

Dan Jacobs

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

### 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.



### Gayelynn Gerhart, Principal

Principal, Dan Jacobs

#### About Our School

Dear Parents, Guardians, and Community Members,

We at Dan Jacobs School (DJS) welcome your interest in our School Accountability Report Card (SARC). This report card provides parents, guardians, and the community with valuable information regarding Yolo County Office of Education's WASC accredited juvenile court school, Dan Jacobs School, located in Woodland and serving juvenile offenders within Yolo County who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile hall. The purpose of juvenile court schools is to provide mandated, compulsory public education services for juvenile offenders. DJS provides quality learning opportunities for students to complete a course of study leading to a high school diploma or GED. DJS offers 240 minutes of core academic curriculum daily. Students are required to take all state and local educational assessments. Upon release, or after the court terminates jurisdiction, students are required to continue their public education. DJS students are provided planning and transition services critical to a successful transfer back to a public school. During the time spent at DJS, we offer an opportunity for credit recovery for students deficient in credit for graduation, counseling for behavior and social awareness, and additional supports and activities to promote wellness and positive community involvement. Students also have the opportunity to earn a high school diploma from DJS. The administration and staff are eager to form a strong partnership with each and every student and to support a successful transition to the next chapter of his/her educational plan. With this in mind, we meet individually with students to set goals and create an individual plan for learning. We hope you find the report card an informative and useful tool to become more familiar with Dan Jacobs School. We welcome parent input as we continue to improve each student's educational experience and individual student achievement. Our goal is to create positive school environments for our students, families, and our educational staff.

Sincerely,

Gayelynn Gerhart, Principal

#### Principal's Comment

Welcome to Dan Jacobs School (DJS). DJS receives students referred from the Office of Refugee Resettlement and Yolo County probation. The purpose of juvenile court schools is to provide mandated, compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls. Dan Jacobs is operated by Yolo County Office of Education. Dan Jacobs School provides quality learning opportunities for students to complete a course of study leading to a high

school diploma or GED. DJ offers 240 minutes of core academic curriculum daily. Students are required to take all state and local educational assessments.

Upon release, or after the court terminates jurisdiction, students are required to continue their public education. DJ students are provided planning and transition services critical to a successful transfer back to a public school. During the time spent at Dan Jacobs Sc

### **Contact**

*Dan Jacobs  
2880 East Gibson Rd.  
Woodland, CA 95776*

*Phone: 530-668-3091  
Email: [gavelynn.gerhart@vcoe.org](mailto:gavelynn.gerhart@vcoe.org)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Yolo County Office of Education
<b>Phone Number</b>	(530) 668-6700
<b>Superintendent</b>	Garth Lewis
<b>Email Address</b>	<a href="mailto:garth.lewis@ycoe.org">garth.lewis@ycoe.org</a>
<b>Website</b>	<a href="http://www.ycoe.org">http://www.ycoe.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Dan Jacobs
<b>Street</b>	2880 East Gibson Rd.
<b>City, State, Zip</b>	Woodland, Ca, 95776
<b>Phone Number</b>	530-668-3091
<b>Principal</b>	Gayelynn Gerhart, Principal
<b>Email Address</b>	<a href="mailto:gayelynn.gerhart@ycoe.org">gayelynn.gerhart@ycoe.org</a>
<b>Website</b>	<a href="http://www.ycoe.org">http://www.ycoe.org</a>
<b>County-District-School (CDS) Code</b>	57105795730106

Last updated: 12/17/2019

### School Description and Mission Statement (School Year 2019—20)

Dan Jacobs School, a WASC accredited school, receives students referred from the Office of Refugee Resettlement and Yolo County Probation Department. The purpose of juvenile court schools is to provide mandated, compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls. Dan Jacobs School (DJS) is operated by Yolo County Office of Education. DJS provides quality learning opportunities for students to complete a course of study leading to a high school diploma or GED. DJS offers 240 minutes of core academic curriculum daily. Students are required to take all state and local educational assessments. Upon release, or after the court terminates jurisdiction, students are required to continue their public education. DJS students are provided planning and transition services critical to a successful transfer back to a public school. During the time spent at Dan Jacobs School, we will offer an opportunity for credit recovery for students deficient in credit for graduation, counseling for behavior and social awareness, and additional supports and activities to promote wellness and positive community involvement. Students also have the opportunity to earn a high school diploma from DJS. The administration and staff are eager to form a strong partnership with each and every student, to support a successful transition to the next chapter of his/her educational plan. With this in mind, we meet individually with students to set goals and create an individual plan for learning.

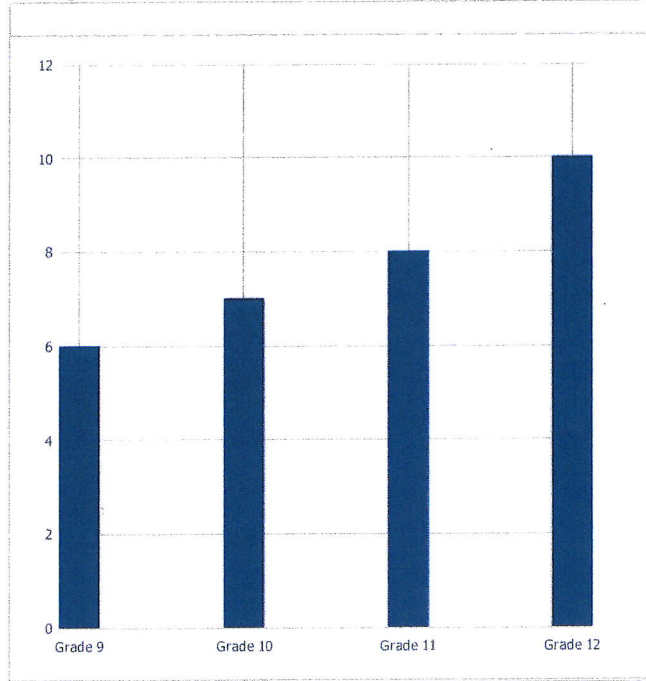
**Mission Statement:**

Empower students through education by providing them the tools to conquer personal challenges, realize their potential, set and attain goals, and become positive members of their community. The mission of Yolo County Alternative Education will be to provide a safe and engaging learning environment and help develop productive members of our community. Our students will develop strong positive relationships with peers and staff. The students will leave prepared for college and a successful career. Students will demonstrate effective skills using reading, writing and verbal skills to express and receive information.

Last updated: 12/17/2019

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 9	6
Grade 10	7
Grade 11	8
Grade 12	10
<b>Total Enrollment</b>	<b>31</b>



Last updated: 12/16/2019

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	87.10 %
Native Hawaiian or Pacific Islander	%
White	12.90 %
Two or More Races	%
Other	0.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.00 %
English Learners	71.00 %
Students with Disabilities	3.20 %
Foster Youth	9.70 %
Homeless	%

## A. Conditions of Learning

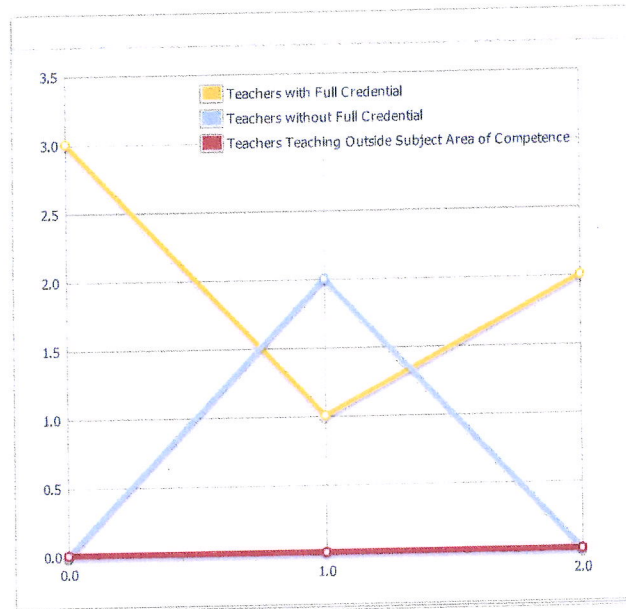
### State Priority: Basic

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 Credentials

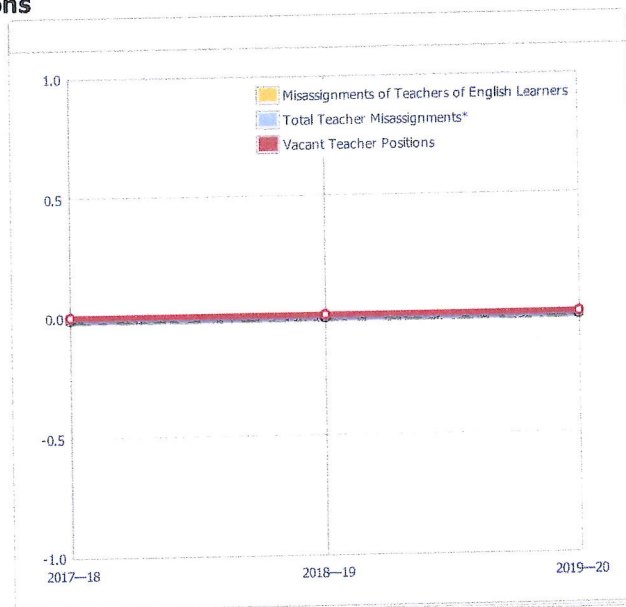
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	3	1	2	2
Without Full Credential	0	2	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 12/16/2019

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 1) Globe Fearon, "World of Vocabulary" series 2) A California Reading/Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories ( and other readers) 4) Global Fearon, English Skills Practice 5) PearsonPrentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C 7) Edgenuity (18/19)	Yes	0.00 %
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe/McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, "Key to" series (algebra, percentages etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19)	Yes	0.00 %
Science	Science curriculum materials were adopted on August 16, 2007. 1) Pearson, Earth Science, California Edition 2) Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19)	Yes	0.00 %
History-Social Science	History-Social Science History/Social Science curriculum materials were adopted on August 16, 2007. 1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19)	Yes	0.00 %
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses.	Yes	0.00 %
Health	Edgenuity (18/19) online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops.	Yes	0.00 %
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses.	Yes	0.00 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.00 %

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

Last updated: 12/16/2019

## School Facility Conditions and Planned Improvements

Dan Jacobs School is located within the Yolo County Juvenile Hall, a facility that first became occupied in August of 2005. Building maintenance issues, including the classroom spaces as well as all of the built in cabinetry, are handled by Yolo County maintenance staff. There is an outside small field and paved baseball court area as well as a gymnasium that is also maintained by Yolo County. Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT. Overall the facility serves the purpose for which it is used. It has a few minor deficiencies that need to be addressed.

Last updated: 12/16/2019

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 12/16/2019

## 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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	0.0%	36%	20%	50%	48%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	34%	22%	38%	37%

Note: 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.

Note: 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.

*Last updated: 12/16/2019*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	0	0.00%		0.00%
Male	18	0	0.00%		0.00%
Female	--	--	--		
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	15	0	0.00%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	19	0	0.00%		0.00%
English Learners	18	0	0.00%		0.00%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: 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.

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.

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

Last updated: 12/16/2019

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	0	0.00%		0.00%
Male	18	0	0.00%		0.00%
Female	--	--	--		
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	15	0	0.00%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	19	0	0.00%		0.00%
English Learners	18	0	0.00%		0.00%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: 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.

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.

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

Last updated: 12/16/2019

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/16/2019

**Career Technical Education (CTE) Programs (School Year 2018—19)**

The Yolo County Office of Education College and Career Readiness Department collaborates with DJS to provide support in work-based learning opportunities tailored for individual needs of students to include career exploration, job search, resume writing, and interviewing skills. They also help to develop enrichment activities and opportunities for students such as industry-led workshops.

There are no full CTE program sequences at this time. Students are able to access CTE courses through the online Edgenuity platform.

There is no active CTE Advisory Committee at DJS at this time. Yolo County Probation is working with industry advisory partner, Northern California Construction Training, to try to develop a construction pathway within the juvenile detention facility.

Last updated: 12/16/2019

**Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/16/2019

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Insufficient information to display.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 12/16/2019

## 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 2019—20)

Due to the safety and security of the facility and the confidentiality of the youth within the Juvenile Detention Facility, parental involvement is very limited; however, parents are invited to encourage their students to use their school time to their advantage while they attend Dan Jacobs School. Parents have contact with students by phone or may visit on Probation approved visiting days. Parents do have direct involvement in IEP meetings that are scheduled within the facility. In addition, District English Language Advisory Committee meetings are held with the Assistant Superintendent of Instructional Service at the Yolo County Juvenile Center and scheduled throughout the year.

# State Priority: Pupil Engagement

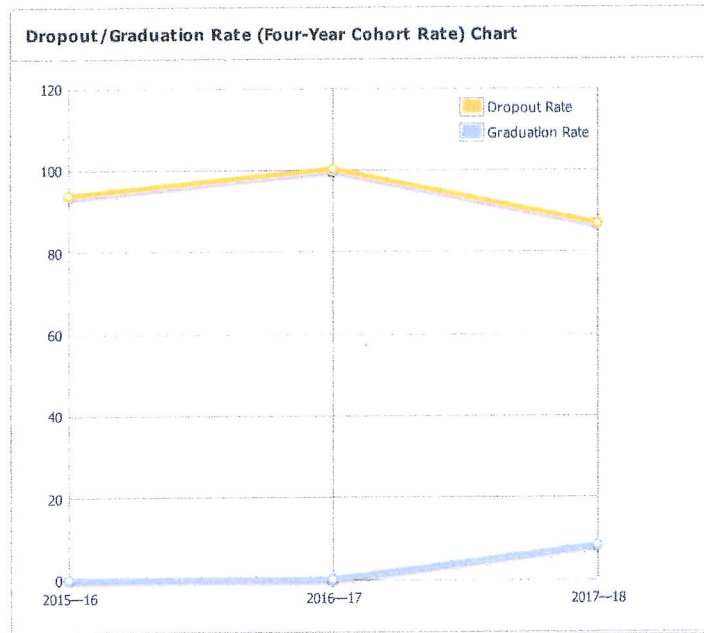
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	93.60%	77.90%	9.70%
Graduation Rate	0.00%	5.20%	--

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	100.00%	86.70%	80.20%	65.50%	9.10%	9.60%
Graduation Rate	0.00%	8.30%	17.80%	0.00%	--	--



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/16/2019

# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	13.30%	4.90%	--	10.60%	8.90%	--	--	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	--	--	--

Last updated: 12/16/2019

## School Safety Plan (School Year 2019—20)

Safety and security are high priorities within Dan Jacobs School and both the Yolo County Probation Department and the Yolo County Office of Education work together on these issues. School staff members attend meetings with the Probation Detention staff to review issues of joint concern, including safety. The Probation staff is in charge of emergency procedures for natural disasters, violent acts, health/safety and other safety issues so that the school staff and students are provided a safe learning environment.

Last updated: 12/16/2019

## 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	16		
Mathematics	4.00	9		
Science	2.00	9		
Social Science	3.00	13		

\* 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 2017—18)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	1		
Mathematics	7.00	4		
Science	5.00	4		
Social Science	4.00	5		

\* 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 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	4		
Mathematics	7.00	4		
Science	2.00	5		
Social Science	3.00	7		

\* 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.

Last updated: 12/16/2019

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	1.00

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

\*\*Average Number of Pupils per Counselor

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.20
Other	0.00

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

*Last updated: 12/16/2019*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$7.00	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/16/2019

### Types of Services Funded (Fiscal Year 2018—19)

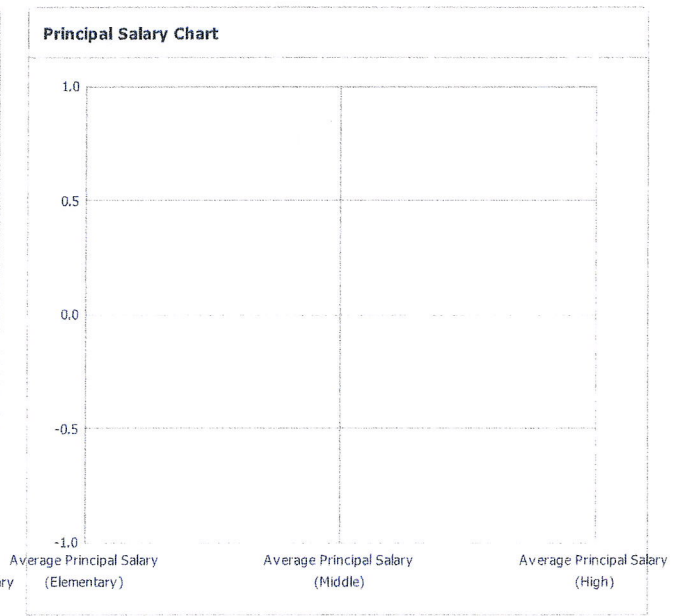
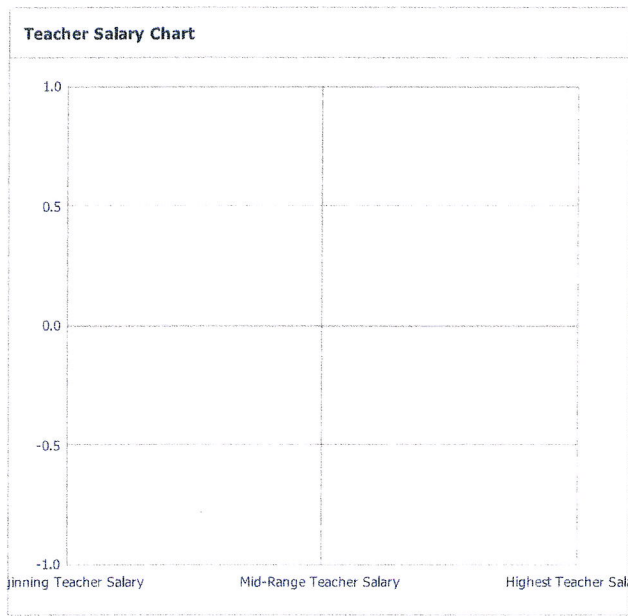
An instructional teacher and para-educator are present in all classrooms. There is also at least one probation officer present in the classroom at all times. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program is a proven, evidence-based SEL program for high-risk youth. Designed to be a standalone program for anyone helping youth-at-risk, Power Source equips adolescents with the social and emotional regulation skills they need to build healthy relationships, break intergenerational cycles of violence, addiction, and other high-risk behaviors, and be successful in the workforce. This unique and transformative program is both preventative and rehabilitative. Power Source guides highly at-risk adolescents and young adults in discovering their own resilience while building the skills associated with healthy social and emotional development. Health and Human Services and Communicare provide wrap-around supports and student training related to suicide prevention and mental health. The school is implementing Positive Behavior Intervention Support. DJS is also implementing culturally-responsive curriculum and practices that are provided by The Culture C.O. - O.P., UC Davis SAYS and the School of Education, and through Moving Forward Institute with Reading with Relevance novels, instructional coaching and support.

Last updated: 12/16/2019

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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



Last updated: 12/16/2019

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/16/2019

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 12/16/2019

