

Providence School

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/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).

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	Providence School
Street	4333 Vineyard Avenue
City, State, Zip	Oxnard, CA 93036
Phone Number	(805) 981-5809
Principal	Stefanie Rodriguez
Email Address	srodriguez@vcoe.org
School Website	https://www.vcoe.org/providence
County-District-School (CDS) Code	56-10561-5630223

2023-24 District Contact Information

District Name	Ventura County Office of Education
Phone Number	(805) 383-1900
Superintendent	Dr. Cesar Morales
Email Address	cemorales@vcoe.org
District Website	www.vcoe.org

2023-24 School Description and Mission Statement

Director's Message

Providence Court School provides educational services to students who are incarcerated in the Ventura County Juvenile Justice Facilities. The purpose of Providence Court School is to provide high-quality education and personal growth opportunities to incarcerated youth in a challenging, safe, and supportive learning environment. Our aim is to provide positive learning experiences that will encourage students to reevaluate their past behavior, commit to education, and become good citizens. Educational programs are designed to engage and motivate students who may be incarcerated for short or long periods of time. Four days a week, the students attend school in three 90-minute blocks for a total of 270 minutes. Every Wednesday there is a minimum-day schedule to allow for facility-provided counseling and support services. The school staff works in conjunction with the Ventura County Probation Agency, Ventura County Behavioral Health, and community-based organizations to enable each student to rejoin his or her family and make positive choices in support of leading a healthy life. In addition to a complete school day, we provide a variety of intensive support services throughout the week, such as treatment team meetings, release plan meetings, and mentor meetings. Providence is a community that C.A.R.E.S. We are collaborative, working together to support student learning and student success; accountable for our behavior, actions, and words; respectful, valuing others' opinions, experiences, and property; engaged in our own learning through participation and the use of appropriate academic language—all resulting in success!

School Mission Statement

Our students learn in a personalized environment that fosters human dignity and promotes academic, social, emotional, and personal success.

2023-24 School Description and Mission Statement

School Vision Statement

In fulfilling our “Commitment to Quality Education for All,” we teach, inspire, and support our students by providing opportunities for them to discover their potential, develop their character, and maximize their learning, so they may become lifelong learners and world-class citizens.

District Mission Statement

The Ventura County Office of Education provides quality services and support for lifelong learning opportunities.

District Vision Statement

All people will benefit from lifelong learning.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	10
Grade 11	8
Grade 12	18
Total Enrollment	36

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	11.1%
Male	88.9%
Black or African American	2.8%
Hispanic or Latino	91.7%
White	5.6%
English Learners	36.1%
Socioeconomically Disadvantaged	100%
Students with Disabilities	44.4%

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)	3.30	61.45	145.10	60.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.42	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	38.36	61.40	25.75	12115.80	4.41
Unknown	0.00	0.00	25.50	10.71	18854.30	6.86
Total Teaching Positions	5.50	100.00	238.60	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)	0.40	8.00	137.80	59.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.58	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.60	5.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.40	90.17	65.60	28.16	11953.10	4.28
Unknown	0.00	1.50	9.80	4.22	15831.90	5.67
Total Teaching Positions	6.00	100.00	232.90	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	2.10	5.40
Total Out-of-Field Teachers	2.10	5.40

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

The governing board desires that the county office instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The board shall adopt instructional materials based on a determination that such materials are aligned with the State Standards, meet other criteria specified in law, and are an effective learning resource to help students in county-operated programs achieve grade-level competency. To ensure that instructional materials effectively support the county office's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the county office's curriculum and standards.

The superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the board. This process shall involve teachers in a substantial manner and shall also encourage the participation of Ventura County parents, guardians, and community members. All recommended instructional materials shall be available for public inspection at the county office. Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in Administrative Regulation. Complaints concerning instructional materials shall be handled in accordance with law, board policy, and Administrative Regulation 1312.2.

Year and month in which the data were collected

09/25/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives & ELD Companion Pearson (9-12) 2017 StudySync, McGraw-Hill (6-8) 2017 CA Wonders, McGraw-Hill (K-5) 2017 Character Based Literacy 2017 Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe	Yes	0
Mathematics	It's About Time, Interactive Mathematics Program IMP (9-12) 2016 CMP3 (6-8) 2016 EnVision 2.0, Pearson (K-5) 2017 Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe	Yes	0
Science	McGraw Hill CA Inspire Science 6th - 8th SAVVAS Learning Company The Living Earth Biology & Earth Science (9-12) Holt McDougal, Houghton Mifflin Harcourt (K-5); Mystery Science (K-5)	Yes	0

	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe		
History-Social Science	American History Reconstruction to the Present CA Houghton Mifflin Harcourt 2018 United States Government CA Houghton Mifflin Harcourt (9-12) 2018 Modern World History CA Houghton Mifflin Harcourt (9-12) 2018 Economics Principles in Action SAVVAS (9-12) 2022 National Geographic World History: Medieval and Early Modern Times (6-8) 2018 National Geographic World History: Ancient Civilizations (6-8) 2018 National Geographic United States History (6-8) 2019 Savvas California History-Social Science myWorld Interactive (K-5) 2019 Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe	Yes	0
Foreign Language	APEX-Accredited Virtual School		0
Health	Prentice Hall Health, Pearson (9-12) 2011 Positive Prevention PLUS (5th Post-Secondary) 2021	Yes	0
Visual and Performing Arts	APEX-Accredited Virtual School		0

School Facility Conditions and Planned Improvements

The Providence Court School has 6 classrooms. There are sufficient classroom, grounds, and staff spaces to support teaching and learning. The school is kept clean and in good repair at all times. The Ventura County Department of Corrections provides ongoing custodial and maintenance support for the Providence Court School.

In addition to staff supervision, the Court School has perimeter fencing and video surveillance to keep the students safe on the school grounds. Student housing for the Court School is provided onsite. All classrooms contain all of the elements necessary for instruction including smart technology interactive surfaces, student computers, and staff workstations. Students and staff were dutifully involved with their instruction at the time of the site review.

Year and month of the most recent FIT report 12/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			VCOE is in the process of working with VC Probation to address occasional cleanliness and rodent intrusion.
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	8	47	45	47	46
Mathematics (grades 3-8 and 11)	0	0	35	34	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	15	13	86.67	13.33	7.69
Female	--	--	--	--	--
Male	14	12	85.71	14.29	8.33
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	15	13	86.67	13.33	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	13	86.67	13.33	7.69
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	12	85.71	14.29	0.00
Female	0	0	0	0	0
Male	14	12	85.71	14.29	0.00
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	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	12	85.71	14.29	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)	--	0.00	3.23	5.00	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	17	15	88.24	11.76	0.00
Female	--	--	--	--	--
Male	15	14	93.33	6.67	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	15	13	86.67	13.33	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Providence Court School students participate in a college and career readiness course called, “Get Focused, Stay Focused!” This class, which is provided five days a week, helps students meet California graduation requirements. Students create concrete step-by-step plans that will enable them to materialize their one-year, five-year, and ten-year goals and vision for their future. This dynamic curriculum enables students to develop a personal profile, examine the costs of their preferred future lifestyle, select and research an ideal career, identify detours and roadblocks, assess skills, and eventually begin a job search. Students work on decision-making, problem-solving, and critical thinking skills.

In addition, we have a Providence Scholars Program where students concurrently enroll in online classes at Oxnard College, Moorpark College, or Ventura College. This program is designed to give students the opportunity to learn about college and career prospects.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	81
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	4.76
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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
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

Providence School implements a Parent Connect Program where school staff meet with parents in the Juvenile Facilities reception area every Wednesday during visiting. Providence staff orient parents regarding the school, answer questions, and address concerns. In addition, parents have the opportunity to provide input through participation in the School Site Council and Treatment Team meetings. Parents attend Release Plan meetings, to ensure their child's successful transition back to their home school. During these meetings, the Providence Induction/Transition Specialist reviews transcripts, attendance, behavior, presents school information, and shares community resource information. Parents also participate in their scholar's Individual Education Plan (IEP) meetings.

For more information on how to become involved at the school, please contact the school office at (805) 981-5800.

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	46.4	41.2	29.2	21.9	26.6	21.8	9.4	7.8	8.2
Graduation Rate	14.3	47.1	70.8	18	24.7	24.1	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	24	17	70.8
Female	--	--	--
Male	21	16	76.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	20	14	70.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	24	17	70.8
Students Receiving Migrant Education Services	--	--	--
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	252	93	30	32.3
Female	49	13	6	46.2
Male	203	80	24	30.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	2	0	0	0.0
Black or African American	11	2	1	50.0
Filipino	1	0	0	0.0
Hispanic or Latino	212	85	28	32.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	23	4	1	25.0
English Learners	71	32	8	25.0
Foster Youth	19	7	4	57.1
Homeless	5	3	0	0.0
Socioeconomically Disadvantaged	252	93	30	32.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	35	13	37.1

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	2.76	2.36	3.17	0.20	1.61	1.99	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	3.17	0
Female	2.04	0
Male	3.45	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	3.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.77	0

2023-24 School Safety Plan

School staff and administration review Providence's School Safety Plan yearly. Because of the profile of the students enrolled at Providence, safety is of paramount importance. A district-approved School Safety Plan is available at the Providence School office. Major sections of the School Safety Plan include Board Policy, School Profile, Safety Plan, Timelines, Disaster Plan, Rules and Consequences, Dress Code, Sexual Harassment Policy, Behavior Modifications, Enrollment, and Annual Parent Notification.

We believe all of our students have the inherent right to be safe at Providence Court School. School staff members are conscientious and make daily concerted efforts to provide a safe, secure, and attractive atmosphere for students. We perform safety drills regularly.

The School Safety Plan is reviewed, updated, and discussed with the school faculty yearly; the current review occurred in January 2022.

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	10	5		
Mathematics	9	5		
Science	8	5		
Social Science	7	5		

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	5	9		
Mathematics	3	18		
Science	2	14		
Social Science	2	26		

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	4	13	0	0
Mathematics	5	10	0	0
Science	4	9	0	0
Social Science	3	24	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	45

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)	0.8
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	41,909.03	18,674.34	23,234.69	119,576.40
District	N/A	N/A	66,990.72	
Percent Difference - School Site and District	N/A	N/A	-97.0	24.4
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	101.3	24.1

Fiscal Year 2022-23 Types of Services Funded

Providence Court School receives Title I, Part D federal funding. Providence allocates this funding to personnel in order to supplement the core instructional program. The services are designed to improve student achievement. Staffing supported by this funding source includes two paraprofessionals, the school counselor, and the transition/induction specialist. Paraprofessionals work with students on an individual basis and assist them as needed. Our counselor assists students with academic counseling and ensures that they take the appropriate courses that will apply toward high school graduation. Our counselor also helps students create a plan for their future and set college and career goals. Our transition/induction specialist works with our incarcerated youth and their home/community school to ensure that they enroll in school once they are released from Providence Court School.

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	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development

A professional development plan aligned with the Elementary and Secondary Education Act and in support of the priorities in the VCOE Local Control and Accountability Plan has been developed by the VCOE Court and Community Schools. This plan ensures that each learning opportunity for department personnel contains the following elements:

1. Is an integral part of a broad school-wide and department-wide educational involvement plan

Professional Development

2. Is of high-quality and of sustained, intensive, and classroom-focused nature, so as to have a positive and lasting impact on classroom instruction and teacher performance in the classroom
3. Is aligned and directly related to state academic content standards
4. Is regularly and systematically evaluated for impact on increased teacher effectiveness and improved student achievement

In accomplishing the above, all professional development activities are grounded in scientifically-based research.

All Providence staff members participate in 1 full-day and 20 minimum-day staff development opportunities. Staff participates in training on the use of adopted and supplemental curriculum with a focus on English language arts, English language development, social studies, science, mathematics, and health. The curriculum is student-centered and standards-based with an emphasis on increasing access to the California State Standards for all students, including English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

Training also focuses on providing behavioral and social interventions for at-risk students, the use of technology in the classroom, CPR, first aid, Nonviolent Crisis Intervention (strategies including those to prevent and break up fights), Trauma-Informed Care, and Suicide Prevention. In addition, staff participates in training specifically focusing on drug use intervention and prevention.

Also, a special emphasis has been made to bring staff together to collaborate in content specific departments to develop pacing guides, share ideas, lesson plans, materials, and strategies. Staff are provided on-going training in use of technology including Securly, Zoom, Google Classroom, G Suite and strategies to engage students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1 full day, 20 half-days	11	12