
Native	—	—	—	—
Asian	—	—	—	—
Pac Isle/Hawaiian	—	—	—	—
Filipino	—	—	—	—
Black	100%	0%	—	—
White	—	—	—	—
Multiple Races	—	—	—	—

by gender	JBHS School, 10 th Graders Only			
male	100%	0%	90%	10%
female	—	—	—	—

by subgroup	JBHS School, 10 th Graders Only			
Socioeconomically Disadvantaged	100%	0%	90%	10%
English Learners	—	%	82%	18%
Students with Disabilities	—	—	—	—
Migrant Education Students	—	—	—	—

Sources are the same reports as for the preceding table.

Dash indicates an insufficient number of examinees for percentages to be released.

Physical Fitness Test 2013-14	Percent of Students Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
Grade 9	0%	9%	82%

Source is <http://data1.cde.ca.gov/dataquest>, Level = School, name contains Johanna.

Dash indicates an insufficient number of examinees for scores to be released.

C. ENGAGEMENT

State Priority: Parental Involvement

As incarcerated youth, the students at Johanna Boss High School do not reside with their parents. Parents remain in contact through IEP, LAT, Family Council meetings, graduation, personal visits, and phone, mail, and package privileges.

State Priority: Pupil Engagement

Dropout Rate

State division of juvenile justice schools are exempt by CDE from computing dropout rates since high transiency can produce drop-out rates exceeding their total enrollment.

Secondary Completion Rate

Year	Group	School (JBHS)	District (CEA)	State (CA)
2010-11	All Students	25%	49%	77.1%
2011-12	All Students	28%	36%	78.9%
2012-13	All Students	34%	46.4%	80.4%
	ethnic disaggregation (not cohort graduation rate)			
	Black	20.9%	26.4%	6.3%
	Native	0	1.6%	0.8%
	Asian	11.6%	4.1%	10.4%
	Filipino	0	0.5%	3.3%
	Hispanic	53.5%	60.1%	46.4%
	Hawaiian/Pac Isle	0	0.0%	0.6%
	White	14.0%	7.3%	30.5%
	Multiple Races or Not Reported	0	0.0%	1.7%
	subgroup disaggregation (not cohort graduation rate)			
	English Learners	9.3%	11.4%	11.7%
	Students with Disabilities	20.9%	26.9%	11.0%
	Migrant Education	0%	0.0%	1.9%
Socioeconomically Disadvantaged	100%	100%	65.4%	

1. Diplomas and GEDs earned between 7/1/12 and 6/30/13 divided by number of nongraduates on 6/30/13, broken down by ethnic percent, and also by Sped and EL percent. If a student earned both a diploma and a GED within the same year, he was counted twice since the CEA uses the Secondary Completion Rate formula (Number of Diplomas and GEDs earned from July 1 to June 30 divided by the Number of Undergraduates on June 30). The undergraduate count on June 30 was done with Daily_PSD_Snapshot in school WINs and in Win Exchange for the district figures. Dataquest was used for the State figures, and the state raw numbers were used to figure the percentile breakdowns rather than cohort graduation rates for subgroups. QkRpt [SARC Graduate Percentile Breakdown.4QR], NM, YA, GradFrom, GED_From, GradDate, GEDDate, Ethnic, CSIS_Ethnic, CSIS_Eng_Prof, ELS_Reclassification_Date, IEPStatus, FK=FK, SpedExit_Date.

2. Formula which may be used in the future: Number of seniors at JBHS or other CEA schools on 7/1/12 who earned diplomas or GEDs from JBHS by 6/30/13 broken down by ethnicity, EL at time of diploma or GED, and special ed at time of diploma or GED.

WinX, Daily_PSD_Snapshot to capture youth in CEA on 7/1/13, along with their diploma and GED dates and issuing schools. Then separately in WinX, search all HSGPs 90 days prior to 7/1/13 for seniors. Then color and intermingle both lists to identify youth with both properties—on site on 7/1/13 who were also seniors in the Fall, and of this group, those who earned diplomas or GEDs from the CEA by 6/30/14. (In the future, the Daily_PSD_Snapshot palette on each site's WIN may have frozen grade levels for each day of the year, including July 1, so the HSGPs will no longer need to be searched. However, WinX will still be needed to separately capture all diplomas and GEDs issued by June 30, since a student who is a senior at one CEA school but earns a diploma at a second CEA school will be missed if only local WIN systems are used (in such a situation, the diploma is credited to the issuing school—but only if the student was indeed a senior in Fall of that year at another CEA school).

3. CalPads CDE Four-Year Cohort Graduation formula: cannot be used since it presupposes that all ninth-graders from four years ago graduated this year unless they dropped out; but "dropping-out" is not a meaningful concept within the CEA, and furthermore, discharges and paroles ensures that virtually none of the ninth-graders from four years ago were even enrolled in our district this year.

4. NCES Three-Year AYP Averaged Freshman Graduation formula: cannot be used because it involves averaging the number of tenth-graders three years ago with the number of ninth-graders four years ago and the number of eighth-graders five years ago, but the number of eighth graders at junior high schools feeding into the CEA is not a meaningful concept (since our acceptance area is the entire state of California and our acceptance criteria requires commission of a felony).

5. Note that the number of diplomas earned from JBHS for 8/16/13 – 8/15/14 according to CalPads Certification Report 1.9 cannot easily be used, because Report 1.9 does not state this date span on the report, and this unusual date span is not wholly contained within any single academic year.)

6. Note also that Dataquest > Demographics > Graduates does not have graduation rates for the CEA because CDE uses a 4-year cohort formula and the CEA did not certify during the first several years of CalPads. Furthermore, the 4-year cohort formula assumes that all ninth-graders who entered four years ago ultimately graduated unless they dropped out; but the DJJ does not permit dropping out. If being discharged from custody is construed as dropping out, then this formula will show that virtually all youth will have been discharged after 4 years.)

State Priority: School Climate

Suspensions and Expulsions

As an integral component of the rehabilitation of incarcerated youthful offenders, educational services are delivered continually to the students at Johanna Boss High School even as their level of restriction is adjusted in response to their behavior. Johanna Boss High School utilizes individualized Behavior Treatment Plans and Crisis Prevention Support Plans (as well as Individual Education Plans and School Consultation Team Action Plans) in lieu of suspensions and expulsions. Hence, our suspension and expulsion rates are 0% every year.

School Safety Plan

Students at risk to themselves or others are schooled in separate locations from the general population. Student conduct is managed through six interrelated computerized behavior modification systems—(a) Positive Behavior Reinforcement system (PB), (b) Youth Incentive Program system (YIP), (c) School Consultation Referral system (SCT), (d) Alternative Behavior Learning Environment (ABLE) for minor infractions, (e) Behavior Reporting system (BR), and (f) Disciplinary Decision-Making System (DDMS) for serious infractions—which are initiated with an assessment of the student's overall treatment and rehabilitation needs using the California Youth Assessment and Screening Instrument (CA-YASI) and which is coordinated by the facility-wide Integrated Behavior Treatment Model (IBTM) which utilizes cognitive behavioral therapy and motivational interviewing.

Faculty members wear personal alarms and receive annual training in the prevention of suicide, rape, and assault. Students arriving to school are screened by metal detectors and hand searched by peace officers. Classrooms have fire alarms, telephones, and emergency lighting. The correctional facility in which Johanna Boss High is located has its own medical clinic, a health and safety officer, a Conflict Resolution Team, a violence reduction committee, and a Use-of-Force Review Committee, and operates under a multi-hazard safety plan and a mutual-aid agreement with other law enforcement agencies.

D. OTHER SARC INFORMATION

Adequate Yearly Progress

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or PI programs. Furthermore, in November 2010, even ASAM rankings were suspended by CDE due to budgetary constraints.

Federal Intervention Program Improvement

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or Program Improvement programs.

Class Size	English			Math			Natural Science			Social Science		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Main Campus												
Average Class Size	10.2	10.6	11.8	11.7	7.2	6	10.1	8.3	9.14	13.6	11.5	8.3
Number of Sections per day	6	12	5	12	12	5	8	10	7	15	10	8
BTP Campus												
Average Class Size	6.6	1.5	1.5	4.0	1.6	3.0	0	1.5	2.5	0	3.0	3.0
Number of Sections per day	5	4	4	2	5	1	0	2	2	0	3	4

Source is Class Schedule palette, Query for ClassType = academic, then [Export – Class Section] Average class size and Number of sections per day.4QR (NM, YA, Room, Per, Teacher, ClassTitle, Course); Delete Art, PE, and Health (and, if necessary, Reading Language, Literacy, GED Prep, CAHSEE, Char Ed, and Voc). Label both Earth and Life science as Nat Science. If necessary, create Class names for Mixed Core classes, if any, based on the predominate Course name within that mixed class. Then Create **Campus** labels of Main and BTP based on room number.

For **Average Class Size**, sort by Campus and Class and Per and Teacher (since this is the definition of a "section") but do not remove duplicates. Insert a column of ones, then insert blank rows at the breaks between Class. Compute the sum for each break, then divide by the number of periods within that sum. If two teachers have the same period within that sum, that will increase the size of the divisor. This division step will compute the average class sizes for each teacher in each period by inspection and type them in a new column called "Average Class Size." (Alternatively, print the ClassCounts report.)

For **Number of Sections**, continue with this same spreadsheet, but delete the column of averages and delete the column of ones, then remove the blank rows by again sorting on Campus and Class and Per and Teacher (since this is the definition of a "section"), then **remove duplicates** on all 3 variables. At this point, the YA column should also be deleted. Also insert a blank row between the BTP campus and the Main Campus. Then count the number of Classes with the same name (i.e., Sections) within each of campus.

Through this whole process, do not count the specific courses within a Mixed Core class, if any. Instead, change the name "Mixed Core" to whatever is the predominant course within that mixed class. If this is not done, elevated section counts will occur.

Support Staff

Title	FTE Number of Staff	Number of Students per Staff
Academic Counselors	0	n/a
Career Technical Counselors	0	n/a
Alternative Behavior Counselors (ABLE)	1	0.26%
Library Media Teachers	0	ABLE palette, Show Both, Date_of_Referral > 10/1/13 and < 10/31/13 (or any other single month without a vacation) divided by number of instructional days in Oct, divided by 5 pers, divided by # of ABLE teachers)
Speech/Language/Hearing Specialists	1	
Resource Specialists (special ed)	3.5	Note: some numbers reflect personnel shared between both JBHS and sister-school NAC (i.e. Clinical Psychologists and Psychiatrists, Nurses, Doctors, etc.).
Mentor Teachers	1	
Coordinators (Sped, Assessment, Attendance)	3	
School Records (Registrar, Scheduler)	2	
School Psychologists	2	
Clinical Psychologists and Psychiatrists	13	
Social Workers (Youth Correctional Counselors)	60.1	
Nurses	18	
Doctors	3	
Dentists	2	

Expenditures	Teacher Salaries	Expenditures per Pupil		
	average	Basic (unrestricted)	Supplemental (restricted)	Total
School (Johanna Boss High School)	\$81,463	\$30,115	\$2948	\$33,063
District (California Education Authority)	\$79,530	\$35,952		
State (California)	\$71,396	\$8,448		
School compared to District	2.4%	-16.23%		
School compared to State	+14.10%	+257%		

Source for **Salary Averages** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement, Effective July 2, 2013 – July 1, 2016.
 Method for **School Salary Average**: On the Ventura County Unit 3 Salary Schedule, the lowest step of Range A was averaged with the highest step of Range G.
 Method for **District Salary Average**: The lowest step in the Range A salary for the lowest-paying DJJ County (Ventura) was averaged with the highest step in the Range G salary for the highest-paying DJJ County (San Joaquin).
 Source for **Expenditures per Pupil**: SARC Financial Report FY 12-13.xls from Lisa Chisholm
 Source for State Teacher Salary Average: www.cde.ca.gov/ds/fd/cs
 Source for State Basic Expenditures per Pupil: www.cde.ca.gov/ds/fd/ec

Salaries

Category	Salary Ranges CDCR Unit 3	District Average California Education Authority	State Average for small high-school districts
Teacher, beginning	A – C	\$66,696	\$40,821
Teacher, midrange	D – E	\$78,846	\$59,345
Teacher, highest	F - G	\$84,461	\$77,992
Principal-High School, average		\$105,060	\$106,119
Superintendent		\$124,692	\$138,050
Percent of budget for Teacher Salaries		73%	29.6%
Percent of budget for Administrative Salaries		17%	5.4%

Source for **Salary Ranges** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement for 7/2/13 – 7/1/16.
 Method for **District Averages**: For example, for Beginning Teacher, the lowest step in the Range A salary for the lowest-paying DJJ County (Ventura) was averaged with the highest step in the Range C salary for the highest-paying DJJ County (San Joaquin).
 Source for **State Average** is the High School table, Small Districts column, at www.cde.ca.gov/fq/fr/sa/

Types of Services Funded

- Title I (ESEA)
- Proposition 98 (general fund)
- Lottery (state special fund)
- Carl Perkins Parts A and B (leadership and secondary education)
- IDEA Part B (special education)
- Library Media Program

Advanced Placement Courses

Johanna Boss High School does not offer any advanced placement courses.

Professional Development

The school year calendar Johanna Boss High School includes ten days of staff development—distributed among the Fall, Spring, and Summer semesters. Each week contains three different time schedules on different days of the week in order to provide a total of 230 minutes of class preparation per week (Schedules A and A2) and 90 minutes of educational advising per week (Schedules B and C). In-service programs cover the full range of pedagogy and accreditation issues, along with topics specific to corrections and rehabilitation—such as compliance with performance standards monitored by the Prison Law Office and the Office of Audits and Court Compliance. The main focus this year has been on conversion to a curriculum based on common core state standards, peer classroom observation with subsequent peer debriefing and review, and institution-wide training in the behavior modification Integrated Behavior Treatment Model.