

# Mary B. Perry High

## School Accountability Report Card

**reported for school year 2013-14; published in 2015**

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School	Mary B. Perry High School	District	California Education Authority
CDS Code	56-32276-5637780	CD Code	34-32276 (34322760000000 for SARC login)
Address	3100 Wright Rd, Camarillo CA	Department	Corrections and Rehabilitation
Grades	9 - 12	Division	Juvenile Justice
Principal	Art Westerfield	Superintendent	Tami McKee-Sani
Phone	(805) 278-3740	Phone	(916) 322-5759
Email	'art.westerfield@cdcr.ca.gov'	Email	Tami.McKee-Sani@cdcr.ca.gov
Accreditation	WASC to June 30, 2017	Website	'www.cdcr.ca.gov'

### School Description

Mary B. Perry High School is a WASC-accredited comprehensive high school located inside Ventura Youth Correctional Facility. Incarcerated male and female juvenile offenders have the opportunity to earn high school diplomas, GEDs, and AA degrees from a fully-credentialed faculty offering standards-based curricula aligned with common core. 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 faculty of Mary B Perry 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 21<sup>st</sup> Century global workplace

### Vision Statement

We empower students to become responsible citizens, life-long learners, effective communicators, and technologically proficient.

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

Due to the transient nature of a correctional rehabilitation center, our school serviced 388 undergraduates during the course of the 2013-14 schoolyear.

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

On 10/2/13, our one-day enrollment was 161 undergraduates, as disaggregated below:

by ethnicity	ethnic totals	ethnic percents
Black	38	23.6%
Native	2	1.2%
Asian	2	1.2%
Filipino	1	0.6%
Hispanic	111	69.0%
Pac Isle/Hawaiian	3	1.9%
White	4	2.5%
Multiple Races	0	0.0%
<b>category totals</b>	<b>161</b>	<b>100%</b>

by grade	grade totals	grade percents
9 <sup>th</sup>	12	7.4%
10 <sup>th</sup>	16	9.9%
11 <sup>th</sup>	32	19.9%
12 <sup>th</sup>	101	62.8%
<b>category totals</b>	<b>161</b>	<b>100%</b>

by gender	gender totals	gender percents
Male	145	90.1%
Female	16	9.9%
<b>gender totals</b>	<b>161</b>	<b>100%</b>

by subgroup	subgroup totals	subgroup percents
English Learners	48	29.8%
Students with Disabilities	44	27.3%
Socioeconomically Disadvantaged	161	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 – Gen Ed] SARC Disaggregated Enrollment AND SARC Disaggregated Grad Rate.4QR** [NM, YA, CSIS\_Ethnicity, Ethnic, STAR\_Grade\_Level, CSIS\_Eng\_Prof, ELS\_Reclassification Date, IEPstatus, GradDate, Grad\_From, GEDDate, GED\_From FK=FK SpedExit\_Date FK=FK Female]. (GradDate and GEDDate are only needed to confirm that Grade 13s occurred after 10/2/13 and Grad\_From and GED\_From are not needed at all for this table; but are needed for the disaggregation of the Grad Rate for our Secondary Completion Rate table.) For English Learners, do NOT delete the R-FEPs. Instead, examine the Reclass Date for each to determine if they were **EL on 10/2/13!** For Sped, do NOT delete the Exited students. Instead, examine the Sped\_Exit Date for each to determine if they **were Sped on 10/2/13!**

## A. CONDITIONS OF LEARNING

### State Priority: Basic

#### Core Academics Taught by Highly Qualified Teachers

		Percent of Classes in Core Academic Subjects <b>2013-14</b>	
		Directly Taught by Highly Qualified Teachers	Not Directly Taught by Highly Qualified Teachers
1	This School	95.5%	4.5%
2	All Schools in District	93.8%	6.2%
3	High-Poverty Schools in District	93.8%	6.2%
4	Low-Poverty Schools in District	n/a	n/a

School Level (rows 1 and 2)

For 2013-14, the Denominator of the Not Directly Taught column is ClassHistory, Both, School contains **MBPHS**, Credits ≠ 0, AcademicGrade ≠ blank, (if multiple years need to be filled in the table **below** for some reason, save this group **here** as **MBPHS all courses EVER.4ST**), then continue with 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 **XXX MBPHS all 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 **XXMBPHS teachers needing HQTs 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, **XXX MBPHS All non-zero courses in 2014-15.4ST**, and **XX MBPHS teachers needing HQTs 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 (rows 3 and 4)

For the 2013-14 District row and High-Poverty District row, this process is repeated in WinX, using [Find – ClassHistory – WinX] School contains **MBP, NAC, JB, or PG.4DF** 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. If they are saved, the names would be **XXX CEA all courses in 2013-14.4ST**, and **XX CEA Teachers needing HQTs in 2013-14.4ST**.

For 2014-15 at the District level, repeat this process in WinX using [Find – ClassHistory – WinX] School contains **MBP, NAC, JB, or PG.4DF** 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 **XXX CEA all courses in 2014-15 so far.4ST**, and **XX CEA Teachers needing HQTs in 2014-15 so far.4ST**.

Teachers

		A	B	C	D
<b>Credentials</b>		<b>School (MBPHS)</b>			<b>District</b>
Teachers		2012-13	2013-14	2014-15	2014-15
1	PFT with Full Credential	39	27	23	67
2	PFT without Full Credential	0	0	0	0
3	FTE teaching outside subject area of competence	2.5	3.2	0.6	4.9
		<b>School (MBPHS)</b>			
<b>Misassignments</b>		2012-13	2013-14	2014-15	
misassignment of teachers of English learners		0	0	0	
total teacher misassignments		0	0	0	
<b>Vacancies</b>					
vacant teacher positions		2	2	4	

FULL CREDENTIALS (rows 1 and 2)

School Level (columns A, B, C)

Examine the CDE\_Staff\_Local palette to be sure that all terminated teachers have End Dates, and that PFT teachers are marked as 1-Tenured, RA and PIE are marked as 4-Other, and TAU are marked as 3-Temporary. Since this palette may not reduce with successive queries, it is better to export the data—especially for a prior year. [Export – CDE Staff] TeacherName, Teacher (12)?, Tenured (1)?, Employ Start Date, Employ End Date.4QR, Sort and remove all categories except 12 for Teacher and except 1 for Tenured. For the 2014-15 column, sort by Employ End Date and count the number of 00/00/00 dates. For a prior year, such as 2013-14, first delete all rows with End Dates in 2010, 2011, 2012, then count the 00/00/00 End Dates *only if* their Start Dates are prior to the end of that year (6/30/14) and **then add** to that figure any End Dates that occurred *during or after* 2013-14 (i.e., after 7/1/13) only if their Start Dates are also prior to the end of that year (6/30/14).

District Level (column D)

Since CDE\_Staff\_Local palette does not exist in WinX, the school-level steps for 2014-15 must be repeated on all four local WIN systems, including PG, and then added together.

TEACHING OUTSIDE AREA OF COMPETENCE

School Level (columns 1, 2, 3)

For the 2013-14 School column, from the table *above*, reload **MBPHS Teachers needing credentialed teachers in 2013-14.4ST** into ClassHistory, then [Export – ClassHistory] Teachers and HQTs.4QR (Teacher with N count, Credentialed\_Teacher, Course, Per, Enter, Exit, Credits, AcaGrade, NM, YA). In Excel insert use vertical offset to Count Times needed HQT teacher in 2013-14. **Print this list**. Now reload **MBPHS All non-zero courses in 2013-14.4ST**; then query for Teacher contains the **last, first name** of every teacher on the list who needed HQT teachers that year. Export this data with the **same Export except delete the HQT Teacher column**. Use vertical offset to Count **total** number of courses taught by **each** of these teachers in 2013-14. Alphabetize each short list, then align them and create a fourth column labeled **FTE per Teacher** (or “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 **MBPHS Teachers needing HQTs in 2014-15.4ST** into ClassHistory and later, **MBPHS All courses in 2014-15.4ST** and repeat all of these same steps.

District Level (column 4)

For the 2014-15 District column, from the table *above*, reload **XX CEA Teachers needing HQTs in 2014-15 so far.4ST** into ClassHistory of WinX and later, **XXX CEA All non-zero courses in 2014-15 so far.4ST** and repeat all of these same steps. In this case, WinX should be used and the local counts should not be added up.

**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. Science lab equipment is not used due to security risks with an offender student body.

**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

<b>2011-12</b> STAR	California State	60%
	CEA District	3.3%
	MBPHS School	0%
<b>2012-13</b> STAR	California State	47%
	CEA District	5.0%
	MBPHS School	0%
<b>2013-14</b> CASSPP	California State	56%
	CEA District	11%
	MBPHS School	0%

#### CAASPP SCIENCE 1-Year SCHOOL Disaggregation

<b>2013-14</b> <b>MBPHS</b> by ethnicity	Black	0%
	Native American	none tested
	Asian	none tested
	Filipino	none tested
	Hispanic	0%
	Pac Isle/Hawaiian	none tested
	White	none tested
	Multiple Races	none tested
by gender	male	0%
	female	none tested
by subgroup	English Learners	0%
	Students with Disabilities	none tested
	Socioeconomically Disadvantaged	0%
	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 = Perry.

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

**STAR 3-Year State-District-School Comparison**

<b>2010-11</b>	California State	54%	50%	48%
	CEA District	2%	—	1%
	MBPHS School	0%	—	—

<b>2011-12</b>	California State	56%	51%	49%
	CEA District	2.7%	3%	2.7%
	MBPHS School	0%	—	0%

<b>2012-13</b>	California State	54%	35%	48%
	CEA District	2.5%	4.0%	3.0%
	MBPHS School	0%	—	0%

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.

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 (59<sup>th</sup>), district = California Education Authority, school = Perry. Then, for subjects such as Social Science, the percentages for US History and World History must be reaggreated 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.

Since the STAR test (CST test) is being phased out, it will no longer be necessary to compute the **state** data. However, in the past, one method was to use our superintendent's password to the SARC On-line Template to look up this information. Another possibility is to locate some other California high school which has already completed and posted their SARC, and use the figure they have. The final approach is to use the Dataquest method described above, 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.

**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**

Mary B. Perry High School offers career technical training in the areas of Culinary Arts, Small Animal Grooming, Introductory Computers, and Building Maintenance. Some periods are exclusively for girls—to meet the needs of our small female population.

Number of pupils participating in CTE, 2013-14	90
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 MPBHS, 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 Mary B. Perry HS. 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 7/1/13 and 6/30/14, plus a high school diploma earned during the same year from the same school. The denominator would be the number of seniors at MBPHS on 7/1/13.

(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 MBPHS 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 MBPHS 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 10<sup>th</sup> Graders**

	Percent of 10 <sup>th</sup> Graders scoring Proficient or Advanced on the CAHSEE								
	MBPHS School 10 <sup>th</sup> Graders			CEA District 10 <sup>th</sup> Graders			CA State 10 <sup>th</sup> Graders		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>ELA</b>	7%	6%	8%	5%	6%	3%	56%	57%	56%
<b>Math</b>	3%	9%	11%	4%	10%	9%	58%	60%	62%

Source is 'http://data1.cde.ca.gov/dataquest, Level = School = Perry, Subject = CAHSEE, report = Demographic Summary, administration = Combined, grade = 10. Then repeat for Level = District = Ca and inspect all listings in the resulting window to find Calif Education Authority. Then repeat again for Level = State

**Detailed CAHSEE Results for 10<sup>th</sup> Graders for 2013-14**

overview	2013-14 ELA		2013-14 Math	
	Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
<b>CEA District 10<sup>th</sup> Graders</b>	97%	3%	91%	9%
<b>MBPHS School 10<sup>th</sup> Graders</b>	92%	8%	89%	11%

by ethnicity	MBPHS School, 10 <sup>th</sup> Graders Only			
Hispanic	89%	11%	83%	17%
Native	—	—	—	—
Asian	—	—	—	—
Pac Isle/Hawaiian	—	—	—	—
Filipino	—	—	—	—
Black	—	—	—	—
White	—	—	—	—
Multiple Races	—	—	—	—

by gender	MBPHS School, 10 <sup>th</sup> Graders Only			
male	95%	5%	100%	0%
female	—	—	—	—

by subgroup	MBPHS School, 10 <sup>th</sup> Graders Only			
Socioeconomically Disadvantaged	92%	8%	89%	11%
English Learners	—	—	—	—
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 9 <sup>th</sup> -Graders Tested Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
<b>Grade 9</b>	0%	20%	80%

Source is http://data1.cde.ca.gov/dataquest, Level = School, name contains Perry. Usually these are all asterisks. If actual numbers exist on Dataquest, then it is necessary to use the Test History palette of WIN with Type contains PFT and DJJ\_School contains Perry, and TestDate > 7/1/13 and TestDate < 6/30/14. Then, instead of exporting this short list, open each record and make hash marks in the table above depending on the number of standards passed (note that it appears there are 7 standards, but this is only because the last one is separated into Left and Right in WIN). These hash marks are then divided by the total number of actual scores to obtain percentages.

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

## C. ENGAGEMENT

### State Priority: Parental Involvement

As incarcerated youth, the students at Mary B. Perry High School do not reside with their parents. Parents remain in contact through IEP, LAT, and 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 (MBPHS)	District (CEA)	State (CA)
2010-11	All Students	49%	49%	77.1%
2011-12	All Students	24%	36%	78.9%
2012-13	All Students	40%	46.4%	80.4%
	<i>ethnic disaggregation (not cohort graduation rate)</i>			
	Black	25.3%	26.4%	6.3%
	Native	1.6%	1.6%	0.8%
	Asian	1.6%	4.1%	10.4%
	Filipino	1.6%	0.5%	3.3%
	Hispanic	66.7%	60.1%	46.4%
	Hawaiian/Pac Isle	0.0%	0.0%	0.6%
	White	3.2%	7.3%	30.5%
	Multiple Races or Not Reported	0.0%	0.0%	1.7%
	<i>subgroup disaggregation (not cohort graduation rate)</i>			
	English Learners	15.9%	11.4%	11.7%
	Students with Disabilities	20.6%	26.9%	11.0%
	Migrant Education	0.0%	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). Export the grads and the GEDs separately (then combine in Excel) using [Export – Gen Ed] SARC Disaggregated Enrollment AND SARC Disaggregated Grad Rate.4QR [NM, YA, CSIS\_Ethnicity, Ethnic, STAR\_Grade\_Level, CSIS\_Eng\_Prof, ELS\_Reclassification Date, IEPStatus, GradDate, Grad\_From, GEDDate, GED\_From FK=FK SpedExit\_Date FK=FK Female]. This export must be done in both WIN and WinX, and for both diplomas and GEDs. For Sped, create a column called "GradDate minus Sped Exit Date" for all students with Sped exit dates. Those which are large positive were Reg Ed at the time of their diploma or GED. But those with are positive 15, or zero, or negative were Sped at the time of their diploma or GED.

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 (Cohort Outcome Summary—1<sup>st</sup> radio button for overall and ethnic figures; but Cohort Outcome Data by Program—2<sup>nd</sup> radio button for EL, Sped, Migrant, and Socio figures), and the state raw numbers were used to figure the **percentile breakdowns** rather than cohort graduation rates for subgroups. Although the figures for our schools and our district include GEDs, don't attempt to add the raw count of GED completers to the raw count of diploma completers for the State data. Simply take the raw count for diplomas for each ethnicity and figure it as a percentage of the total state diploma recipients.

2. Formula which may be used in the future: Number of seniors at MBPHS or other CEA schools on 7/1/12 who earned diplomas or GEDs from MBPHS 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 MBPHS 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 Mary B. Perry High School even as their level of restriction is adjusted in response to their behavior. Mary B. Perry 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 Mary B. Perry 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
<b>Main Campus</b>												
Average Class Size	11.1	9.5	8.8	10.0	9.9	9.1	9.0	8.6	8.0	12.5	10.4	11.9
Number of Sections per day	8	14	10	12	8	8	7	7	4	12	16	10
<b>BTP Campus</b>												
Average Class Size	1.8	3.0	3.0	2.3	3.3	2.0	1.0	2.3	0.0	2.6	2.8	2.0
Number of Sections per day	6	5	4	4	4	4	3	3	0	8	7	6

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)	2	1.9
Library Media Teachers	1	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 2 ABLE teachers)
Speech/Language/Hearing Specialists	1	
Resource Specialists (special ed)	1.5	
Mentor Teachers	1	
Coordinators (Sped, Assessment, Attendance)	3	
School Records (Registrar, Scheduler)	2	
School Psychologists	2	
Clinical Psychologists and Psychiatrists	13	
Social Workers (correctional youth counselors)	131	
Nurses	11	
Doctors	1.5	
Dentists	1	

Expenditures	Teacher Salaries	Expenditures per Pupil		
	average	Basic (unrestricted)	Supplemental (restricted)	Total
School (Mary B. Perry High)	\$75,900	\$34,560	\$1,083	\$35,643
District (California Education Authority)	\$79,530	\$35,952		
State (California)	\$71,396	\$8,448		
School compared to District	-4.6%	-3.9%		
School compared to State	+6.3%	+309%		

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 13-14.xls from Lisa Chisholm  
 Source for State Teacher Salary Average: [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs)  
 Source for State Basic Expenditures per Pupil: [www.cde.ca.gov/ds/fd/ec](http://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/fg/fr/sa/](http://www.cde.ca.gov/fg/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

Mary B. Perry High School does not offer any advanced placement courses.

### Professional Development

The schoolyear calendar for Mary B. Perry 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.