

Executive Summary School Accountability Report Card, 2011–12

For Johanna Boss High

Address:	PO Box 213001, Stockton, CA, 95213-9001	Phone:	(209) 944-6155
Principal:	Jacqueline Cloud, Principal	Grade Span:	8-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Johanna Boss High School (JBHS) is located inside the O.H. Close Youth Correctional Facility (OHCYCF). The main school area is composed of 29 classrooms, a full gymnasium, swimming pool and auditorium. Six operational living units with self-contained dining rooms house the juvenile population that JBHS serves.

The OHCYCF houses juvenile offenders ranging in ages from thirteen to twenty-two. JBHS students are committed to the custody of the Division of Juvenile Justice (DJJ) a specialized branch of the California Department of Corrections and Rehabilitation (CDCR) dedicated to serving the rehabilitative needs of incarcerated youth. Meeting the challenging needs of these young men requires extensive teamwork and collaboration between education, custody and treatment personnel.

The California Education Authority (CEA) is the representative Local Education Agency (LEA) for JBHS and high schools located at other DJJ correctional facilities.

JBHS offers students a comprehensive high school educational program based on the Model Content and Performance Standards of the California Department of Education and subject area Frameworks. The curriculum includes core academic content and career/technical preparation high school courses, GED preparation, basic skills enhancement, and college preparation. All curriculum presented to students is infused with values-based character education. Supplemental services include library services, special education, English Learner services and basic skills enhancement, which includes literacy instruction, high school credit work experience, and a community service component.

JBHS students are provided with 210 days of instruction comprised of two ninety day semesters and one forty day summer session.

Student Enrollment

Group	Enrollment
Number of students	168

Black or African American	34
American Indian or Alaska Native	0
Asian	12
Filipino	0
Hispanic or Latino	101
Native Hawaiian or Pacific Islander	0
White	21
Two or More Races	0
Socioeconomically Disadvantaged	168
English Learners	47
Students with Disabilities	31

Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	7.63%
Mathematics	3.7%
Science	12.9%
History-Social Science	7.14%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	
Statewide Rank (from 2011 Base API Report)	
Met All 2012 AYP Requirements	

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # of #
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated.

Several classrooms have been painted within the past three years. Three new portable classrooms were built and placed into school service at the end of 2006.

Repairs Needed

Recent heating and air conditioning problems have been remedied with the installation of a new system. Ongoing long term issues with basic infrastructure continue to impact the facility (i.e. roof leaks, basic electrical deficiencies, etc.).

Corrective Actions Taken or Planned

The entire cooling system of the school was given a major overhaul and functionality and reliability has been greatly improved. The system has now proven to be reliable. While not up to the standards of a modern day system, classes are much more comfortable than the system kept them in its former state. Infrastructure deficiencies are remedied as they are reported to Plant Operations.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$25,960
District	\$28,611
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	??????

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	.05%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Johanna Boss High	District Name	California Education Authority
Street	PO Box 213001	Phone Number	(916) 322-5759
City, State, Zip	Stockton, CA, 95213-9001	Web Site	http://www.cdcr.ca.gov/Juvenile_Justice/index.html
Phone Number	(209) 944-6155	Superintendent	Tami McKee-Sani
Principal	Jacqueline Cloud, Principal	E-mail Address	Tami.McKee-Sani@cdcr.ca.gov
E-mail Address	jacqueline.cloud@cdcr.ca.gov	CDS Code	39322763931250

School Description and Mission Statement (School Year 2011–12)

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of four institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 216 young men with an age range of 12 to 23 years. The average age of JBHS student is 17.3 years old. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Transition are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

JBHS students come from throughout the state of California and are committed to the custody of the

Division of Juvenile Justice (DJJ) by the courts. The DJJ is a specialized branch of the California Department of Corrections and Rehabilitation (CDCR) dedicated to serving the rehabilitative needs of incarcerated youth. Meeting the challenging needs of these young men requires extensive teamwork and collaboration between education, custody and treatment personnel. Although there are unique issues specific to a correctional setting, daily operations and student expectations at JBHS are analogous to those in a public high school.

The California Education Authority (CEA) is the representative Local Education Agency (LEA) for JBHS and the three high schools located at other DJJ correctional facilities.

JBHS offers students a comprehensive high school educational program based on the Model Content and Performance Standards of the California Department of Education and subject area Frameworks. The curriculum includes core academic content and career/technical preparation high school courses, GED preparation, basic skills enhancement, and college preparation. All curriculum presented to students is infused with values-based character education. Supplemental services include library services, special education, English Learner services and basic skills enhancement, which includes literacy instruction, high school credit work experience, and a community service component.

JBHS core content curriculum includes educational materials and practices that instill positive community goals, values, and morals in Johanna Boss High School students. The JBHS Student Council serves as a model for excellence in student achievement. Student council members meet to discuss issues and opportunities in the school area and to receive instruction in leadership skills. These skills are used to model peer leadership in the school area. Student council provides a forum for student concerns in the school and helps foster a sense of ownership in daily school operations.

Vision Statement

The vision of Johanna Boss High School faculty is to provide:

- *A humane nurturing climate*
- *A committed learning community*
- *Positive role models*
- *Opportunities for artistic and creative expression of individual abilities and talents*
- *Updated resources and facilities to meet tomorrow's quality standards*

We believe these efforts will result in:

- *Students who learn and achieve*
- *Well rounded citizens who are socially and morally responsible*
- *Students who have a positive self-image*
- *Safer communities*
- *A positive public image*

Mission Statement

The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imaginations.

The mission of the California Education Authority (CEA) is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner. The following Student Learning Outcomes evolved from the California Education Authority mission statement.

- *Students are Good Citizens: They respect themselves and others, display moral character and meet their obligations to family and society.*
- *Students Value Education: They are motivated and know how to learn, adapt and succeed in a rapidly changing world.*
- *Students are Self-reliant: They have career goals, occupational skills and effective work habits.*
- *Students are Good Communicators: They think, listen, speak, read, and write effectively.*
- *Students are Culturally Literate: They understand the significance of history, literature, art and religion in a diverse and independent world.*
- *Students are Mathematically Functional: They apply mathematics to reason and calculate.*
- *Students are Scientific and Resourceful: They evaluate systematically and use appropriate resources, including technology, to solve problems.*

Opportunities for Parental Involvement (School Year 2011–12)

Establishing and maintaining community contacts and parental involvement is not an easy thing to do when working in a correctional setting. Despite the challenges presented, JBHS and OHC staff members attempt to coordinate activities that involve parents and community members whenever possible. Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to contact the education department for reports of their son’s educational progress.

JBHS and OHC staff tries to encourage as much parental involvement as possible in working with our students. JBHS hosts an *Open House* day during the school year that invites parents to attend a luncheon and meet their child’s classroom teachers. JBHS holds an annual graduation ceremony for those students who complete the requirements for high school graduation or the earning of a GED. Family members are invited to attend the ceremony and celebratory luncheon following the ceremony. The Transition class invites various members of the community to come and speak to JBHS students regarding a number of issues relevant to their successful transition back to their communities.

The Ward Incentive Coordinator schedules a number of family activities for JBHS students and parents to participate including various *Family Night* activities in which students and their families can enjoy time together.

Students housed at OHC can participate in the *M2 Sponsors* program that provides routine visitations for those students who do not have family visits. The M2 Program sponsors provide mentoring and companionship for JBHS students that helps to minimize the emotional challenges associate with the incarceration experience. The *Foster Grandparents Program* continues to be an asset to the JBHS community. This program provides for seniors to serve as mentors and tutors for students and helps to establish critical relationships for our youth. The Foster Grandparents also prepare an annual holiday luncheon for students to help them get through what can be a difficult time away from families.

In spite of budgetary constraints, departmental downsizing, and the consolidation of DJJ facilities, JBHS and OHC staff has worked tirelessly to maintain critical community and family relationships for our student population.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
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4	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
5	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
6	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Other	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	LEA Provided	LEA Provided	LEA Provided	LEA Provided	19.5	2	2	0	7.9	13	0	0
Mathematics	LEA Provided	LEA Provided	LEA Provided	LEA Provided	16.3	7	0	1	6.2	15	0	0
Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided	32.0	0	1	0	9.2	10	0	0
Social Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided	24.6	3	1	1	10.8	14	0	0

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

III. School Climate

School Safety Plan (School Year 2011–12)

All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

- The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-eight classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated.

School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			Fair working order- issues on occasion New chiller system installed 2009		
Interior: Interior Surfaces			Fair to Poor-some roof leaks have ruined wall surfaces		Work Order submitted to Plant Operations
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			Pest infestation is under control- Cleanliness is fair		
Electrical: Electrical				Electrical system is outdated for	

				today's technical demands	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			Fair conditions New fountains installed		
Safety: Fire Safety, Hazardous Materials			Annual checks maintain safe levels		
Structural: Structural Damage, Roofs			Roofs do leak indicating some structural issues		Work Order submitted to Plant Operations
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			Working order repairs when needed completed in a timely fashion		
Overall Rating			Overall rating would be 'Fair' considering age of facility		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009-10	School 2010-11	School 2011-12	District 2011-12
With Full Credential	LEA Provided	LEA Provided	25	LEA Provided
Without Full Credential	LEA Provided	LEA Provided	0	LEA Provided
Teaching Outside Subject Area of Competence (with full credential)	LEA Provided	LEA Provided	0	LEA Provided

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	LEA Provided
Total Teacher Misassignments*	0	0	LEA Provided
Vacant Teacher Positions	0	0	LEA Provided

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	LEA Provided	LEA Provided
High-Poverty Schools in District	LEA Provided	LEA Provided
Low-Poverty Schools in District	LEA Provided	LEA Provided

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	2	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	2	
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2011-12

	Textbook Title	Publisher	c = core s = supplemental n = not offered	Year	Cycle	% students lacking own copy
English	Literature Language Arts 3rd, 4th, 5th, 6th Course	Holt Rinehart	c	2006		0%
	Holt Handbook 3rd, 4th, 5th, 6th Course	Holt Rinehart	c	2006		0%
	Longman Keystone A, B, C	Pearson	s	2010	most recent	0%
	Longman Keystone Keyst to Learning	Pearson	s	2010	most recent	0%
Math	Pre-Algebra	Prentice Hall	c	2005		0%
	Algebra 1	Prentice Hall	c	2005		0%
	Mathematics Algebra 1	Prentice Hall	c	2006		0%
	Mathematics Geometry	Prentice Hall	c	2005		0%
	Mathematics Algebra 2	Prentice Hall	c	2005		0%
	Math with Business Applications	Glencoe	c	2007		0%
	Incremental Development 87, 76, 65, 54	Saxon	s	2005		0%
Science	Prentice Hall Biology	Prentice Hall	c	2012	most recent	0%
	Prentice Hall Earth Science	Prentice Hall	c	2005		0%
	Science Explorer: Focus on Life Science	Prentice Hall	s	2005		0%
	Science Explorer: Focus on Earth Science	Prentice Hall	s	2005		0%
Social Science	World History: The Modern World	Prentice Hall	c	2007		0%
	United States History: Modern America	Prentice Hall	c	2007		0%
	Magruder's American Government	Prentice Hall	c	2007		0%
	Economics: Principles in Action	Prentice Hall	c	2005		0%
	Pacemaker: World History	Globe Fearon	s	2005		0%
	Pacemaker: United States History	Globe Fearon	s	2005		0%
	Pacemaker: American Government	Globe Fearon	s	2005		0%
	Pacemaker: Economics	Globe Fearon	s	2005		0%
Art	Art in Focus	Glencoe	c	2005		0%
	Music: Its Role and Importance in our Lives	Glencoe	c	2005		0%
	Theater Arts in Action	Glencoe	c	2005		0%
	Creating and Understanding Drawings	Glencoe	c	2005		0%
Foreign Language		n			n/a	
Health		n			n/a	
Science Lab Equipment		n			n/a	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$25,960	LEA Provided	\$25,960	\$77,396
District			\$31,113	\$77,396
Percent Difference – School Site and District			LEA Provided	LEA Provided
State			\$5,455	\$58,876
Percent Difference – School Site and State			LEA Provided	LEA Provided

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	Salary Ranges CDCR Unit 3	District Average California Education Authority	State Average for small high-school districts
Beginning Teacher Salary	A – C	\$65,514	\$40,582
Mid-Range Teacher Salary	D – E	\$77,396	\$58,876
Highest Teacher Salary	F - G	\$82,903	\$77,129
Average Principal Salary (High)		\$78,948	\$101,924

Superintendent Salary		\$99,726	\$134,165
Percent of Budget for Teacher Salaries		95%	29.9%
Percent of Budget for Administrative Salaries		1%	5.6%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language	2%	2.7%	6.1%	1%	2%	2%	52%	54%	56%

Arts									
Mathematics	3%	0%	0%	1%	0%	0%	48%	50%	51%
Science	0%	0%	0%	4%	0%	2%	54%	57%	60%
History-Social Science	0%	0%	7%	1%	1%	2%	44%	48%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	2%	0%	2%	2%
All Students at the School	6.1%	0%	0%	7%
Male	6.1%	0%	0%	7%
Female	N/A	N/A	N/A	N/A
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	0%	0%	0%	0%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	4%	0%	0%	2%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	0%	0%	0%	0%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	6.1%	0%	0%	7%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	12%	12%	4%	LEA Provided	LEA Provided	LEA Provided	54%	59%	56%
Mathematics	4%	17%	4%	LEA Provided	LEA Provided	LEA Provided	54%	56%	58%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
All Students at the School	68%	32%	0%	73%	27%	0%
Male	68%	32%	0%	73%	27%	0%
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	69%	31%	0%	75%	25%	0%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	0%*	0%*	0%*	0%*	0%*	0%*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	68%	32%	0%	69%	31%	0%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	0%*	0%*	0%*	0%*	0%*	0%*

Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	68%	32%	0%	73%	27%	0%
English Learners	75%	25%	0%	69%	31%	0%
Students with Disabilities	0%*	0%*	0%*	0%*	0%*	0%*
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

- scores dropped due to fewer than 10 tests in category

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	50%	0%	20%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web* page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School					4,664,264	788
Black or African					313,201	710

American						
American Indian or Alaska Native					31,606	742
Asian					404,670	905
Filipino					124,824	869
Hispanic or Latino					2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White					1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged					2,779,680	737
English Learners					1,530,297	716
Students with Disabilities					530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		0%	0%		0%	0%		16.6	14.4
Graduation Rate		?	?		LEA Provided	LEA Provided			

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	LEA Provided	LEA Provided	N/D
Black or African American	13%	LEA Provided	N/D
American Indian or Alaska Native	N/A	LEA Provided	N/D
Asian	N/A	LEA Provided	N/D
Filipino	N/A	LEA Provided	N/D
Hispanic or Latino	78.2%	LEA Provided	N/D
Native Hawaiian or Pacific Islander	N/A	LEA Provided	N/D
White	8.7%	LEA Provided	N/D
Two or More Races	N/A	LEA Provided	N/D
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/D
English Learners	34.7%	LEA Provided	N/D
Students with Disabilities	47.8%	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

The JBHS school administration and Leadership Team made it a priority to emphasize Career Technical Education (CTE) throughout the course offerings at JBHS. Students earn elective credits in a variety of CTE courses including earning certification through the Microsoft Corporation. Course offerings include Keyboarding, Desktop Publishing, Operating Systems, and Business Technology Production.

Classroom curriculum content is delivered with the intent of developing a student's computer literacy skills. Initially, keyboarding skills are developed in order to increase speed and efficiency for computer input. Next, office documents are developed by the students in order to develop and practice such skills as letter writing, reports, resumes, and completion of forms and other informational practices common in education and industry today. In addition to the above, research for educational purposes is encouraged and information-gathering skills are developed in tandem with the useful organization and presentation of the researched information.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	1%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The approved CEA Academic Calendar includes ten days dedicated to Staff Development activities. Some of those days are dedicated to departmentally-mandated staff training but the five days in August are reserved for education specific training. This training is planned by the District Curriculum/Mentor Teacher members who collaborate with district personnel to coordinate annual staff development activities.

Johanna Boss High

CEA San Joaquin Co

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

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