

San Bernardino County Juvenile Detention and Assessment Center

2023–24 School Accountability Report Card Reported Using Data from the 2023–24 School Year California Department of Education

Address:	900 Gilbert St. San Bernardino, CA , 92415-0941	Principal:	Monica Hatcher, Principal
Phone:	(909) 387-7490	Grade Span:	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Monica Hatcher, Principal

Principal, San Bernardino County Juvenile Detention and Assessment Center

About Our School

Monica Hatcher

Contact

San Bernardino County Juvenile Detention and Assessment Center
900 Gilbert St.
San Bernardino, CA 92415-0941

Phone: [\(909\) 387-7490](tel:9093877490)

Email: monica.hatcher@sbcss.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	San Bernardino County Office of Education
Phone Number	(909) 386-2704
Superintendent	Alejandre, Ted
Email Address	ted.alejandre@sbcss.net
Website	www.sbcss.net

School Contact Information (School Year 2024–25)

School Name	San Bernardino County Juvenile Detention and Assessment Center
Street	900 Gilbert St.
City, State, Zip	San Bernardino, CA , 92415-0941
Phone Number	(909) 387-7490
Principal	Monica Hatcher, Principal
Email Address	monica.hatcher@sbcss.net
Website	http://www.sbcss.net
Grade Span	K-12
County-District-School (CDS) Code	36103633630431

School Description and Mission Statement (School Year 2024–25)

The mission of San Bernardino County Superintendent of Schools is to transform lives through education. Working in collaboration with school districts, other agencies, families and our community partners, we provide leadership, advocacy and services to ensure innovative, inspiring educational practices. This endeavor is essential to the quality of life and economic vitality of our communities.

The Juvenile Court School (JCS) program, operated by the San Bernardino County Superintendent of Schools, is designed for students who are under the direct supervision of the Juvenile Court system.

The following sites are part of the JCS program:

Burton Thrall School [Central Valley Juvenile Detention and Assessment Center detention units (CVJDAC)]
Burton Thrall School [A Restorative Integration to Successful Engagement, (ARISE)] located in Apple Valley, CA

CVJDAC/ARISE Detention Units:

During the 2023-2024 school year, there are presently 7 living units operating within the CVJDAC and 7 living units at the ARISE program. Each living unit is provided with a school program/classroom, which includes one teacher and a paraeducator per classroom. The average stay for students in this program is 16 days. The basic instructional day of 240 minutes is maintained for all students and most receive 300 minutes of instruction daily. The classrooms are staffed by a full time dual-credentialed teacher and one full time paraeducator. The teaching staff and probation staff work closely to monitor progress in academics, as well as behavior, and to plan appropriate educational experiences for students.

The integrated curriculum includes the following academic areas:

Reading and Language Development
Mathematics
Social Studies
Health and Physical Education
Visual and Performing Arts
Science
Subject.com(Credit Recovery)
Character Education
Consumer Education
CTE/ROP Horticulture
CTE/ROP Painting and Building Skills
Eligibility for AB216
AVID
Special Education
Food Handler's Card

Instruction is provided based upon San Bernardino County Superintendent of Schools' Alternative Education

course agreements. These agreements are aligned to state standards and are routinely reviewed and modified by the Alternative Education Curriculum Team. Teachers also have at their disposal various supplemental materials and tools to enhance the instructional program.

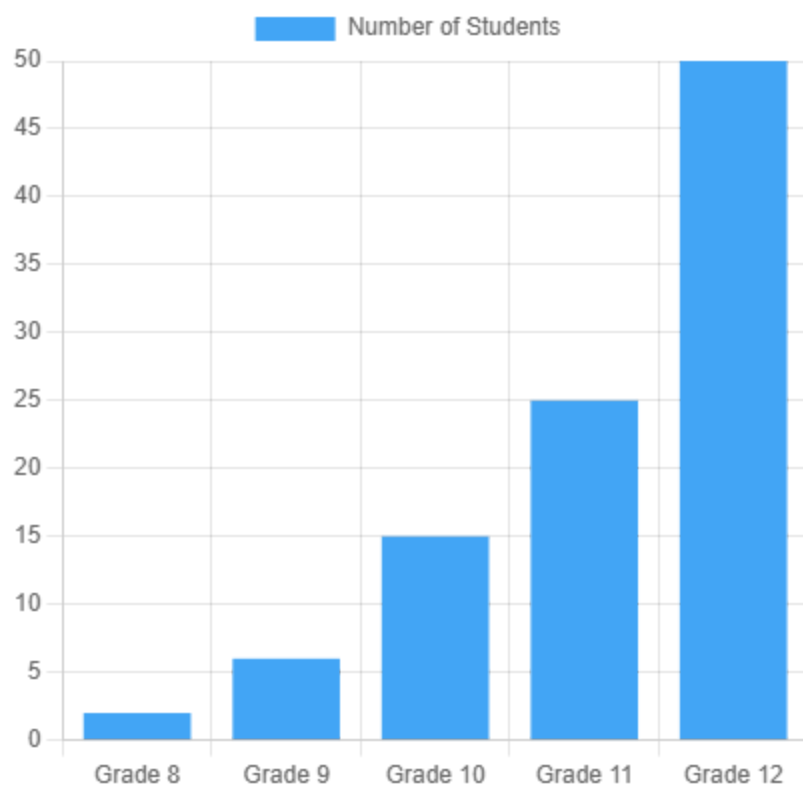
Immediately upon entry into the school program each student is assessed in math and reading using Renaissance Learning's STAR assessment. These proficiency assessments are used to determine the students' academic level and needs to effectively inform teacher instruction. In addition, an oral school history is obtained from the student including school progress, home language, special needs and discipline. School records, including transcripts, special education records and Section 504 of the Rehabilitation Act plans, are requested from the appropriate school districts. If there is no response to our requests within two days, school staff begin follow-up procedures. Test results and school records are used to establish an appropriate education program for each student. The school participates in the JDAC's integrated behavior support system. School discipline procedures follow the requirements of the California Education Code for suspension/expulsion including all safeguards and student due process rights.

The student experiences a highly structured Positive Behavior Intervention Support, (PBIS), system which guides the students toward developing effective adult/community survival skills and learning to accept responsibility and accountability for his personal behavior and decisions.

The Juvenile Court School program is accredited by the Western Association of Schools and Colleges (WASC).

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 8	2
Grade 9	6
Grade 10	15
Grade 11	25
Grade 12	50
Total Enrollment	98



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	6.10%
Male	93.90%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	0.00%
Black or African American	31.60%
Filipino	0.00%
Hispanic or Latino	58.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.10%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.20%
Foster Youth	14.30%
Homeless	3.10%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	32.70%

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00%	230.40	62.22%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.10	1.94%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	23.10	6.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.70	13.43%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	59.80	16.14%	18854.30	6.86%
Total Teaching Positions	6.00	100.00%	370.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00%	203.70	53.17%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	11.60	3.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	23.60	6.17%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	32.70	8.55%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	111.30	29.06%	15831.90	5.67%
Total Teaching Positions	6.00	100.00%	383.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	100.00%	221.60	59.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	15.60	4.20%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	58.60	15.74%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	28.40	7.62%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	48.20	12.95%	14303.80	5.15%
Total Teaching Positions	5.00	100.00%	372.60	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent	2022-23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Textbooks are adopted annually from the most recent State-approved or local governing board approved list, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home as appropriate to their IEP goals and objectives or course of study.

Year and month in which the data were collected: October 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas (Pearson) Grades 6-12: MyPerspectives, CA 2017 English Learners and Intervention: iLit Houghton Mifflin A Legacy of Literacy (K-5) Adopted in 2003 *Home district supplies curriculum for (K-5) students	0
Mathematics	Glencoe/McGraw-Hill Grades 6–8: California Mathematics: Concepts, Skills, and Problem Solving, CA 2008 Holt, Rinehart and Winston Grades 9-12: Geometry California Edition, CA 2008 Grades 9-12: Holt Algebra II California Edition, CA 2008 MacMillan/McGraw-Hill California Mathematics: Concepts, Skills and Problem Solving (K-5) Adopted in 2009 *Home district supplies curriculum for (K-6) students	0
Science	Savvas (Pearson) Grades 6-8 Interactive Science Realize Edition, CA 2011 Ecology and the Environment Cells and Heredity The Diversity of Life Human Body Systems Sound and Light Forces and Energy Savvas (Pearson) Grades 9-12 Introduction to Chemistry, CA 2017 Earth Science, CA 2017 Chemistry, CA 2017 Miller Levine Biology, CA 2017 McGraw-Hill: Science (K-6) Adopted in 2008 *Home district supplies curriculum for (K-6) students	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
History-Social Science	Savvas (Pearson) Grade 6: Ancient World History, CA 2019 Grade 7: Medieval Early Modern Times, CA 2019 Grade 8: American History Growth and Conflict, CA 2019 Grades 9–12: United States History: The Twentieth Century, CA 2019 Grades 9–12: World History: The Modern Era, CA 2019 Grades 12: Magruder’s American Government, CA 2019 Grades 12: Economics: Principals in Action, CA 2019 MacMillan/McGraw-Hill: California Vistas (K-6) Adopted in 2007 *Home district supplies curriculum for (K-6) students	0
Foreign Language		0
Health	AGS Life Skills Health Fitness for Life Human Kinetics	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Classrooms are maintained in a manner that assures that they are clean, safe and functional. The sites are free of gas leaks, and nonfunctional heating, ventilation, fire sprinklers or air conditioning systems. There are no known hazardous materials posing a threat to staff or students, and no structural damage creating a hazardous or uninhabitable condition. Custodial services are offered through the probation department at all sites. The SB County Probation ensures that the Juvenile Detention Assessment Center (JDAC) facilities are in proper working condition.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	0%	0%	27%	27%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	12%	13%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	50	94.34%	5.66%	0.00%
Female	--	--	--	--	--
Male	45	42	93.33%	6.67%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	19	19	100.00%	0.00%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	29	26	89.66%	10.34%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	39	37	94.87%	5.13%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	51	96.23%	3.77%	0.00%
Female	--	--	--	--	--
Male	45	43	95.56%	4.44%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	18	18	100.00%	0.00%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	30	28	93.33%	6.67%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	39	38	97.44%	2.56%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	1.02%	0.98%	1.51%	1.53%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	102	93.58%	6.42%	0.98%
Female	15	12	80.00%	20.00%	0.00%
Male	94	90	95.74%	4.26%	1.11%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	35	31	88.57%	11.43%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	64	62	96.88%	3.12%	1.61%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	74	93.67%	6.33%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	44	93.62%	6.38%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Employment Preparation Program

All students are assessed to obtain their academic levels and career interests. These results are used to set their education and career goals for the program. Students participate in career guidance, character education and job seeking skills workshops. Regional Occupational Programs, affiliation agreements with private industry, and the San Bernardino Valley College Tech Center are utilized by students to gain specific job skills based on their established goals.

Career/Employment Preparation & Placement

Strong emphasis is placed on job preparation through a School/Probation Career Assessment Program. As part of a cooperative program the school and the probation department work together:

- Every student that enters the court school program is assessed for career/vocational interest by utilizing the “Dreamcatcher” software program.

Regional Occupational Program (ROP) – Horticulture & Landscaping

The ROP Horticulture program provides vocational training and support services that augment, supplement, and expand upon the existing school curriculum. The program provides instruction for entry-level employment, advanced training, and upgrading of skills. The program is limited to those occupational areas where employment opportunities exist and where there is sufficient student interest and need. The curriculum provides instruction in landscape management, design, installation, and maintenance; groundskeeper (care and operation of equipment); turf management; and nursery practices.

The ROP Program goals are:

- to supply students with the knowledge and skills required for entry into the various occupations within the field of horticulture;
- to prepare students to look for jobs in the occupational areas of landscaping and maintenance, turf management, nursery practices, and grounds keeping;
- to assist students in understanding plant life and its relationship to the total environment.
- to assist students in performing in leadership roles and in developing an understanding of themselves;
- to develop the social skills necessary for successful job performance.

Daily classes are offered to detention students at the CVJDAC. Students receive employment preparation and practical experience in the field of both residential and commercial painting.

Food Handler’s License Course

Food Handler’s License courses are offered to students. The students have the opportunity to earn a food handler’s license. San Bernardino County requires all restaurant workers who handle food, to possess a food handler’s license.

Career Technical Education (CTE) Participation (School Year 2023–24)

Students are enrolled in the program an average of 50 days and therefore are not enrolled long enough to complete a CTE program while in the school.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	36
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	24%	24%	24%	24%	24%
9	10.4%	10.4%	10.4%	10.4%	10.4%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

The Juvenile Court School program prides itself on its desire to garner parent participation. Although this is a detention center and placement facility, parents have the ability to participate in School Site Council meetings (SSC), Student Study Teams (SST), Multi-Disciplinary Study Teams (MDST), Back to School Nights and Open Houses. Due to the high transient nature of the program's population, it is extremely challenging to engage parents and guardians to participate in their student's education. However, BTJCS attempts to involve parents in several ways. Every spring, BTJCS hosts a school event. Parents/guardians, as well as all support staff such as social workers, probation officers etc. are invited to this event. It is held within the institution and everyone who works inside the facility with the youth are invited. Parents/guardians are also invited to LCAP and SSC meetings. An Aeries email is sent out followed with phone calls. A School-Parent compact is also available. Parents also participate in parent engagement surveys and LCAP educational partner meetings.

State Priority: Pupil Engagement

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

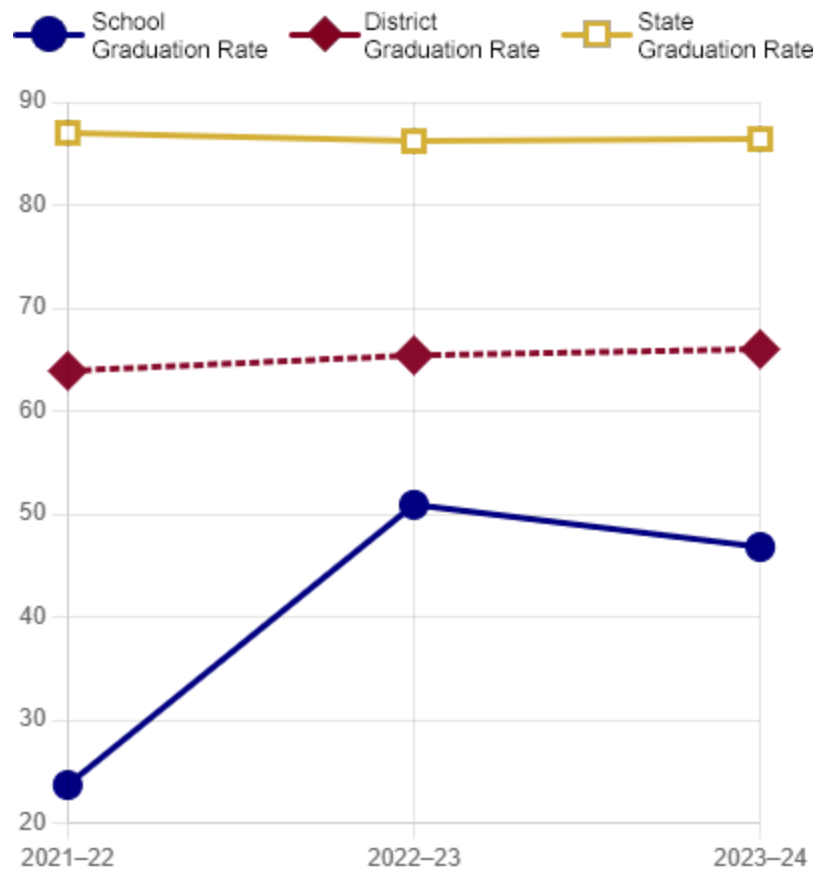
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

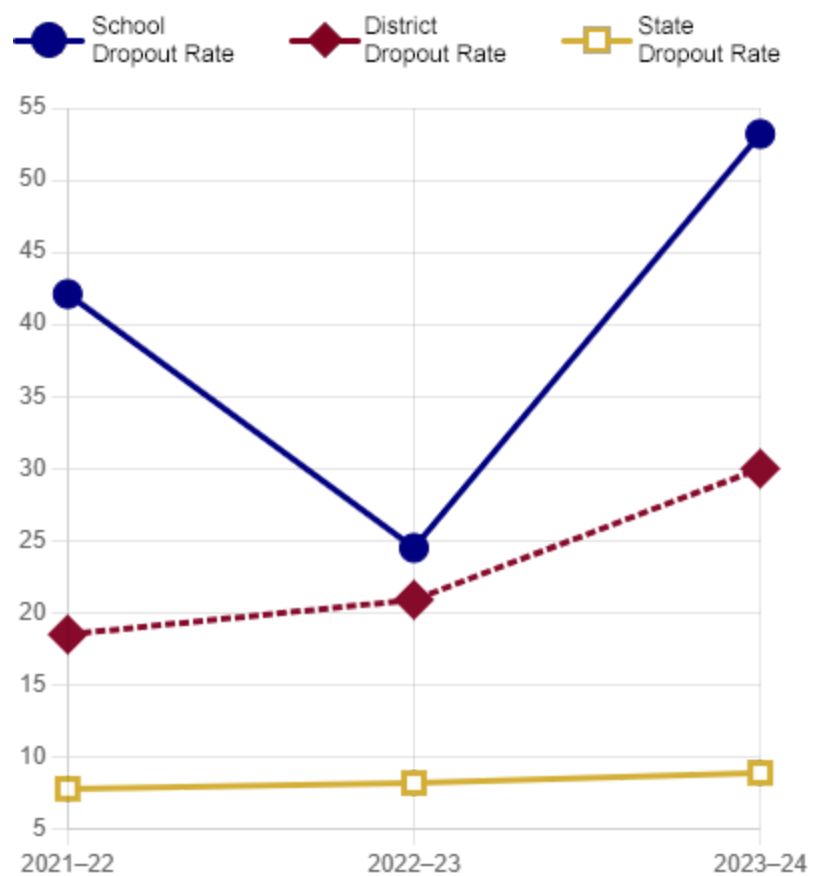
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	23.7%	50.9%	46.8%	63.9%	65.4%	66.0%	87.0%	86.2%	86.4%
Dropout Rate	42.1%	24.5%	53.2%	18.5%	20.9%	30.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	22	46.8%
Female	--	--	--
Male	41	21	51.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	15	4	26.7%
Filipino	0	0	0.00%
Hispanic or Latino	26	17	65.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	18	4	22.2%
Homeless	--	--	--
Socioeconomically Disadvantaged	47	22	46.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	22	7	31.8%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	820	227	20	8.8%
Female	125	29	5	17.2%
Male	693	197	15	7.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	236	76	8	10.5%
Filipino	--	--	--	--
Hispanic or Latino	483	127	7	5.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	16	4	25.0%
English Learners	106	29	1	3.4%
Foster Youth	104	55	7	12.7%
Homeless	26	11	0	0.0%
Socioeconomically Disadvantaged	820	227	20	8.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	192	85	13	15.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	6.41%	7.45%	3.78%	3.83%	6.62%	5.72%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.12%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.78%	0%
Female	5.6%	0%
Male	3.46%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	8.05%	0%
Filipino	0%	0%
Hispanic or Latino	2.28%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	1.89%	0%
Foster Youth	7.69%	0%
Homeless	11.54%	0%
Socioeconomically Disadvantaged	3.78%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	6.77%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The school is located in a secure facility operated by the San Bernardino County Probation Department (Probation). Probation staff conduct regular emergency drills related to fire, earthquake, active shooter, and other emergency situations, and maintain all safety protocols within the institution. All staff use the Handi-Talki communication system to ensure a safe and dependable method of communication in the event of an unforeseen emergency, as well as to facilitate daily movement of students to and from classroom settings.

The School Safety Plan was last reviewed, updated, and discussed with the school staff and probation during the February 2024 Safety Committee meeting.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

All San Bernardino County Juvenile Detention and Assessment Center classes are self-contained, multi-grade, multiple subject, classes. Classes are not departmentalized by subject.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

All San Bernardino County Juvenile Detention and Assessment Center classes are self-contained, multi-grade, multiple subject, classes. Classes are not departmentalized by subject.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

All San Bernardino County Juvenile Detention and Assessment Center classes are self-contained, multi-grade, multiple subject, classes. Classes are not departmentalized by subject.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

All classes within the school are self-contained classrooms where a teacher provides instruction in all subjects, including core content areas, English/Language Arts, Math, Science, and Social Science. Classes are not course specific and therefore an average class size by subject is not available.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

All classes within the school are self-contained classrooms where a teacher provides instruction in all subjects, including core content areas, English/Language Arts, Math, Science, and Social Science. Classes are not course specific and therefore an average class size by subject is not available.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

All classes within the school are self-contained classrooms where a teacher provides instruction in all subjects, including core content areas, English/Language Arts, Math, Science, and Social Science. Classes are not course specific and therefore an average class size by subject is not available.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	98

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

Title I Parts A and D, and other categorical funding are utilized according to the school plan and under the direction of the JCS School Site Council. Textbook funds are spent centrally based on state approved texts and materials. These are distributed to all teachers. Teacher training funds are used to help all teachers stay current with educational assessments and instructional practices. JCS Students also have supplemental tutoring services available to them to meet their individualized educational needs. Chromebooks have also been provide for each student attending JCS.

All special education students have access to services provided under the Workability program. These services can range from real world employment opportunities, through career education programs, to basic occupational assessment. Depth of service is dependent upon length of stay in the program.

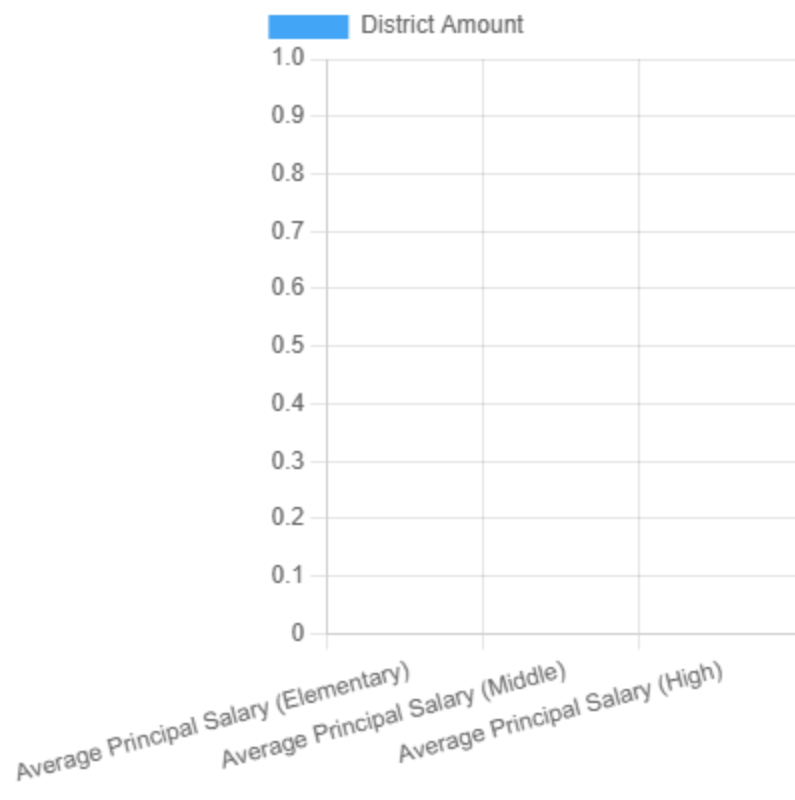
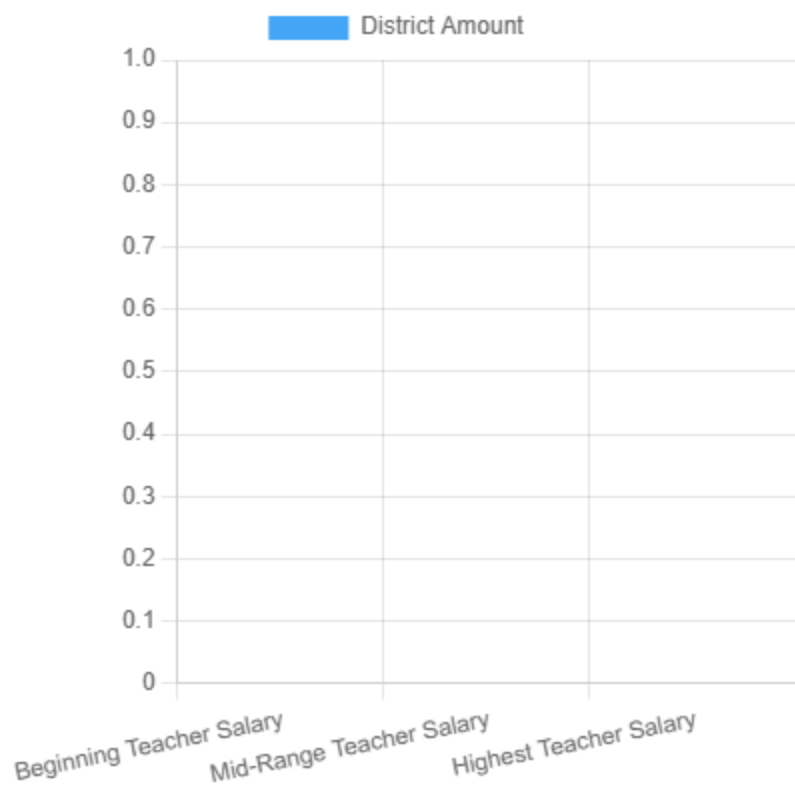
Juvenile Court School Library:

The Juvenile Court Schools and the San Bernardino County Probation Department cooperatively maintain and utilize an on-site library from which students may self-select appropriate reading materials, which may be brought back to the living unit as well as to be used in classroom activities. All students have access to the library material. Classrooms at JCS also offer libraries where students can self-select reading materials. Materials are also available to assist teachers in supplementing classroom instruction.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

During the 2023-2024 school year teachers and para-educators were provided professional development on a regular basis on topics that included, but were not limited to social emotional learning, Canvas utilization, Zoom virtual platform, STAR testing, English Language Learner supports, and continuous improvement, to name a few. All staff also had opportunities to participate in site-based staff development during after-school and full-day workshops, individual coaching opportunities, and outside conferences as available. In addition to the regularly scheduled training courses, staff participated in 1 full day staff development in the fall.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	1	0	1