Shasta County Juvenile Court

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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.

2023-24 School Contact Information

School Name	Shasta County Juvenile Court
Street	2684 Radio Lane
City, State, Zip	Redding, CA 96001
Phone Number	530-225-0377
Principal	Cheyenne Mizenko
Email Address	cmizenko@shastacoe.org
School Website	www.shastacoe.org
County-District-School (CDS) Code	45104544530150

2023-24 District Contact Information

District Name	Shasta County Office of Education
Phone Number	(530) 225-0200
Superintendent	Judy Flores
Email Address	jflores@shastacoe.org
District Website	www.shastacoe.org

2023-24 School Description and Mission Statement

Juvenile Court School (JCS) is a small school located at the Shasta County Juvenile Detention Center. Students are provided instruction in the standards-based curriculum. The school consists of 3 teachers, 4 Behavior Management Assistants, a Special Education teacher, and an administrator. This program serves students aged 10 and above. Dependent upon court determinations students are placed in general, secure track or camp programming. The River's Edge Academy is in its second year of implementation. This academy was formed within the JCS facility to provide a safe, structured program alternative to out-of-county placement. This program is where youth can access individualized treatment services, cognitive-based interventions, and supports to move toward family reunification or independent living. This population has a high transiency and significant rates of adverse childhood experiences. Students receive additional support from a school counselor and those with Individualized Education Programs have access to specialized academic instruction, individual counseling, speech, occupational therapy, and mental health services. All juvenile court school programming is focused on rehabilitation, successful transition into adulthood, positive futures, and reductions in recidivism.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	4
Grade 10	4
Grade 11	15
Grade 12	1
Total Enrollment	26

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100%
American Indian or Alaska Native	11.5%
Black or African American	15.4%
Hispanic or Latino	26.9%
Native Hawaiian or Pacific Islander	3.8%
Two or More Races	7.7%
White	34.6%
English Learners	3.8%
Foster Youth	3.8%
Socioeconomically Disadvantaged	100%
Students with Disabilities	50%

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

2020-21 Teacher Preparation and Placement

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)	0.00	0.00	22.90	48.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.20	2.60	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	4.82	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	100.00	14.10	30.19	12115.80	4.41
Unknown	0.00	0.00	6.30	13.49	18854.30	6.86
Total Teaching Positions	2.00	100.00	46.90	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.

2021-22 Teacher Preparation and Placement

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)	1.10	37.19	28.30	58.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	4.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.50	3.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	62.50	11.70	24.48	11953.10	4.28
Unknown	0.00	0.00	4.50	9.40	15831.90	5.67
Total Teaching Positions	3.20	100.00	48.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	2.00
Total Out-of-Field Teachers	2.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Character Based Literacy, 2011 Edgenuity ERWC	Yes	0%

Mathematics	Carnegie Integrated Math, 2012 McDougall-Little (Algebra 1), 2007 Edgenuity	Yes	0%
Science	Prentice Hall, 2007; Edgenuity	Yes	0%
History-Social Science	CA World History (Prentice Hall) , 2007 CA U.S. History (Prentice Hall), 2008 U.S. Government (Glencoe), 2008 CA Economic Principals in Action (Prentice Hall), 2007 McGraw Hill Impact 2018 Edgenuity	Yes	0%
Foreign Language	Edgenuity	Yes	0%
Health	Edgenuity	Yes	0%
Visual and Performing Arts	NA		

School Facility Conditions and Planned Improvements

The Shasta County Office of Education takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort the Shasta County Office of Education uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Shasta County Office of Education Facilities Department. The Juvenile Court School classrooms are located inside the Shasta County Juvenile Rehabilitation Facility which was constructed in 2013. The Shasta County Probation Department is responsible for the maintenance of the site. The Shasta County Office of Education Executive Director of Student Services works with Shasta County Probation to assure cleanliness in the classrooms.

Year and month of the most recent FIT report	11/15/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	18	49	44	47	46
Mathematics (grades 3-8 and 11)	--	0	29	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	11	78.57	21.43	18.18
Female	--	--	--	--	--
Male	12	10	83.33	16.67	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	9	75.00	25.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	13	92.86	7.14	0.00
Female	--	--	--	--	--
Male	12	11	91.67	8.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	10.26	12.50	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

The Career and Technical Education (CTE) program at JCS is designed to provide authentic learning opportunities and skill development across various pathways. These programs align with specific industry sectors and offer opportunities for career exploration and essential skill development designed to prepare students for any career. Incorporation of industry into work-based learning experiences ensures students build a capacity to interact with adults and gain a better understanding of a professional work environment and what to expect if they decide to pursue that field of study. Our industry partners also have voice in an advisory capacity to ensure we build programs aligning with local labor market needs. In addition, we have a significant number of community partners and offer paid training, internships, and job placement for students able to furlough.

Our CTE Goals are
Provide learning that is motivating and connected to the real world, offered by experienced experts in the industry.
Ensure students have opportunities to explore careers, engage with industry, and identify career paths aligned to their personal interests and goals.
Develop technical and essential skills, preparing students for various careers.
Align with post-secondary programs, including apprenticeship, two-year and four-year colleges, and job placement opportunities.

To ensure students have increased opportunities to engage in careers requiring a driver's license, we offer the opportunity for students to earn their Certificate of Completion of Driver's Education (public secondary school), otherwise known as a "pink slip" through our schools. This opportunity increases confidence, personal responsibility, defensive driving techniques, improves compliance with health and safety, and greater awareness of drugs and alcohol. Although not a CTE course, we know that driver's licenses improve access to jobs by removing barriers to employment associated with transportation in a county without a strong public transportation system.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	NA	NA	NA	NA	NA
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

"The Shasta County Office of Education is dedicated to maximizing student success. Ongoing communication among all educational partners is the key to making sure that our students are supported to the best of our ability. In addition, we are also meeting/engaging with parent advisory groups, student advisory council(s), outside community partners/groups, faculty associations, and employee groups. Communication opportunities for parents are:

- School Site Council Goals Update/Input: serves as the parent advisory committee (Met in Sept/Nov/Jan/March)
- Exit interviews for parents of students returning to districts
- Parent Teacher conferences (Upon Request)
- American Indian Advisory Committee (Oct/Feb/March)

We also include student and community partner voices in our planning.

Students:
- Climate Surveys/Forums: Kelvin Pulses 5+ times annually(Sept/Nov/Jan/March/May)
- JCS town hall meetings (Nov/Dec/Jan/Feb/March/April/May/June)
- Student Voice panels (Dec/April)
- Student members part of the Student Attendance Review Team (SART) (Monthly)

Community Partners:
- Quarterly meetings with Probation to discuss goals, instruction, behavior, collaboration, and materials as it relates to the LCAP.
- County-wide expulsion plan committee meeting twice annually(Dec/March)
- SELPA Board meetings (Feb/April/May)
- River's Edge Steering Committee (Oct/Jan/June)

2023-24 Opportunities for Parental Involvement

- STEP-UP Rising Scholars Initiative (Sept/Dec/May)

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): - High school dropout rates; - High school graduation rates; and - Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	46.7	--	--	20.9	17.1	17.9	9.4	7.8	8.2
Graduation Rate	46.7	--	--	69.6	80.3	78.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	122	54	4	7.4
Female	20	7	2	28.6
Male	102	47	2	4.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	12	6	0	0.0
Asian	1	0	0	0.0
Black or African American	8	4	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	18	9	0	0.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	11	4	1	25.0
White	70	30	2	6.7
English Learners	3	2	1	50.0
Foster Youth	24	13	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	122	54	4	7.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	20	3	15.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.19	0.00	0.74	3.26	2.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Shasta County Juvenile Court School is located within the Shasta County Juvenile Rehabilitation Facility. The Juvenile Probation Department maintains a comprehensive safety plan that outlines emergency protocols, including disaster and evacuation plans. All permanent and substitute staff must participate in an orientation to the building, including a review of contingency and emergency protocols. The school staff and probation staff work together to provide a safe school environment for students, with constant communication between teaching and probation staff.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	130

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,334	$8,339	$13,995	$72,964
District	N/A	N/A	$8,959	
Percent Difference - School Site and District	N/A	N/A	43.9	6.2
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Shasta County Office of Education utilizes Title I D, and LCFF supplemental and concentration funding to provide a variety of support for students. Support includes the provision of supplemental reading books and supplies for both Career Technical Education (CTE) and Visual and Performing Arts (VAPA) curricula. Para-educators are provided to reduce the student-to-staff ratio for increased personal relationship development. The staff and administration meet weekly to collaborate regarding instruction and maintaining a positive relationship with Probation. Professional development is continually offered by both in-house staff and outside groups like ACSA.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered
Where there are student course enrollments of at least one student.	

Professional Development

Juvenile court and community school staff are offered many professional development opportunities throughout the school year. Staff participated in over 36 hours of weekly collaboration focused upon building relationships with at-risk youth; restorative practices and trauma-informed practices. With the adoption of the Edgenuity online curriculum, time was spent learning this new platform and adapting courses for our specific population. Our weekly meetings this year include elements of behavior systems training. This is valuable for both staff and students. The bi-weekly collaboration is led by the principal.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	15