

Sacramento County Office of Education

El Centro Jr./Sr. High

Grades 5-to-12
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School Accountability Report Card

Data from the 2010-11 School Year Published During 2011-12

The School Accountability Report Card (SARC) contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Website at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, please contact the school principal or the Sacramento County Office of Education (SCOE).



Principal's Message

El Centro Jr./Sr. High School, operated by the Sacramento County Office of Education, is pleased to offer an outstanding program at the Sacramento County Youth Detention Facility. Our students receive instruction and curriculum aligned to the California State Standards which is delivered by a veteran staff of credentialed teachers. Of particular focus is our intervention program in reading and math. School is year-round at El Centro.

Educating incarcerated youth is our profession and our passion at El Centro Jr./Sr. High School. Although this is a difficult time in the life of the student and their families, it is important to know that these students receive the same quality education that they receive in their districts of residence. Additionally, we provide a variety of programs to engage students in special projects and other experiences to enhance their social and emotional development and personal interests.

It is a pleasure and a privilege to serve as principal at El Centro Jr./Sr. High School.

School Description and Mission

El Centro Jr./Sr. High School, located at the Sacramento County Youth Detention Facility, provides safe and secure detention of youth. The Probation Department staff supervises youth programs in an environment that encourages pro-social behavior through behavior modification, education, recreation, and counseling. A mental health team provides crisis intervention. Medical care is provided in the 24-hour medical clinic.

The Sacramento County Office of Education is a customer-driven educational leader and agent for change in the county, region, and state. We support the preparation of students for a changing global society through a continuously improving system of partnerships and coordinated services for our students.

Parental Involvement

While few parental involvement opportunities exist in a court school setting, parents are invited to take an active role in encouraging their children to fully participate and maximize their educational experiences. We are regularly in communication with parents and family regarding issues with their children. We welcome parental inquiry and input, and look forward to these opportunities as they present themselves.

Sacramento Office of Education County

David W. Gordon
Sacramento County
Superintendent of Schools

Philip Moore
Principal

SCOE Mission

The Sacramento County Office of Education is a customer-driven educational leader and agent for change in the county, region, and state. We support the preparation of students for a changing and global society, through a continuously improving system of partnerships and coordinated services.

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About SCOE

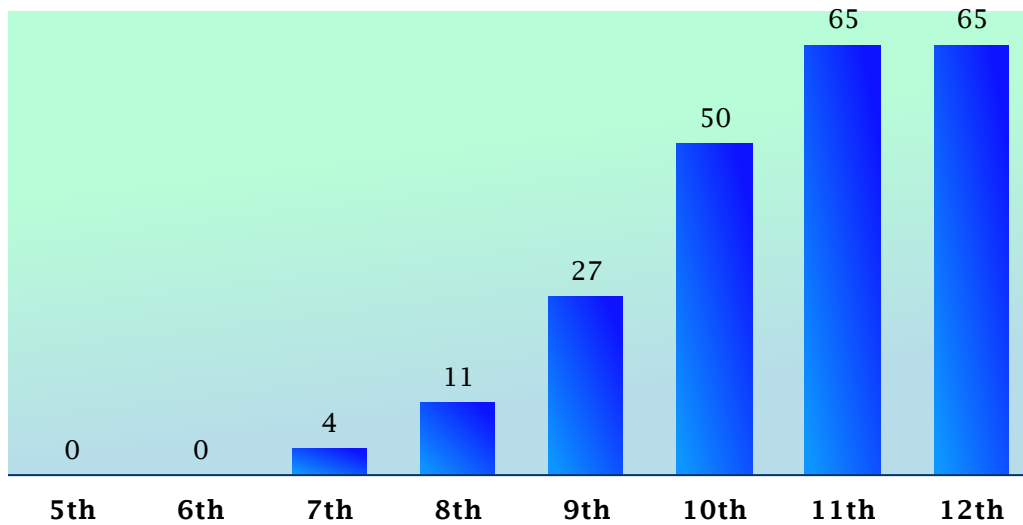
SCOE plays a leadership role in the delivery of quality education to the students in Sacramento County. SCOE directly educates more than 30,000 children and adults, and provides support services to over 235,000 students in 13 school districts.

Enrollment and Demographics

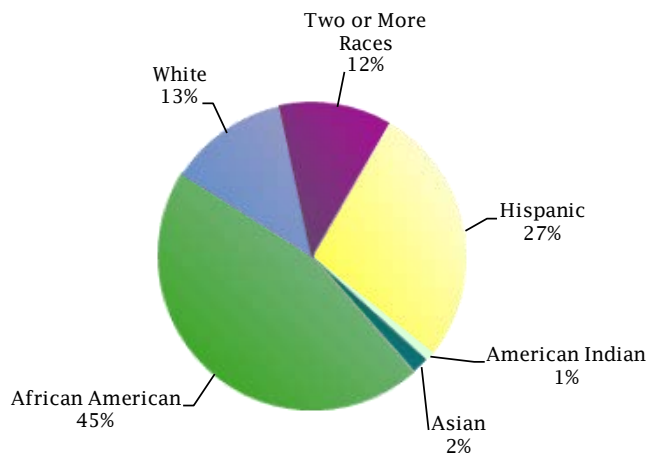
The total enrollment at this school was 222 students on October 6, 2010.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

Numbers of Students by Grade Level – October 6, 2010



Percentages of Students by Ethnicity – October 6, 2010



Enrollment in Special Programs

Number of English Learners – March 1, 2011

There were 23 English learners enrolled in this school as of March 1, 2011.

Data Source: California Language Census (R30-LC).

Number of Socio-Economically Disadvantaged Students – October 6, 2010

There were 222 socioeconomically disadvantaged students enrolled in this school on October 6, 2010 who were eligible for the Free or Reduced Price Meal Program.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

Number of Students with Disabilities – October 6, 2010

There were 74 students enrolled in this school on October 6, 2010 who were eligible for and received special education services.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

“We believe every student has the potential and capacity to improve their lives and we are here to help and guide them toward meeting their greatest potential, and assist them in setting and accomplishing their personal goals.”

~ Philip Moore, Principal

Additional Information

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the local education agency, the county, and the state (see <http://data1.cde.ca.gov/dataquest>). Note that information on this SARC will not match information reported on DataQuest in cases where different data sources or calculation methods are used.

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library).

Average Class Size and Class Size Distribution

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

Subject	2007-08			2008-09			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.3	20	2	0	14.7	19	4	0	12.9	11	0	0
Mathematics	16.9	17	1	0	17.4	14	6	0	12.9	10	0	0
Science	15.8	9	1	0	21.6	3	5	0	11.6	11	0	0
Social Science	13.6	26	4	0	19.8	12	9	0	10.1	13	0	0

Data Source: California Basic Educational Data System (CBEDS).

Note: Data for the 2009-10 academic year were reported through the California Longitudinal Pupil Achievement Data System (CALPADS). Due to a CALPADS systems failure, these data are not available.

School Climate

School Safety Plan

Safety and security are high priorities at El Centro Jr./Sr. High School. Safety plans are a joint effort between the County Office of Education and the County Probation Department. School staff receives necessary training to address any safety issues. Emergency preparedness manuals were developed with staff input and are accessible at all sites. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. El Centro Jr./Sr. High School has the support and services of on-site Probation staff, which ensures a safe learning environment for all students and staff. Safety committee recommendations are updated on a yearly basis.

Suspensions and Expulsions

Meaningful suspension and expulsion rates cannot be calculated for court and community schools operated by county offices of education because of constraints in interpreting these calculations with highly mobile student populations.

School Facilities

School Facility Conditions and Improvements

El Centro Jr./Sr. High School is located within the Sacramento County Youth Detention Facility. Maintenance and operation of the facility is conducted by the Sacramento County Probation Department under the auspices of the County Board of Supervisors. The Sacramento County Juvenile Hall Facility recently completed a multi-million dollar addition and renovation program that resulted in all classrooms being replaced in 2010. The classroom facilities meet safety standards of the Asbestos Hazard Emergency Response Act and the Field Act.

School Facility Good Repair Status

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

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

“It is extremely rewarding and gratifying to have the opportunity to work on this most important mission: serving our children.”

~ David W. Gordon,
Sacramento County
Superintendent of Schools



“My strategy in teaching is to create an environment of mutual respect and trust with my students. The LINKS program at SCOE has afforded me the opportunity to bring my passion, creativity, and energy to truly help at-risk youth.”

~ Barbara Modlin,
SCOE Teacher of the Year 2011

Teachers

Teacher Credentials

This table shows the number of teachers assigned to SCOE court/community schools with and without a full credential and those teaching outside their subject area of competence.

Teacher Credentials	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	17	17	18	36
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Data Source: California Basic Educational Data System (CBEDS).

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the course at the beginning of the year or semester).

Teacher Misassignments and Vacant Teacher Positions	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Data Source: Sacramento County Office of Education Personnel Department.

Core Academic Classes taught by Highly Qualified Teachers

This table displays the percentage of classes in core academic subjects taught by Highly Qualified teachers at the school, at all county-operated schools, and at all county-operated high-poverty and low-poverty schools for the 2010-11 academic year. More information on Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB) teacher qualifications can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.31%	15.69%
All SCOE-Operated Schools	77.91%	22.09%
All SCOE -Operated High-Poverty Schools	77.91%	22.09%
All SCOE -Operated Low-Poverty Schools	♦	♦

Data Source: California Department of Education Consolidated Application.

♦ SCOE has no low-poverty schools.

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25% or less in the free and reduced price meals program.

School Finances

Expenditures Per Pupil

County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

Teacher Salaries

Teacher salaries vary depending upon the number of contracted days worked. The average teacher salary in 2010-11 for SCOE-operated court and community schools was \$88,355.

Data Source: Sacramento County Office of Education Business Services Department.

Academic Counselors and Support Staff

The school had one full-time academic counselor monitoring students' social, emotional, and academic growth and seven FTE Para-Educators in 2010-11.

Curriculum and Instructional Materials

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Instructional material sufficiency was established by a resolution adopted by the SCOE Board at a meeting held on 8/16/11. Textbooks and instructional materials used at the school are from the most recent adoptions.

Types of Services Funded

The Special Education Department of the Sacramento County Office of Education offers special education services to students who attend the SCOE court schools. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending El Centro Jr./Sr. High School in the Youth Detention Facility of the B.T. Collins Juvenile Center receive special education services in a Special Day Class (for students that require a full day of special education services), or through the Resource Specialist Program (for students that require less intensive special education services), both staffed by credentialed special education teachers and special education technicians.

Student Performance

STAR Test Results for All Students - Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced levels.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	5	3	5	16	15	22	50	52	54
Mathematics	9	11	11	20	21	27	46	48	50
Science	9	4	0	9	7	8	50	54	57
History-Social Science	4	0	2	1	1	4	41	44	48

Data Source: CDE Statewide Assessment Division.

STAR Test Results by Student Group - 2010-11

This table displays the percentage of students, achieving at the Proficient or Advanced levels for all student groups.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	2	♦	0	0
Hispanic or Latino	3	♦	0	0
White (not Hispanic)	15	♦	♦	♦
Male	4	10	0	2
Female	10	♦	♦	♦
Economically Disadvantaged	5	11	0	2
Students with Disabilities	3	0	0	8

Data Source: CDE Statewide Assessment Division.

CAHSEE Results for Grade 10 Students - Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced levels.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	10	16	10	10	13	9	52	54	59
Mathematics	18	9	22	9	9	14	53	54	56

Data Source: CDE Statewide Assessment Division.

CAHSEE Grade 10 Results by Student Group - 2010-11

This table displays the percentage of students, by group, at the Proficient or Advanced levels in English language-arts and mathematics in 2010-11.

Group	Percent of Students Scoring at Proficient or Advanced	
	English	Mathematics
African American	0	7
Hispanic or Latino	5	20
White (not Hispanic)	♦	♦
Male	7	21
Female	18	0
Economically Disadvantaged	10	23
Students with Disabilities	12	7

Data Source: CDE Statewide Assessment Division.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Each of these tests shows how well students in grades 2 through 11 are doing in relation to the state content standards. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards. Additional information about the STAR Program can be found on the CDE Testing Website at www.cde.ca.gov/ta/tg.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. Additional information about the CAHSEE can be found on the CDE Website at www.cde.ca.gov/ta/tg.

♦ State test results are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy and to protect student privacy.

Accountability

Local Accountability

This table displays performance results for long-term students at this school.

Indicator	2009-10	2010-11
Long-Term Student Count Number of students enrolled at this school for 90 or more days	112	130
Attendance Rate Total days of attendance divided by total apportionment days	* 86.3 %	* 88.4 %
Mathematics Achievement -Measures of Academic Progress <ul style="list-style-type: none"> Number of students with complete pre- and post-test results Percentage of tested students meeting growth targets 	49 55.1 %	107 47.7 %
Reading Achievement -Measures of Academic Progress <ul style="list-style-type: none"> Number of students with complete pre- and post-test results Percentage of tested students meeting growth targets 	48 52.1 %	105 56.2 %

Data Source: Sacramento County Office of Education Student Information Systems and Reporting.

* Though this is an incarcerated facility, attendance rates are below 100% due to absences, i.e., court appearance, illness, room confinement, etc.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and local education agencies strive to meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on state assessments in English-language arts and mathematics:
- Percent proficient on state assessments in English-language arts and mathematics:
- API as an additional indicator; and
- Graduation rate (for secondary schools).

Additional information about AYP can be found on the CDE Accountability Website at www.cde.ca.gov/ta/ac.

AYP Overall and by Criteria – School Year 2010-11

This table indicates whether the school and the local education agency (LEA) made AYP overall and whether the school and the LEA met each of the AYP criteria.

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

Data Source: CDE Academic Accountability and Awards Division.

* Schools with less than 50 valid test scores are exempt from the API requirement.

Federal Intervention Program – School Year 2010-11

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-07	2007-08
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percentage of Schools Currently in Program Improvement	N/A	50.0

Data Source: CDE Academic Accountability and Awards Division.

SCOE's Local Accountability Model

The Sacramento County Office of Education operates in accordance with the Public Schools Accountability Act (PSAA) which authorizes the creation of a statewide educational accountability system for California public schools. In addition, SCOE has implemented local accountability measures that are uniquely adapted for alternative school settings serving high-risk student populations (e.g., behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or reclaimed dropouts who are not reaching grade level standards).

SCOE's local accountability measures include indicators of participation and academic performance.

The participation indicator is measured through the use of attendance data. Schools are expected to make progress toward an attendance rate target of 85%.

The academic achievement indicators are measured with the NWEA Measures of Academic Progress (MAP) Tests in Reading and Mathematics. It is expected that 90% of long-term students will complete an initial pretest upon enrollment and a followup test 90 days later. Growth targets have been established in which 70% of students are expected to meet or exceed expected growth in reading and mathematics after 90 days of instruction. Expected growth represents the average growth nationwide for students in the same grade who started with the same NWEA MAP test score.

School Completion and Postsecondary Preparation

Four-Year Graduation Rate and Dropout Rate

Meaningful dropout rates and four-year graduation rates cannot be calculated for court and community schools operated by county offices of education because of constraints in interpreting these calculations with highly mobile student populations.

One-Year Graduation Rate for Grade 12 Students – Class of 2011

This table displays, by student group, the one-year graduation rate for grade 12 students which is calculated by taking the number of students who met all state and local graduation requirements to earn a high school diploma in 2010-11, including having passed both portions of the CAHSEE or receiving a local waiver or state exemption, and dividing it by the number of students who began the school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment.

Group	School		All SCOE Court & Community Schools	
	Grade 12 Enrollment	Graduation Rate	Grade 12 Enrollment	Graduation Rate
All Students	65	9.2%	174	18.4%
African American	33	15.2%	86	17.4%
Hispanic or Latino	18	5.6%	48	27.1%
White (not Hispanic)	5	0.0%	16	18.8%
Other/Two or more races	8	0.0%	19	5.3%
English Learners	4	0.0%	15	26.7%
Socioeconomically Disadvantaged	65	9.2%	150	17.3%
Students with Disabilities	21	4.8%	44	11.4%

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

Career Technical Education

This school did not offer any CTE classes during the 2010-11 school year. However, two transition specialists were hired for the 2011-12 school year to provide students with services and information about their post-incarceration plans, including continuing academic education after returning to their home district, career and technical options, and support transitioning back into their community.

Courses for University of California and/or California State University Admission

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

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	100%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Data Source: California Basic Educational Data System (CBEDS).

General Education Development

Participation in the General Educational Development (GED) Testing Program for SCOE Court and Community School students remained fairly stable in 2010-11. The total number of candidates tested was 194 in 2009-10 and 189 in 2010-11. The percentage of candidates who passed the GED after completing all five test sections was 69.9% in 2010-11.

The table below summarizes the results achieved by students who took the GED at El Centro Jr./Sr. High School during 2010-11.

Total Test Sections Administered	555
Total Candidates	141
Total Completers	76
Total Passers	58
% Completing all Sections	53.9%
% of Completers Who Passed GED	76.3%

Professional Development

SCOE instructional staff participate in two district-wide professional development training days annually, which are used to help teachers increase student achievement in reading and mathematics, as well as develop methods to help at-risk youth become re-engage in school. Site based collaboration meetings occur weekly with the focus on increasing and fine tuning data driven instruction to meet needs of the students served. Teachers are supported through a variety of opportunities including: workshops, conferences, and group/individual coaching. ELA instructional coaching is provided for all teachers focused on the newly adopted EDGE intervention curriculum.