

Central Juvenile Hall
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 1605 Eastlake Ave.
Los Angeles, CA , 90033

Principal: Dr. Michael Massa, Principal

Phone: (323) 225-4362

Grade Span: 6-12

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, 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 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.

About This School

Dr. Michael Massa, Principal

Principal, Central Juvenile Hall

About Our School

Dear Students, Staff and Parents:

Our commitment at Central Juvenile Hall School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty- first century.

High standards and expectations for each student in regard to academic performance, participation, and responsible citizenship are the foundation of our school. It is with pride that we hold these high standards and ask each of our students to commit to them. It is the contribution of our students to our school community that makes Central Juvenile Hall School an exceptional learning community. Full participation in academic programs and a willingness to act responsibly as an individual within our educational environment are the factors that enable all to have a successful and enjoyable learning environment.

Contact

Central Juvenile Hall
1605 Eastlake Ave.
Los Angeles, CA 90033

Phone: (323) 225-4362

Email: massa_michael@lacoedu

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2021—2022)

School Name	Central Juvenile Hall
Street	1605 Eastlake Ave.
City, State, Zip	Los Angeles, CA , 90033
Phone Number	(323) 225-4362
Principal	Dr. Michael Massa, Principal
Email Address	massa_michael@lacoedu
Website	
County-District-School (CDS) Code	19101990121897

Last updated: 1/10/22

School Description and Mission Statement (School Year 2021—2022)

Vision: Central Juvenile Hall School strives to provide a nurturing environment where students are challenged to discover their full potential through education.

Mission: Central Juvenile Hall School empowers at-risk youth to become responsible and productive scholars through the use of multi-tiered systems of supports. We focus on social emotional learning as well as holistic approach to nurture the whole child. We work with students towards transformation so they can be lifelong learners by building students' resilience by teaching them through historically responsive literacy.

Central Juvenile Hall High School's Community Profile

Central Juvenile Hall - High School is located in East Los Angeles, California and is comprised predominantly of students of low socioeconomic status. Central Juvenile Hall is a Probation Facility and houses two types of students. The majority are those that have been accused of committing criminal offenses and are awaiting adjudication. There is also a small number who have not been accused of a crime (e.g., any person under the age of 18, who persistently or habitually refuses to obey the reasonable and proper orders or directions of his/her parents/ guardian or who is beyond the control of that person or who is under the age of 18 when he/she violated any standing curfew).

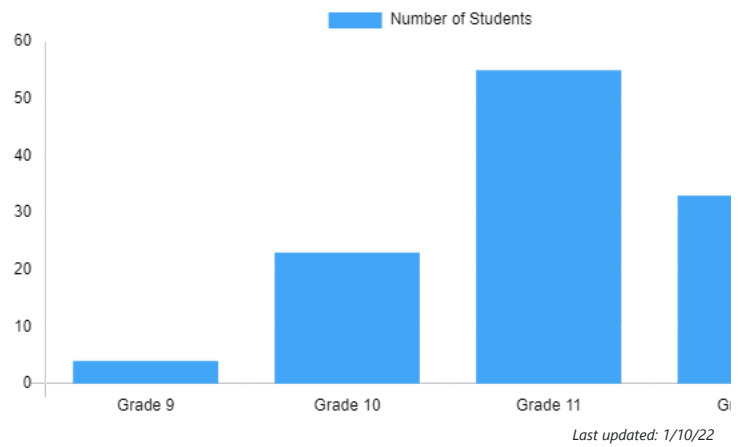
The ages of students at the facility can range from 11yrs. to 19yrs. Students can remain as, short- term, one day, or long term - several months, with an average stay of 22 days with a high degree of recidivism. The vast majority of students are lacking consistent, continuous, or in some circumstances very minimal formal schooling; many students are missing key foundational academic skills. Some exacerbating factors encountered at the facility are the high degree of gang affiliation, years of drug and alcohol abuse and emotional and family instability. Moreover, many of Central Juvenile Hall School's students have been identified as having severe behavioral maladjustments (psychological conditions e.g. ADD, ADHD, and Bipolar disorders) and are housed in the ESU (Enhanced Supervision Unit). CJH also serves EL (English Learners) and students that receive Special Education services.

The School is operated by the Los Angeles County Office of Education's (LACOE's), Division of Student Programs (DSP). On average, close to 300 students are enrolled at Central Juvenile Hall School. Agencies such as Los Angeles County Probation, Juvenile Health Services, Department of Mental Health, and the Chaplains' Offices are located on site. These independent agencies collaborate to serve the academic and behavioral needs of all students.

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	4
Grade 10	23
Grade 11	55
Grade 12	33
Total Enrollment	115



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	15.10%
Male	84.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.60%
Black or African American	38.90%
Filipino	0.00%
Hispanic or Latino	56.30%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	0.00%
White	2.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.70%
Foster Youth	23.00%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	51.00%

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—2021)

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)	3.3	18.6	314.1	59.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	13.1	2.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	42.5	8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.8	81.3	139	26.3	12115.8	4.4
Unknown	0	0.1	20.2	3.8	18854.3	6.9
Total Teaching Positions	18.2	100	529	100	274759.1	100

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	14.8
Total Out-of-Field Teachers	14.8

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

Last updated:

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 2021—2022)

Year and month in which the data were collected: July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware	Yes	0%
Mathematics	Odysseyware	Yes	0%
Science	Odysseyware	Yes	0%
History-Social Science	Odysseyware	Yes	0%
Foreign Language	Odysseyware	Yes	0%
Health	Odysseyware	Yes	0%
Visual and Performing Arts	Odysseyware	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111 or at <https://www.lacoe.edu/Superintendent/Williams-Settlement-Legislation/Facility-Inspection>. The most recent inspection rated the overall facility as "Good" with a rating of 94.7%.

Last updated: 1/31/22

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: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Shelves not secured to wall; Ceilings have damage from cracks, tears, holes, or water damage; Ceiling tiles are stained; Laminate, plaster or paint is damaged;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Interior Graffiti
Electrical: Electrical	Fair	Lighting fixture or bulbs are not working or missing; Damaged data box along cabinet toe kick
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Students restrooms not compliant (H/C stall, toilet, sink, grab bars, fixtures, 60" dia., etc.) CBC 1115B
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: August 2021

Overall Rating	Good
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Last updated: 1/25/22

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

The Parent Education and Consultation Program (PECP) offers all LACOE families abundant learning opportunities designed to assist them as they support their students' academic achievement. Each year, Parent Liaisons from each Principal Administrative Unit (PAU) hosts two workshops a month for the families within their PAU. This happens at Central Juvenile Hall School twice a month, and the probation department supports the school in this effort. The topics include college attendance requirements, improving communication in the family, college, career and technical education possibilities for students, literacy nights, parenting classes, and many more. The classes are free of charge to all parents. They take place at different locations throughout the county, including school sites, local libraries and the LACOE office in Downey. They are conducted at different times of the day to accommodate for parents' schedules and in the language preferred by the parents. Central Juvenile Hall School also invites parents to attend RTSA exhibition/open house three times during the school year, and this provides parents the opportunity to come to the classroom and their children explain to them what they have been learning and parents also get to see the class projects completed or worked on by their children. This, we find to be a very positive experience for our parents as indicated on the feedback we receive from parents.

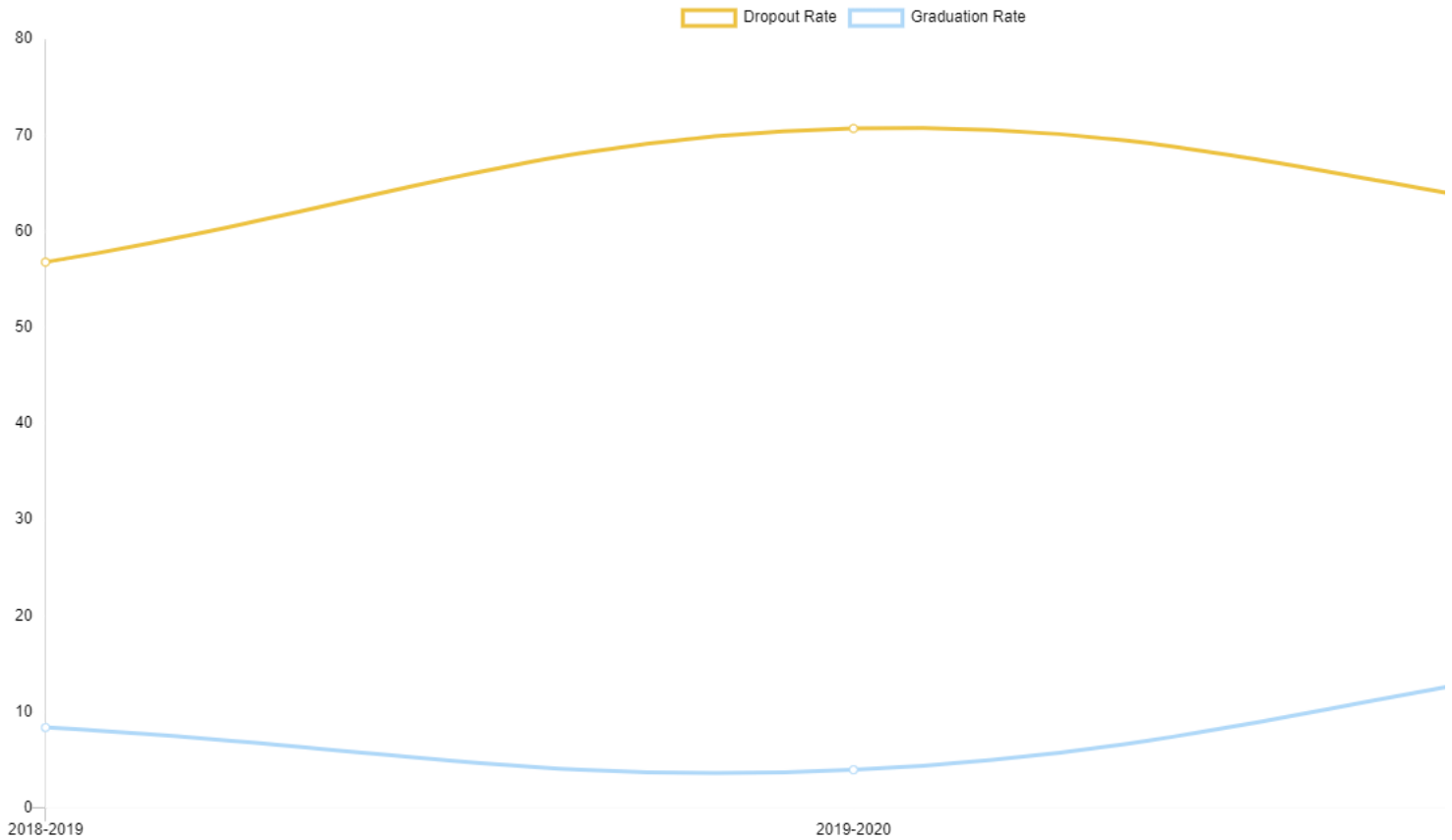
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	56.80%	70.70%	60.70%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	8.40%	4.00%	16.40%	--	--	88.90%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	61	--	16.4
Female	11	--	18.2
Male	50	--	16.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	16.0
Asian	0	0	0.00
Black or African American	16	--	12.5
Filipino	0	0	0
Hispanic or Latino	40	--	20.0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0.00
White	0	0	0
English Learners	15	--	--
Foster Youth	33	--	18.2
Homeless	15	--	--
Socioeconomically Disadvantaged	61	--	16.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	27	--	--

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>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1037	324	159	49.1
Female	194	55	26	47.3
Male	843	269	133	49.4
American Indian or Alaska Native	--	--	--	49.4
Asian	--	0	0	0.0
Black or African American	370	112	65	58.0
Filipino	--	--	0	0.0
Hispanic or Latino	592	192	82	42.7
Native Hawaiian or Pacific Islander	--	--	0	0.0
Two or More Races	13	--	--	--
White	32	--	--	50.0
English Learners	181	64	18	28.1
Foster Youth	432	155	78	50.3
Homeless	41	13	--	--
Socioeconomically Disadvantaged	1037	324	159	49.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	394	148	88	59.5

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	22.46%	1.35%	11.54%	1.87%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	14.11%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/10/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0
Female	0	0
Male	1.66	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.43	0
Filipino	0	0
Hispanic or Latino	0.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.55	0
Foster Youth	1.85	0
Homeless	2.44	0
Socioeconomically Disadvantaged	1.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.78	0

Last updated:

School Safety Plan (School Year 2021-2022)

Central Juvenile Hall School maintains a safety plan and a safety committee. A meeting was held on 1/14/2022 to discuss the safety plan and share it with the school's School Site Council (SSC) members who were in attendance. The SSC approved the safety plan at that meeting. The school also collaborates with the probation department on safety matters and as such the school also attends probation department's safety committee meeting conducted by probation to ensure that all agencies at the facility are working together on safety matters. Also, drills such as fire drills, earthquake drills, etc. are conducted in collaboration with the probation department during the school year.

Last updated: 1/31/22

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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	143		
Math	4.00	34		
Science	3.00	48		
Social Science	2.00	92		

* 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 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	3.00	171		
Math	3.00	64		
Science	4.00	58		
Social Science	2.00	116		

* 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 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	188		
Math	2.00	68		
Science	2.00	57		
Social Science	2.00	88		

Last updated: 1/10/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	70.0

Last updated: 12/31/99

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	6.00

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$31121.00	\$7806.00	\$23315.00	\$105693.00
District	N/A	N/A	\$19679.00	\$94305.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/28/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Addressing Students who are English Learners:

The English Learner Teacher on Special Assignment (EL TOSA): The purpose of these positions will be to carry out supplemental English Learner (EL) student support for juvenile hall schools, camp schools, and CCS. In addition, these positions will support teachers in the delivery of quality instruction. The teachers will be on-site and support students with strategies and resources to improve their acquisition of skills in the English language. The EL TOSA will collaborate with site teachers to model best practices and delivery of instruction to our unique student population. The purpose of the EL TOSA will be to help close the EL student achievement gap and accelerate their learning in all subject matters by building teacher capacity through the implementation of effective instructional practices.

Teacher On Special Assignment, Curriculum funded by Title I:

The purpose of this position will be to carry out instructional coaching and support for hall schools, camp schools, and CCS. This position will support teachers in the delivery of quality instruction. The coach will be on-site with teachers modeling best practices and delivery of instruction to our unique student population. The purpose of the coach/coaching model will be to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional practices.

Title I Para-Educators:

Title I Para-educators will assist with the usage of Title I programs at the school sites. Based on the data analysis of Title I supplemental programs such as Apex Learning, Achieve3000®, Imagine Math, and STAR Renaissance, Para-educators are integral to the assistance of students using the programs. These programs are Title I funded and are designed to be used to supplement instruction during the school day. The para-educators will directly assist students to complete assigned tasks related to Title I programs including those mentioned above and any other Title I programs as they become available under the guidance of the Principal.

Title I Program Specialists positions funded by Title I:

The purpose of this position will be to carry out instructional coaching and support for hall schools, camp schools, and CCS. This position will support teachers in the delivery of quality instruction. The coach will be on-site with teachers modeling best practices and delivery of instruction to our unique student population. The purpose of the coach/coaching model will be to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional practices.

Optional Title I Instructional Media Specialist:

The Instructional Media Specialist is responsible for informing, assisting, and training, students and staff on supplemental instructional media use. The Instructional Media Specialist classification is responsible for the media content and access rights of instructional media library services, instructional equipment, media, and materials and their integration in classroom supplemental curriculum at the school site.

Optional Title I Apex Teachers:

Specific Title I supplemental program (Apex Learning) teachers who support students who are credit deficient with the online credit recovery program, in order for them to progress toward and meet their high school graduation requirements.

Other Title I Supplemental Programs:

Apex Learning - credit recovery

AVID - College Supplemental program

Aztec Software - Graduation

Read 180 – Intensive Reading Program

Math 180 – Intensive Math Program

Imagine Learning – Supplemental Math Program

Jane Schaffer - Louis Educational Concepts - Writing Program

Achieve 3000 - EL Support

Contracts currently planned, but not limited to, Amer-I-Can, New Earth, Theatre of Hearts, Spirit Awakening, Renaissance Center, artworxLA, Alternative Supports Tutoring, StudentNest, Robotics, Swan Within, along with other contract services that provide direct services to students and professional development.

Title I, Part D

The main programs assisted by Title I, Part D include but are not limited to:

Extended Learning Opportunity (ELO), if feasible, is an afterschool program designed to provide supplemental direct services to students through additional interventions for students who are not meeting the challenging state standards. Students receiving ELO services are not counted for Average Daily Attendance; however, they are enrolled in Aeries for monitoring purposes. They also do not, with a few exceptions, earn credit for their participation in the program. Students who attend benefit from small group interventions that prepare them to participate in the classroom and improve their academic achievement. ELO services align with the LCAP for Pupil Achievement, the subsequent LCAP Federal Addendum, the Consolidated Application, and the School Plan for Student Achievement (SPSA) Goals for increasing student achievement. ELO is a Title I supplemental educational program designed to offer students intervention so that they develop the skills needed to support academic success. The goal of the program is to improve student academic performance. As a result, data is to be collected from each student who has participated in the program. Pre/post testing periods have been built in the schedule to allow teachers the time needed to show student progress. All students entering into a course (with some exceptions) need to be pre-tested, have their grades recorded and have counselor approval before the student is enrolled into the program.

Transition Counselors

The Transition Counselor serves as an advocate for juvenile students as they transition out from a court school or CCS program to one of the following: their school of residence, an institution of higher education, a vocational training program, the world of work, or the military. The Transition Counselor provides guidance, support, and resources for students transitioning from court schools or CCS to other school placements or places of employment. The counselor develops and maintains a student referral system at school sites and communicates effectively with staff, parents, students, partner agencies, and other district personnel regarding the student's needs and progress. This position requires specialized subject matter expertise in career and guidance counseling that supports student achievement.

Literacy Specialist Teacher

Data indicates that there is a wide gap in educational performance and achievement by our students as they enter the schools. The majority of students are 3 to 5 years below grade level. The Literacy Specialist Teacher provides direct services to students in the following manner: - To provide direct, intensive instruction in reading and mathematics to targeted populations - To help students acquire reading skills that promote language proficiency that will contribute to their development as literate, able, and responsible men and women - To implement and monitor supplemental programs and services targeting English Language Arts and Mathematics - To implement systems and instructional strategies that address students who are two or more grade levels below their peers. - The Literacy Specialist Teacher will analyze student achievement data and observe classroom settings to create a multitude of strategies for the purpose of closing the achievement gap of our lowest performing students. - To provide professional development for staff through literacy strategies, intervention strategies, and staff capacity-building opportunities to target all students at risk including struggling readers and English learners.

Positive Behavior Interventions and Supports (PBIS)

PBIS is a program at the camp schools, hall schools, and CCS where student behavior is monitored and positively reinforced. 1. Positive Behavior Interventions and Supports (PBIS)

Formalize an official process for intake

Collaborate with Probation to integrate support in the area of Special Education and Road To Success Academies (RTSA).

Develop an intake process that includes students' social-emotional needs such as the Camps Assessment Unit (CAU)

Continue standardizing intake protocol

Lower the teacher to student ratio.

Explore opportunities to infuse social-emotional development in the curriculum

Identify, select, and possibly purchase curriculum to encourage tolerance, create cultural awareness, and increase social skills

Collaborate with partner agencies such as Probation, Department of Mental Health (DMH) and Juvenile Court Health Services (JCHS) to continue to implement the PBIS process, during and after the school day.

Provide supportive trainings, such as Nonviolent Crisis Intervention (NCI), trauma-informed care, and restorative justice to empower staff for PBIS implementation.

Last updated: 1/31/22

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	558	362	64.87	35.13	39.55
Female	194	110	56.70	43.30	71.03
Male	364	252	69.23	30.77	26.19
American Indian or Alaska Native	--	--	--	--	--
Asian	30	20	66.67	33.33	78.95
Black or African American	100	59	59.00	41.00	14.04
Filipino	18	15	83.33	16.67	93.33
Hispanic or Latino	302	218	72.19	27.81	31.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	22	62.86	37.14	63.64
White	71	26	36.62	63.38	80.77
English Learners	58	46	79.31	20.69	2.17
Foster Youth	114	81	71.05	28.95	6.25
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	279	187	67.03	32.97	27.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	95	73.64	26.36	11.70

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	557	342	61.40	38.60	21.76
Female	194	102	52.58	47.42	34.31
Male	363	240	66.12	33.88	16.39
American Indian or Alaska Native	--	--	--	--	--
Asian	30	21	70.00	30.00	47.62
Black or African American	100	52	52.00	48.00	4.00
Filipino	18	15	83.33	16.67	46.67
Hispanic or Latino	301	209	69.44	30.56	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	19	54.29	45.71	31.58
White	71	24	33.80	66.20	41.67
English Learners	57	43	75.44	24.56	0.00
Foster Youth	114	76	66.67	33.33	0.00
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	278	174	62.59	37.41	16.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	90	69.77	30.23	6.74

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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