

Sugarloaf Mountain, Juvenile Hall Program

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Lisa Sanford, Principal

Principal, Sugarloaf Mountain, Juvenile Hall Program

About Our School

The Nevada County Superintendent of Schools operates Sugarloaf Mountain Juvenile Hall Program (County Juvenile Court School) which serves approximately 70 students per year. Sugarloaf Mountain works collaboratively with the Nevada County Probation Department and Earle Jamieson Educational Options (the County Community School) to ensure a smooth transition as students move between the school sites. Sugarloaf enrolls students who have committed crimes and/or have violated their probation terms. The Sugarloaf students enroll anywhere from three days to a year. Many of the students are working to make up lost credits and get back on track academically and behaviorally.

Students tend to cycle from Sugarloaf to EJ or vice versa, in an attempt to find permanent improvement in their academics and behaviors prior to returning to a less restrictive learning environment in a local school. Due to the transitional nature of the students in these programs, student achievement is measured and weighted more by classroom assessments and methods of academic interventions than by yearly state assessments (such as CST's and the CAASPP). The students at Sugarloaf are often there for 30 days or less and those state scores reflect more on the local schools from which they come, than Sugarloaf instruction.

Contact

Sugarloaf Mountain, Juvenile Hall Program
15434 Highway 49
Nevada City, CA 95959

Phone: 530-272-5464
E-mail: lsanford@nevco.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Scott Lay
E-mail Address	slay@nevco.org
Web Site	http://www.nevco.org

School Contact Information (School Year 2017-18)	
School Name	Sugarloaf Mountain, Juvenile Hall Program
Street	15434 Highway 49
City, State, Zip	Nevada City, Ca, 95959
Phone Number	530-272-5464
Principal	Lisa Sanford, Principal
E-mail Address	lsanford@nevco.org
Web Site	http://www.nevco.org
County-District-School (CDS) Code	29102980116913

Last updated: 1/11/2018

School Description and Mission Statement (School Year 2017-18)

Sugarloaf Mtn School is housed inside the Nevada County Juvenile Detention Facility (Carl F Bryan Juvenile Detention Facility). The school typically serves students grade 9-12, but occasionally younger students are detained and enrolled in the school. The teacher and principal evaluate student transcripts and develop individual education plans for each student.

The vision of Sugarloaf Mountain School is to provide a safe, supportive learning environment for its unique students that promotes the development of essential academic and interpersonal skills necessary for their future success.

Mission Statement:

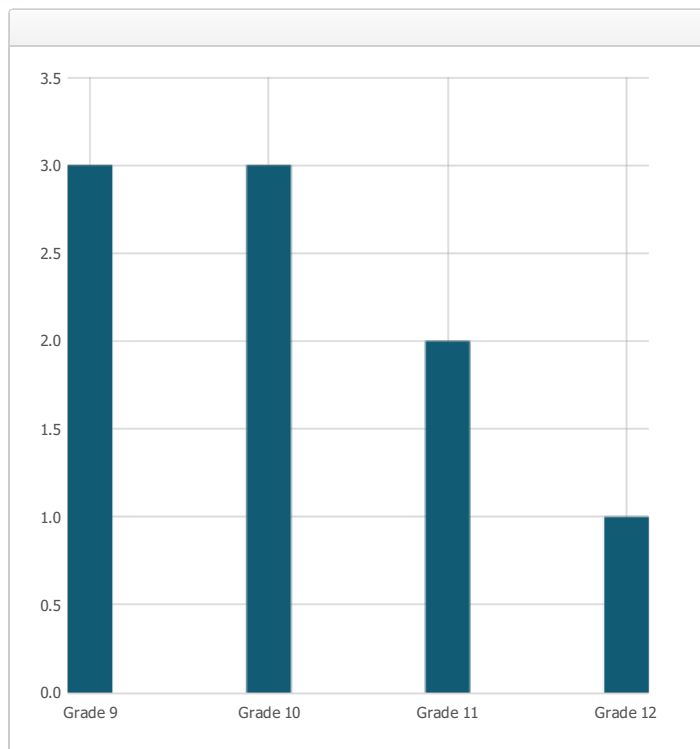
The mission of Sugarloaf Mtn School is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

- Take responsibility for their personal and educational development
- Acquire tolerance for and the ability to work well with others
- Understand that their actions will have resulting consequences
- Develop a positive sense of self-awareness and confidence
- Experience success in their future educational and/or vocational settings

Last updated: 1/11/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	3
Grade 10	3
Grade 11	2
Grade 12	1
Total Enrollment	9



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	33.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	44.4 %
Two or More Races	22.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	11.1 %
Students with Disabilities	11.1 %
Foster Youth	44.4 %

Last updated: 1/11/2018

A. Conditions of Learning

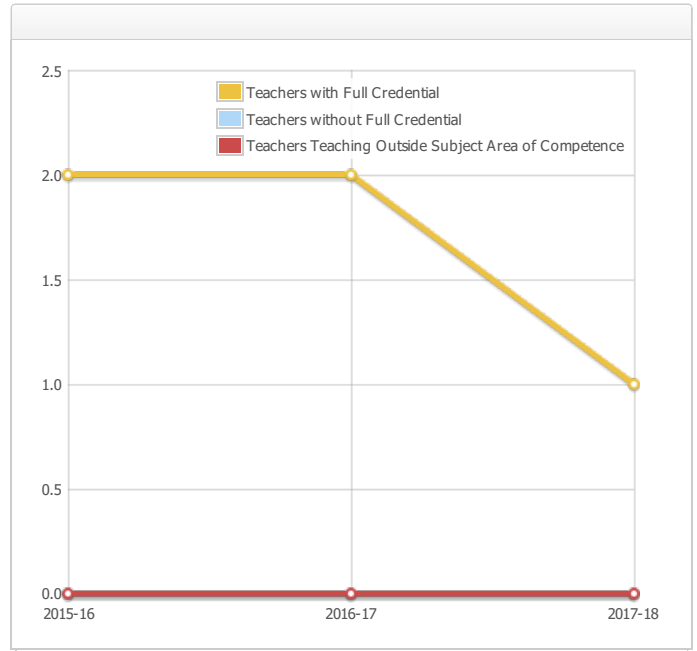
State Priority: Basic

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

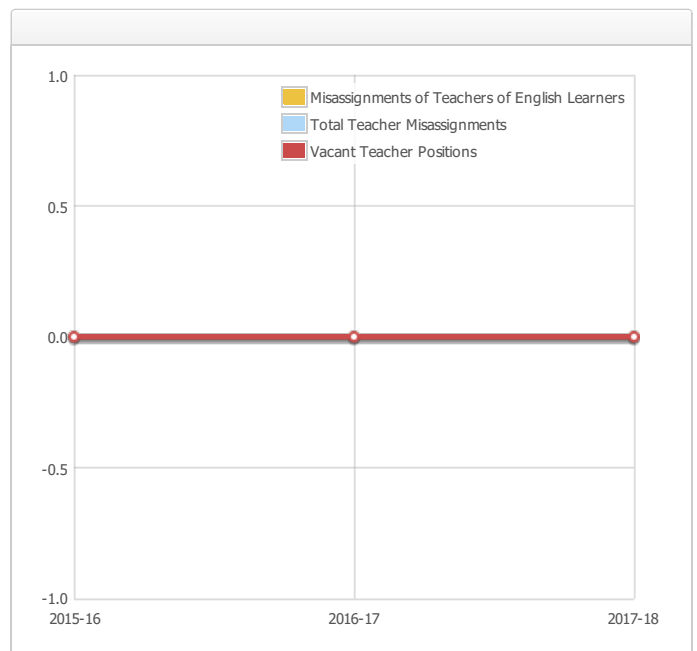
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2	1	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
Mathematics	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
Science	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
History-Social Science	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
Visual and Performing Arts	All student have sufficient textbooks and supplemental materials.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2018

School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy of the school facility is under the supervision of the Nevada County Probation Dept. The rooms, which are inside the Nevada County Juvenile Hall are impeccably clean and kept in good repair.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: April 2017

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/11/2018

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 by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/11/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/11/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			48.0%	58.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/11/2018

Career Technical Education Programs (School Year 2016-17)

Students are provided with access to career and technical information through various career oriented programs on line, as well as from outside speakers and agencies.

Last updated: 1/11/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/11/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Because the school is housed within a Juvenile Detention Facility, it is often difficult for parents to be involved on a regular basis. Parents attend IEP meetings and are invited to combined school site council meetings. Probation officers often act as parents for these students. There is constant contact with the probation officers, as well as the assigned supervisors at the hall.

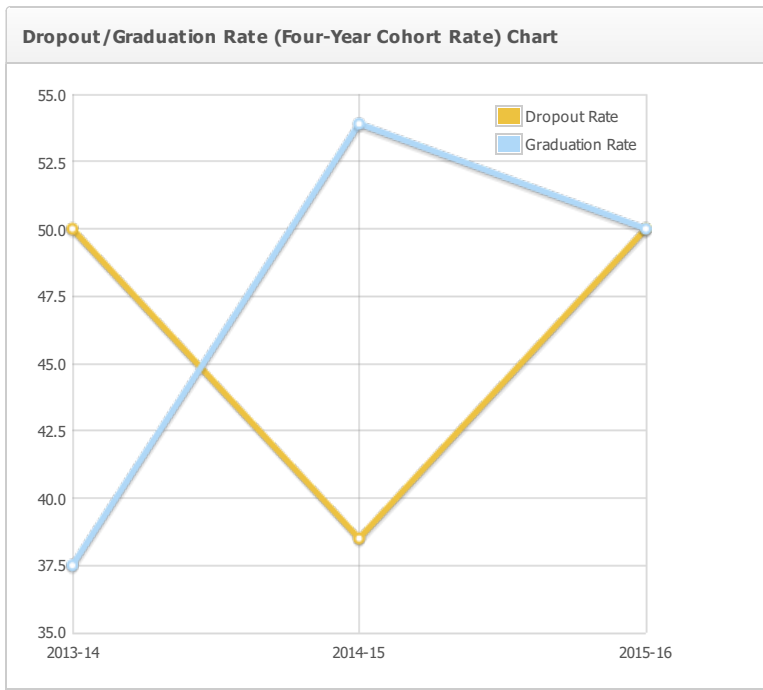
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	50.0%	38.5%	50.0%	12.3%	38.9%	11.2%	11.5%	10.7%	9.7%
Graduation Rate	37.5%	53.9%	50.0%	81.9%	39.2%	85.1%	81.0%	82.3%	83.8%



Last updated: 1/11/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	63.7%	87.1%
Black or African American	0.0%	59.5%	79.2%
American Indian or Alaska Native	0.0%	61.1%	80.2%
Asian	0.0%	84.6%	94.4%
Filipino	0.0%	40.0%	93.8%
Hispanic or Latino	0.0%	60.1%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	75.2%	91.0%
Two or More Races	0.0%	75.0%	90.6%
Socioeconomically Disadvantaged	100.0%	59.2%	85.5%
English Learners	0.0%	42.3%	55.4%
Students with Disabilities	100.0%	79.3%	63.9%
Foster Youth	0.0%	44.4%	68.2%

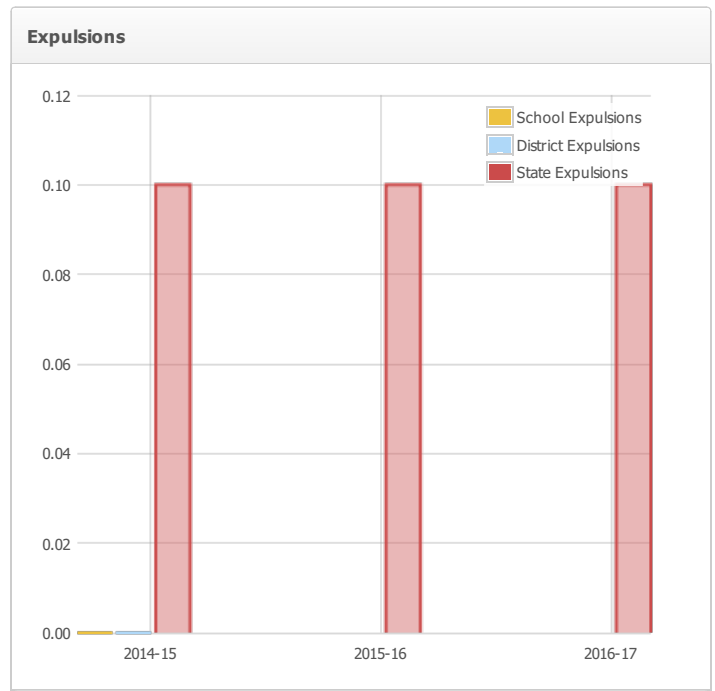
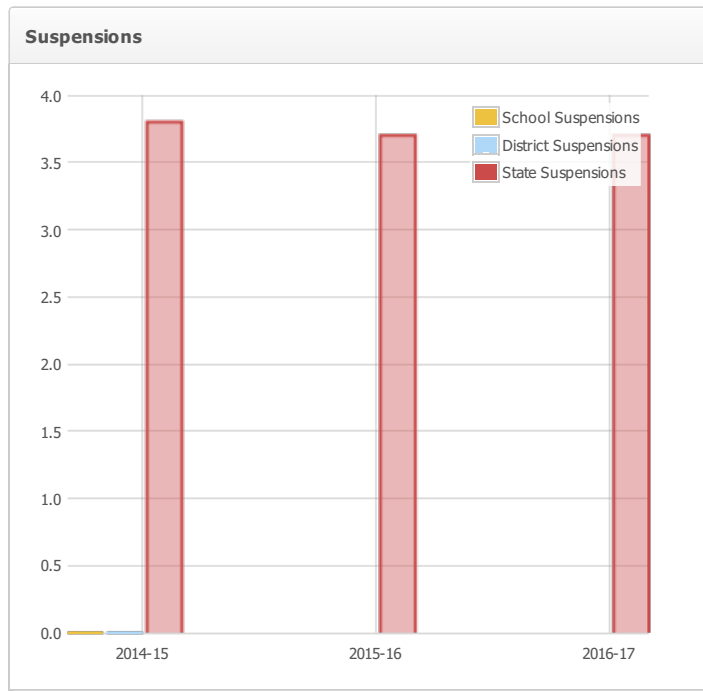
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

The juvenile hall facility is run by the county probation department, which has a very comprehensive safety plan in place that includes the school and school staff. The probation department reviews the emergency plan with school staff frequently.

Last updated: 1/11/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

There are no elementary students in the school

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	2	0	0	0.0	2	0	0	5.0	2	0	0
Mathematics	5.0	2	0	0	5.0	2	0	0	5.0	2	0	0
Science	5.0	2	0	0	5.0	2	0	0	5.0	2	0	0
Social Science	5.0	2	0	0	5.0	2	0	0	5.0	2	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.

Last updated: 1/11/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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

Note: Cells with N/A values 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.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24256.0	\$13671.0	\$10858.0	\$58000.0
District	N/A	N/A	\$10586.0	\$65012.0
Percent Difference – School Site and District	N/A	N/A	2.5%	-11.4%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	49.2%	200.0%

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

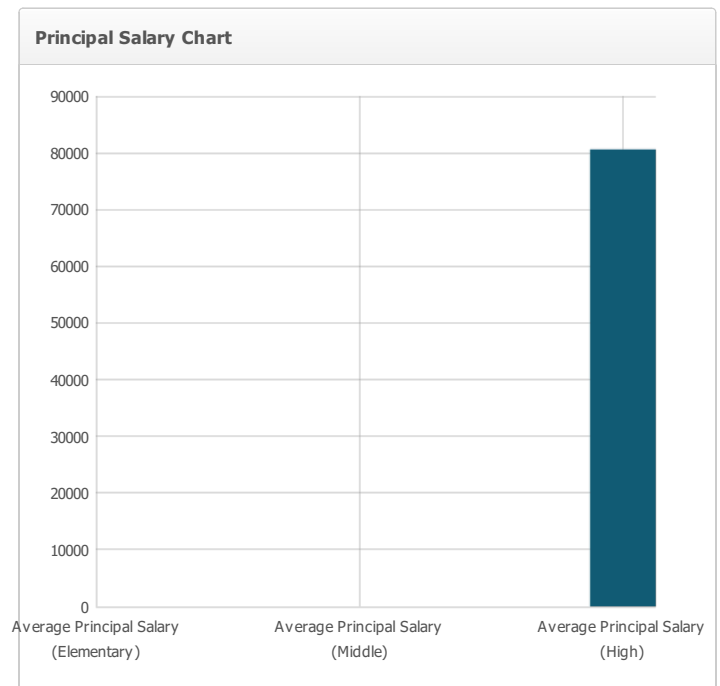
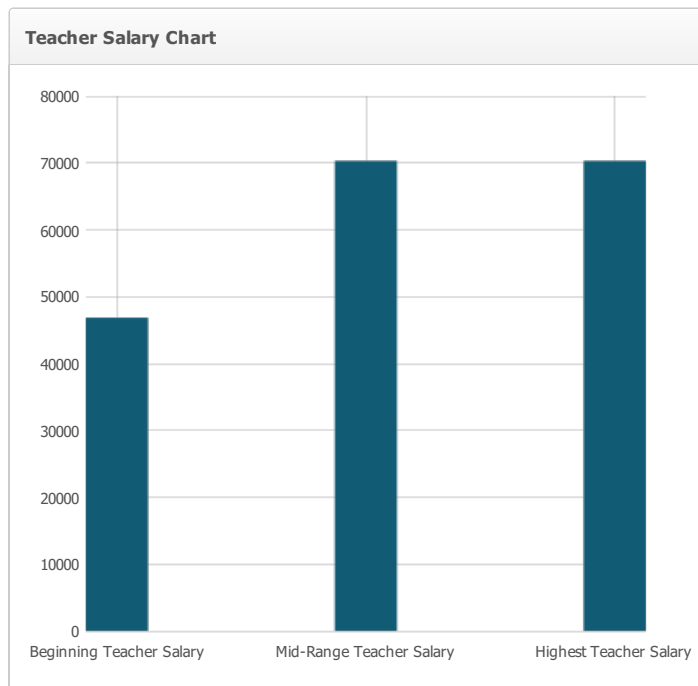
Supplemental educational service include outside agencies coming into the school working with the students. Weekly, Probation officers, drug diversion counselors and health partners meet with students to help them better cope with the difficulties they may be dealing with in the areas of anger management, substance abuse, emotional stress and other related topics. We also have science and nutrition specialists working with the students monthly.

Last updated: 1/25/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,839	--
Mid-Range Teacher Salary	\$70,321	--
Highest Teacher Salary	\$70,321	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$80,602	--
Superintendent Salary	\$134,754	--
Percent of Budget for Teacher Salaries	52.0%	--
Percent of Budget for Administrative Salaries	10.0%	--

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



Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

We do not offer AP courses at the Court School.

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: 1/25/2018

Professional Development

There are 5 designated professional development days scheduled each year, in addition to ongoing professional development. Staff attend workshops and trainings throughout the year.

The areas of focus this year are:

1. Development of motivational, standards-aligned curriculum for the variety of students in each class.
2. Behavior improvement plans for each student and the school as a whole, including PBIS training.
3. Safety in dealing with volatile student/school situations, including Non-violent crisis information
4. Suicide Prevention
5. Drug and gang information and prevention
6. Effective Strategies for Alternative Education
7. Trauma Informed schools
8. Mindfulness in education
9. Technology use in the classroom

Last updated: 1/25/2018