

LYLE EGAN HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED 2006-07 FOR SCHOOL YEAR 2005-06

C:\SARC Report Card\2006 (published in 2007)\2007 SARC 2005-06 LEHS Version 047 repaged.doc

Address:	15180 S Euclid Ave, Chino CA 91710	Phone:	(909) 606-5046
Principal:	Dr. Michael Jaurequi	Grade Span:	8 – 12

The data presented in this report are reported for the 2005-06 school year, except for the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information, review the entire SARC.

EXECUTIVE SUMMARY

Lyle Egan High School is a WASC-accredited comprehensive high school located on the grounds of Heman G. Stark Youth Correctional Facility in Chino, California. Its mission is to provide educational services to incarcerated juvenile offenders within the Department of Corrections and Rehabilitation, Division of Juvenile Justice.

Student Enrollment		Teachers		
Total Number Non-Graduates	436	Teachers with Full Credential	41	
African-American	30.3%	Teachers without Full Credential	0	
American/Alaskan Native	0.2%	Teaching Outside Subject Area of Competence	0	
Asian	0.7%	Misassignment of Teachers of ELs	0	
Filipino	0.5%	Total Teacher Misassignments	0	
Hispanic/Latino	58.3%	ASAM Academic Progress Indicators		
Pacific Islander	0.5%	Credits Earned Monthly	Graduate within Senior Year	CASAS Reading Change
White	9.6%	0.6 per student	15.2%	-3 points
Multiple/No Response	0.0%	School Finances—Expenditures Per Pupil		
Socioeconomically Disadvantaged	100%	School Site	\$	
English Learners	32%	District	\$	
Students with Disabilities	24.1%	State	\$7,127	
Lyle Egan’s budgeted funds from Prop 98 were \$10,880,665, Non-Prop 98 funds were \$300,242. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures.				
School Facilities				
As a state youth correctional facility, the school has an on-site plant operations department dedicated to continual maintenance, code compliance, and system upgrades. As such, all physical plant components adhere to current building standards. Planned corrective action includes portable classrooms for courses taught on housing units and air conditioning for rooms without cooling systems.				

	Student CST Performance	Pupils Lacking Textbooks/Instructional Materials
English Language-arts	2% Proficient/Advanced	0%
Math	0% Proficient/Advanced	0%
Science	0% Proficient/Advanced	0%
Social Science	0% Proficient/Advanced	0%
Science Lab Equipment	N/A	21% ¹

¹ science classes conducted within housing units do not use lab equipment due to safety concerns

Post Secondary Preparation	
Completed a Career-Technical Education Program	31
Completed all Courses Required for UC/CSU Admission	0% of graduates

FULL REPORT

I. About This School

Contact Information

School: Egan (Lyle) High School Address: 15180 S Euclid Ave, Chino CA 91710-9148 Phone: (909) 606-5046	Principal: Dr. Michael Jaurequi Email: michael.jaurequi@cdcr.ca.gov
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District: California Education Authority Phone: (916) 262-1500 Web: www.cdcr.ca.gov	Superintendent: Glenda Pressley (A) Email: Glenda.Pressley@cdcr.ca.gov
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All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

Lyle Egan High School is one of eight schools comprising the California Education Authority (CEA)—the school district responsible for educating juvenile offenders incarcerated in the eight correctional facilities operated throughout California by the Juvenile Justice Division of the California Department of Corrections and Rehabilitation.

Lyle Egan High School’s mission is to provide comprehensive educational services to the 800 wards of the state—ages 17 to 25—undergoing rehabilitation at Heman G. Stark Youth Correctional Facility. To meet this challenge, 30% of the instruction at Lyle Egan is delivered in conventional on-campus settings, the remainder is delivered at specialized treatment/housing units within the compound in alternative education settings.

Lyle Egan High School is accredited through 2009 by the Western Association of Schools and Colleges—and confers high school diplomas by offering academic coursework in both of these settings which meets the subject-area content standards of the California Department of Education and confers GEDs by offering test-preparation classes and testing opportunities under the auspices of the Center for Adult Learning and Educational Credentials.

Since occupational preparation is an essential component of offender rehabilitation, the school provides vocational training in sixteen different industrial and technical trades—many of which lead to industry-recognized certifications earned in our on-campus Prometric-Thompson® testing center.

To provide opportunities to the two hundred students at our institution who already have diplomas, GEDs, or CHSPEs, a satellite campus of the University of LaVerne is also located on site and inmates can earn accredited associated of arts degrees in sociology.

To meet the special learning needs of our students, Lyle Egan has an extensive supplemental educational services programs, including Special Education services, an English learner development program, both of which include teachers with CLAD and SDAIE certifications.

Since the school is a partner with the state in achieving offender rehabilitation, the coursework required for graduation includes ten credits of value-based character education—selected from among such courses as *Impact of Crime on Victims*, *Young Men as Fathers*, and *Transition to Success*.

Since the wards at Stark Correctional Facility are near the end of their sentence on are temporarily detained for parole violations, the typical student is enrolled at Lyle Egan for only seven consecutive months. Appropriate interpretation of assessment data is therefore confounded by the difficulty of separating the contribution of our school from that of preceding schools.

Opportunities for Parental Involvement

All students at Lyle Egan High School are wards of the state of California, which therefore provides most caregiver functions—housing, meals, security, counseling, education, and medical treatment. Parents may interact with their sons by phone and by mail, in person on weekend visiting days, at IEP meetings (for special education minors) and at the annual graduation exercise (upon earning a secondary completion certificate).

Under the institution’s behavior incentive program, students can earn additional visiting opportunities by accumulating merit points. On week nights, non-relative parent surrogates in the Match-2 program may visit wards lacking family support.

The *Safety and Welfare Remediation Plan* under which the Division of Juvenile Justice is now operating seeks to expand parental involvement in the rehabilitation of youthful offenders; however, currently such involvement is limited to participation in the facility's Family Council.

Student Enrollment by Grade Level

<p>31 Eighth Graders 46 Ninth Graders 108 Tenth Graders 163 Eleventh Graders 88 Twelfth Graders</p>	<p>436 total non-adult non-graduates are enrolled at Lyle Egan, along with 113 adults working toward diplomas, and 71 high school graduates working on vocational certifications.</p> <p>The facility houses an additional 124 high school graduates involved in work experience jobs or enrolled in the on-site satellite campus of the University of LaVerne</p>
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Student Enrollment by Group

<p>30.3% African American 0.2% American Indian or Alaskan Native 0.7% Asian 0.5% Filipino 58.2% Hispanic or Latino 0.5% Pacific Islander 9.6% White</p>	<p>100% Socioeconomically Disadvantaged 32.0% English Learners 24.1% Students with Disabilities</p>
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Average Class Size and Class Size Distribution

Subject	2003-04	2004-05	2005-06
English	<p>17.2 average class size 13 classes of 1-20 students 0 classes of 21-32 students</p>	<p>13.2 average class size 6 classes of 1-20 students 0 classes of 21-32 students</p>	<p>9.3 average class size 6 classes of 1-20 students 0 classes of 21-32 students</p>
Mathematics	<p>17.8 average class size 4 classes of 1-20 students 0 classes of 21-32 students</p>	<p>15.0 average class size 5 classes of 1-20 students 0 classes of 21-32 students</p>	<p>17.3 average class size 3 classes of 1-20 students 0 classes of 21-32 students</p>
Science	<p>21.5 average class size 2 classes of 1-20 students 0 classes of 21-32 students</p>	<p>16.5 average class size 2 classes of 1-20 students 0 classes of 21-32 students</p>	<p>16.5 average class size 2 classes of 1-20 students 0 classes of 21-32 students</p>

Social Science	20.5 average class size 8 classes of 1-20 students 0 classes of 21-32 students	16.8 average class size 8 classes of 1-20 students 2 classes of 21-32 students	13.8 average class size 4 classes of 1-20 students 0 classes of 21-32 students
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II. School Climate

School Safety Plan

There are three layers of school safety at Lyle Egan High School. The first level is prevention; such as fire drills, faculty meeting discussions, and classroom management techniques. The next is the institution’s uniformed peace officer force, which utilizes its presence and a variety if investigative and enforcement techniques to maintain security in an institutional setting. The final layer is the facility’s annually-updated comprehensive Multi-Hazard Plan, which has contingencies for escapes, riots, natural disasters, and mutual-aid reinforcements. All on-site officers are also trained in first aide, including the use of cardiac defibrillators.

Since the student population is incarcerated, the entire institution operates under a behavior modification program which rewards good student deportment with incentive points, and evaluates negative behaviors using an on-site adjudication council known as the Disciplinary Decision Making System (DDMS) for possible disciplinary action. This system (DDMS) makes referrals to the local district attorney for prosecutable student acts.

All on-site staff wear personal alarms, all classrooms have evacuation maps, fire alarms, emergency lighting, and telephones with cradle alarms. All staff receive annual refresher trainings such as staff-offender interaction, inappropriate relationships, suicide prevention, management of assaultive behavior, and other areas necessary when working in an institutional environment.

Since the school and the facility in which it is located are government installations, the site has a Health and Safety Office covering occupational safety, workplace hazards, disability cases, and return-to-work steps, in accordance with state policies, Cal OSHA stipulations, and SEIU employee union contracts.

All faculty members also receive annual national incident management system training from FEMA, since their status as government employees requires them to serve as disaster workers in the event of a regional calamity.

Since the state government assumes all responsibility for inmates in its custody, the compound holding our school includes a medical clinic, dental clinic, and mental health center—staffed with nurses, doctors, psychiatrists, and pharmacists.

Since many of the students at Lyle Egan High School are members of street gangs, our institution has two gang coordinators, a computerized gang affiliation tracking system, and a violence reduction committee.

School Discipline Practices

Lyle Egan High School utilizes a comprehensive system of behavior modification that pervades all functions of the school and of the institution in which it is located. This is necessary given the population is incarcerated.

The foundation of this system is the Ward Incentive Program, in which students accumulate incentive points for positive behavior and forfeit points for negative behavior. Points are used by the Ward Info Network computer system to classify each student's behavioral level as being A, B, or C, with each higher classification being provided more privileges than the preceding step.

Education staff contribute to the point totals by filing behavior reports, as appropriate, by teaching values-based character education classes such as *Young Men as Fathers*, *Impact of Crime on Victims*, and *Employability Skills*, and by teaching coping skills in the required *Transition Orientation* and *Transition to Success* courses.

Lyle Egan's School Consultation Team supports school discipline by meeting with misbehaving and underperforming students to identify barriers to learning and to make corrective referrals and placement adjustments, as necessary.

Lyle Egan's alternative education faculty contribute to the disciplinary structure by providing educational services to students without access to the campus due to placement in specialized treatment programs, several of which are designed to reverse destructive behavior patterns.

Students contribute to the positive learning environment by demonstrating good behavior, by working on the Student Counsel and by participating in the Student Focus Group for school improvement and re-accreditation.

The principal and the school's Culture Focus Group arrange for guest speakers who can demonstrate through the examples of their lives the benefits of ethnic tolerance and non-belligerence

These instructional functions are supported by the institution which has an annual Victims Awareness Week, annual Red Ribbon Week, a full time Transition Coordinator to help students adjust to placement changes, and two full time gang coordinators to maintain order among rival factions. In addition, the institution's clergy provide spiritual guidance and faith-based support for proper conduct and non-violent problem resolution.

Lyle Egan's school psychologists work with students to overcome learning disabilities and behavior maladjustments both of which are barriers to progress. The correctional facility's

psychiatrists and professional psychologists contribute to on-campus department by providing clinical treatment and psychotropic therapy to students requiring therapeutic treatment.

The treatment teams' youth counselors lead group therapy sessions for introspective peer discussion of appropriate and inappropriate conduct. They also facilitate a structure journaling process in which students read and write responses to a series of probing social narratives written by The Change Company® to focus students' thoughts on the benefits of acceptable human interaction and cooperation.

The site's force of 190 correctional officers and its smaller special tactical team contribute to the disciplinary system by intervening as peace officers and when students engage in illegal actions. The institution's Disciplinary Decision-Making System provides impartial adjudicators to evaluate the seriousness of student misbehavior and to impose penalties (within prescribed policy guidelines) as necessary and to make referrals for legal prosecution for more serious criminal acts.

The youthful parole board contributes to on-campus discipline by enforcing the standards of positive behavior and personal redemption necessary before parole is granted to Lyle Egan students.

Our school district, the California Education Authority, contributes to student discipline by ensuring that the diplomas and vocational certificates issued at Lyle Egan are accepted by institutions of higher learning and by employers, thereby providing genuine reasons for students to focus on achievement rather than on retribution. The district accomplishes this by ensuring that Lyle Egan High maintains its WASC accreditation, hires only fully credentialed teachers, and offers only courses which adhere to the Department of Education's state content standards.

The Division of Juvenile Justice supports all of these disciplinary strategies by providing the computer programmers, local-area network managers, and education technology coordinators who develop and maintain the complex system of accountability for tracking and documenting incentive points, behavior reports, DDMS records, SCT action plans, and parole board decisions necessary for a rehabilitation center and its school to provide accurate and fair disciplinary accountability.

Suspensions and Expulsions

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

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

School Facilities

Lyle Egan High School currently has 21 academic classrooms, a library and gym, and 24 vocational shops—including an operating barbershop and culinary arts restaurant. Six portable classrooms for alternative education are on order.

Among the many trades taught in Lyle Egan's vocational department are courses in environmental sanitation, building maintenance, landscaping, and masonry. To provide the students in these classes with hands-on experience in these occupations, most routine school cleaning, repairing, gardening, and stonework is done by such students.

Lyle Egan High School is located within a correctional facility which has its own plant operations department—complete with plumbers, electricians, exterminators, and building repair staff. These tradespersons provide classroom repairs, installations, and pest control services which are beyond the skill level of the students in the vocational classes. For construction needs, such as the auto body classroom built in 1999, the facility uses competitive state bidding to hire professional contractors.

Item	Facility in Good Repair?		Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		boiler system is operated by on-site plant operations staff
Windows/Doors/Gates	X		a windows/roofing crew staffed with student apprentices is used for repairs, when needed
Interior Surfaces	X		
Hazardous Materials	X		asbestos monitoring is done annually
Structural Damage	X		on-site Chief of Plant Operations arranges for inspections/construction, when needed
Fire Safety	X		facility has an on-site full-time Health and Safety Officer
Electrical	X		facility has two on-site full time electricians
Pest/Vermin	X		facility has an on-site full-time exterminator
Drinking Fountains	X		water quality testing is conducted annually
Restrooms	X		almost all classrooms have bathroom facilities
Sewer	X		facility has an on-site full-time plumber; a student apprentice is on call at night
Schoolgrounds	X		facility has two on-site full-time groundskeepers with student apprentices

IV. Teachers

Teacher Credentials

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	46	39	41	201
Without Full Credential	0	0	0	6
Teaching Outside Area of Competence	1	1	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2004-05	2005-06	2006-07
Misassignments of EL Teachers	0	0	Pending
Total Teacher Misassignments	2	1	Pending
Vacant Teacher Positions	1	35	17

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

Core Academic Classes Taught by NCLB Compliant Teachers

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	61%	39%

All Schools in District	95%	5%
High Poverty Schools in District	N/A	N/A
Low Poverty Schools in District	N/A	N/A
Schools within the Division of Juvenile Justice cannot be categorized by poverty levels because students are remanded to its jurisdiction from all economic and geographical areas of California and receive equitable funding once incarcerated.		

Substitute Teacher Availability

Lyle Egan High School employs permanent intermittent (part-time teachers), retired annuitants (retired teachers), temporarily-authorized utilization staff (emergency-credentialed teachers) and relief staff (permanent full time teachers) to act as substitutes for absent faculty members. During the 3½-week summer session, regular faculty members who do not choose to take a vacation substitute for those who do.

A new contract with a shorter work year and a high pay scale, both new for 2006-07, have made recruitment of part-time and temporary substitutes for our school competitive with surrounding public school districts.

Limited substitute availability remains a factor in class closures at Lyle Egan High School, but is no longer at problematic levels.

Teacher Evaluation Process

Faculty members at Lyle Egan High School are both school district teachers (California Education Authority) and state employees (Division of Juvenile Justice). As such, they must be appraised annually on two separate evaluation forms—the *Rubric for Classroom Observation* and the *Individual Development Plan*.

For new teachers, the classroom rubric appraisal must be used three times during their initial year. For vocational instructors, these performance reviews check both practical application and related theory. All teachers are expected to provide instructional variations, accommodations, and modifications, as needed, for the English learners and special education students in their classes.

Teacher evaluations are the responsibility of the school’s assistant principals, of which Lyle Egan High currently has four—one academic, two vocational, and one special education. The school is in the process of hiring another academic assistant principal.

V. Support Staff

Academic Counselors and Other Support Staff

Title	Number of Full Time Equivalents at School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Title	Number of Full Time Equivalents at School	
Library Media Teacher (Librarian)	0.5	
Library Media Services Staff (paraprofessional)	0.0	
Teaching Assistants (paraprofessionals)	16.0	
School Psychologists	3.0	
Clinical Psychologists	11.0	
Clinical Psychiatrists	3.0	
Social Workers	225.0	
Nurses	11.0	
Speech/Language/Hearing Specialists	1.0	
Resource Specialists (non-teaching)	0.0	
Other (Coordinators for Assessment, EL, SCT, Transition, and Scheduler)	7.0	
Lyle Egan High School is located inside a youth correctional facility. The facility itself employs about 160 youth correctional counselors—who are reported as social workers above, more than a dozen professional therapists—reported as clinical practitioners above, and almost a dozen licensed nurses in the on-site medical clinic.		

VI. Curriculum and Instructional Materials

Quality/Currency/Availability of Textbooks and Instructional Materials

English Language Arts. For its core English 9, 10, 11, and 12 courses, Lyle Egan High School has complete instructional series for Holt® *Literature and Language Arts*, Levels 3 and 4 (© 2005), and partial series for Levels 5 and 6 (© 2003), all of which were designed around the California English language-arts standards.

For English learners and below-grade readers, Lyle Egan High School has complete series of Hampton-Brown's® *High Point Success in Language, Literature, and Content*, Levels A, B, and C (Legacy Editions—copyrights prior to 2007); these materials are approved by California Department of Education, English Language Arts standards for elementary and middle school levels and are appropriate as preparatory texts for our high school curriculum. Our school needs to acquire more of the companion reading collections. To maintain our currency, future purchases of *High Point* materials will be Encore Editions (copyrighted during 2007, and thereafter).

Mathematics. Lyle Egan High School has a complete set of textbooks, workbooks, manipulatives, and teacher resources for Prentice-Hall's® *Pre-Algebra* and *Algebra I* series, which were both purchased as standards-aligned California editions (© 2001), and complete

materials for Prentice-Hall's® *Mathematics Algebra 1* series, *Mathematics Geometry* series, and *Mathematics Algebra 2* series (©2004), which are available only as national editions

For use in adult basic education and special day classes, Lyle Egan also has complete collections of Saxon Publisher's® *Incremental Development* arithmetic series, Levels 87, 76, 65, and 54 (©1999 - 2002), which are not based on high school math standards. These series are also well supported with manipulatives, supplementary materials, and teacher resources.

To establish our new business mathematics course, our district office will be shipping our school a full set of Glencoe's® *Mathematics with Business Applications* (© 2007) series by August 2007. This is not a California-specific edition, although its content can be correlated to California math standards.

Natural Sciences/Lab Equipment. For its Biology I and II courses, Lyle Egan High School has sufficient supplies of Glencoe's® *Biology: The Dynamics of Life* (© 2005) as the core series, and Prentice-Hall's® national edition of *Science Explorer: Focus on Life Science* (© 2001) as the supplemental series.

For its Earth Science I and II courses, Lyle Egan High School has ample supplies of Prentice-Hall's® California edition of *Prentice-Hall Earth Science* (© 2006) as the core series, and Prentice-Hall's® national edition of *Science Explorer: Focus on Earth Science* (© 2005) as the supplemental series.

However, laboratory equipment is in only limited use in our science courses due to ordering, safe-usage, and departmental-focus issues.

Social Sciences. For its sophomore course in World History and Geography, Lyle Egan High School has full supplies of the California edition of McDougal-Littell's® complete *Modern World History* series (© 2006), which will be replaced this summer with Prentice-Hall's® California edition of *World History: The Modern World* (© 2007) as the core series, and Globe-Fearon's® national edition of *Pacemaker World History* (© 2002) as the supplemental series.

For its junior course in U.S. History and Geography, Lyle Egan High School has full supplies of the California edition of McDougal-Littell's® complete *The Americans* series (© 2006), which will be replaced this summer with Prentice-Hall's® California edition of *United States History: Modern America* (© 2008) as the core series, and Globe-Fearon's® national edition of *Pacemaker United States History* (© 2004) as the supplemental series.

For its senior course in American Government, Lyle Egan High School has an adequate supply of the national edition of Prentice-Hall's® complete *Magruder's American Government* series (© 2005), which will be upgraded this summer to the 2006 California edition of this same title and which will then be supplemented with Globe-Fearon's® national edition of *Pacemaker American Government* (© 2001).

For its senior course in Economics, Lyle Egan High School has a sufficient supply of the national edition of Prentice-Hall's® *Economics: Principles in Action* (© 2005), which will be upgraded this summer to the California edition of this same title (© 2007), and which will then be supplemented with Globe-Fearon's® national edition of *Pacemaker Economics* (© 2001).

Fine Arts. For its Visual Arts I course, Lyle Egan High School has an ample supply of the national edition of Glencoe's® complete *Art in Focus* series (© 2006), and for its Music Appreciation course, Lyle Egan is fully stocked with the national edition of Glencoe's® complete *Music—Its Role and Importance in our Lives* series (© 2006).

For future courses in Visual Arts II and Theatre Arts, Lyle Egan High School already is stocked with the national editions of Glencoe's® *Creating and Understanding Drawings* (©2006) and *Theatre Arts in Action* (©2005) series. To date, none of these adopted Glencoe titles are available as standards-aligned California editions.

Health. Lyle Egan High School does not offer courses in this subject. Any health education that does occur is covered tangentially in our biology, physical education, and character education courses.

Foreign Languages. Lyle Egan High School does not offer any coursework in languages other than English.

Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials. All of the students enrolled at Lyle Egan High School live in a correctional facility—which has safety regulations restricting items in cellblocks with hard covers, substantial weight, or metal fasteners. Consequently, most forms of instructional materials—textbooks, stapled packets, sharpened pencils, and glassware—cannot be assigned to individual students to be taken back to their living units.

Since the school has no student lockers, the primary means for supplying textbooks to students is for teachers to maintain classroom sets for use during class periods only.

However, some book cabinets have been placed on housing units for student use for homework purposes, and additional cabinets will be placed on other living units in the future. Furthermore, the school faculty has already finished writing lesson plan packets for a portion of the academic curriculum. These reproducible standards-aligned self-study packets are based on our currently-adopted textbooks and can be retained by students in even the most restrictive environments.

Therefore, although the school owns more than enough current textbooks and auxiliary materials so that each student could be assigned their own set for the academic courses in which they are currently enrolled, such assignments are not made for security reasons in our correctional setting.

VII. School Finances

Expenditures per Pupil and School Site Teacher Salaries (FY 2004-05)

Level	Expenditures per Pupil			Average Teacher Salary
	Total	Supplemental	Basic	
School Site	---	---	---	\$57,090
District	---	---	---	\$57,090
% Difference: School Site and District				
State	\$7,127	unknown	unknown	\$57,604
% Difference: School Site and State				1%

Lyle Egan's budgeted funds from Prop 98 were \$10,880,665, Non-Prop 98 funds were \$300,242. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled \$254,223. Special Education Grant funds totaled \$102,500. The district budgeted totals for 05/06 Prop-98 were \$45,741,631, Non-Prop \$5,275,307, Title I \$1,739,234, Special Education Grant \$1,089,117.

Types of Services Funded

The following programs and supplemental services are available at Lyle Egan High School through categorical and other funding sources.

Title 1 (ESEA)	Carl Perkins Part A (State Leadership)	Proposition 98 (General Fund)	Library Media Program
Title 3 (ELL)	Carl Perkins Part B (Secondary Education)	Lottery (State Special Fund)	Special Education IDEA, Part B
Workforce Investment Act (Adult Education, Family Literacy)			

Teacher and Administrative Salaries (Fiscal Year 2004-05)

Category	CEA District Amount	State Average for Districts in Same Category (ADA > 4,000)
Beginning Teacher Salary	\$49,224 – \$59,832	\$37,671
Mid-Range Teacher Salary	\$51,564 – \$62,616	\$63,121
Highest Teacher Salary	\$54,036 – \$68,928	\$78,630
Average High-School Principal Salary	\$65,244 – \$83,292	\$111,909
Superintendent's Salary	\$95,340 – \$105,108	\$163,061
% of Budget for Teacher Salaries	95%	37.8%
% of Budget for Administrative Salaries	1%	5.2%

VIII. Student Performance

California Standards Tests

The CSTs show how well students are doing in relation to the state content standards. Student scores are reported as one of five performance levels—*Advanced* (exceeds state standards), *Proficient* (meets state standards), *Basic* (approaching state standards), *Below Basic* (below state standards), and *Far Below Basic* (well below state standards). Students scoring at the proficient or advanced levels meet state standards in that content area.

CST Results for all Students—Three-Year Comparison

Data reported are the percent of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	0%	3%	2%	5.8%	3.0%	2.2%	36%	40%	42%
Mathematics	0%	3%	0%	2.5%	1.5%	3.5%	34%	38%	40%
Science	0%	0%	0%	2.5%	0.7%	1.7%	25%	27%	35%
History-Social Science	0%	1%	0%	4%	1.8%	0.5%	29%	32%	33%

CST Results by Student Group—Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Asterisks indicate that the number of successful examinees was fewer than ten. N/A = *Not Applicable* since no students are in this category at our school.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-language Arts	Mathematics	Science	History Social Science
African American	0%			0%
American/Alaskan Native				
Asian				
Filipino				
Hispanic/Latino	4%	0%	0%	0%
Pacific Islander				
White				
Male	2%	0%	0%	0%
Female	N/A	N/A	N/A	N/A
Economically Disadvantaged	2%	0%	0%	0%
English Learners	0%	0%		0%
Students with Disabilities	0%	0%		0%
Students Receiving Migrant Ed	N/A	N/A	N/A	N/A

Norm-Referenced Test (NRT)

No results are shown for 2005 and thereafter because the State Board of Education discontinued the normative California Achievement Test (CAT 6) for grades 8-12 that year.

NRT Results for all Students—Three Year Comparison

Data reported for 2004 are the percent of students scoring at or above the 50th percentile (the national average).

Subject	School 2004	District 2004	State 2004
Reading	2%	8.2%	43%
Mathematics	0%	6.6%	51%

NRT Results by Student Group—Most Recent Year

No results shown because CAT 6 testing ceased in California for grades 8-12 in 2005.

Local Assessment Results

Data reported are the percent of each grade level meeting or exceeding the district standard each year for the Comprehensive Adult-Student Assessment System (CASAS) in reading and math and for the California Education Authority's Writing Proficiency Essay.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
8	0%	0%	2.9%	0%	0%	pendin g	0%	0%	2.9%
9	5.2%	1.5%	2.2%	2.6%	0%	pendin g	5.2%	3%	2.2%
10	8.8%	2.8%	4.3%	5.7%	1.6%	pendin g	9.7%	4%	5.2%
11	9%	3.6%	3.5%	5.7%	1.1%	pendin g	9.2%	5.5%	3.9%
12	10%	9%	8.7%	5.2%	8.1%	pendin g	9%	11.5%	7.6%

California Physical Fitness Test Results

Data reported are the percent of ninth-grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for 2005-06.

Grade Level	Percent of Students Meeting Fitness Standards
9	19%

IX. Accountability

Academic Performance Index (API)

Adequate Yearly Progress (AYP)

Federal Intervention Program Improvement (PI)

As an alternative school, Lyle Egan High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

Lyle Egan's ASAM indicators:

0.6 average monthly credit earned rate.

10.6% of seniors graduated in their senior year.

18 of 671 long term students were given pre and post reading achievement tests during 05/06 and 8 of those showed growth.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

The following table displays the one-year dropout rates and graduation rates for the most recent three-year period. However, wards of the state are unable to drop out of Lyle Egan High School while incarcerated at our site since education is a central component of their criminal rehabilitation and since they are physically prohibited from leaving the grounds.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	3.2%	3.3%	3.1%
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	86.7%	85.3%	84.9%

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Lyle Egan High School. However, the percentage of seniors graduating within their senior year at Lyle Egan High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

Completion of High School Graduation Requirements

This table displays by student group the percent of seniors who graduated within their senior year (began the 2005-06 school year in the 12th grade and met all state and local graduation requirements for 12th grade completion within that year, including having passed both portions of the CAHSEE or having received a local waiver or a state exemption). State level data is not shown because it is not available this year.

Group	Graduating Class of 2006		
	School	District	State
All Students	15.2%	25.3%	
African American	4.5%	6.5%	
American/Alaskan Native	0.0%	0.2%	
Asian/Filipino	0.6%	2.1%	
Hispanic/Latino	8.4%	12.2%	
Pacific Islander	0.0%	0.2%	
White	1.7%	4.1%	
Economically Disadvantaged	15.2%	25.3%	
English Learners	2.2%	7.3%	
Students with Disabilities	2.2%	7.9%	

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

To prepare its students for successful parole, Lyle Egan High School offers instruction in sixteen industrial, technical, and service trades taught in specifically-equipped vocational shops by designated-subject credentialed teachers. Each program offers coursework at the basic,

intermediate, and advanced levels, and seven of them offer certification from industry-recognized associations. To facilitate on-site attainment of such certificates, Lyle Egan has an official Prometric test center on campus.

Vocational Trade	Certifications Offered	Certifying Body
Barbering	Barbering License	California Board of Barbering and Cosmetology
Building Maintenance	Scissors Lift Operator Certificate	Occupational Safety Training Systems
Business Technology		
Cabinetry		
Carpentry		
Commercial Art		
Culinary Arts	Food Handler's Certificate	National Restaurant Association
Computer Technology	A+ Certified Computer Service Technician	Computing Technology Industry Association
	N+ Certified Network Service Technician	Computing Technology Industry Association
	Telecommunications Certificate of Completion	C-Tech
	Network Cabling Specialist—Copper Leviton Certified Installer	C-Tech Leviton Inc.
	Network Cabling Specialist—Fiber Optic	C-Tech
Landscaping		
Masonry	Forklift Operator Certificate	Occupational Safety Training Systems
Printing		
Sanitation	Floor Care Certificate	Johnson-Diversey Inc.
Upholstery		
Video Production		
Warehousing	Forklift Operator Certificate	Toyota Industrial Equipment Clark Material Handling Company Yale Industrial Trucks
Welding	Structural Welding Certificate	American Welding Society

To ensure that students have sufficient training to develop an employable level of skill in a vocational trade, almost all of the school's elective courses are offered by the career technical department. Most of this school report card details the academic programs at Lyle Egan; however, 22% of the students served by our school already possess diplomas or GEDs and only a

portion of them are enrolled in our on-site satellite campus of the University of LaVerne. To provide a relevant education to the 170 high school and equivalent graduates at our school, we offer the career technical opportunities just described.

To respond to changing workforce trends, our school is always in the process of opening new trades and discontinuing old ones. To remain abreast of changes in their fields, all career technical instructors at our school are members of trade advisory councils and regularly participate in industrial visitations and best practices workshops.

Career Technical Education Participation

This table displays information about participation in the school's CTE program.

Measure	CTE Program Participation
Number of Pupils	339
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses articulated between the school and postsecondary institutions	0%

Courses for UC/CSU Admission

Indicators for University of California and California State University admission.

Students Enrolled in Courses Required for UC/CSU Admission	14.3%
Graduates who Completed all Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses

Advanced placement program indicators.

Number of AP courses offered	0
Percent of students enrolled in AP courses	0%

College Admission Test Preparation Program

Information about the school's college admission test preparation program

Since fewer than 6% of our students enroll in college, SAT, ACT, PSAT, and NMSQT testing is not offered at our site, nor are offered any preparation courses for these tests. However, the EAP (Early Assessment Program) exams are offered in English-language arts and Math to all juniors taking the annual STARS battery to determine if remedial courses in language arts and math will be necessary upon admission to the UC or CSU systems.

The University of LaVerne has an extension program held on our grounds which offers an associate degree in sociology to those residents who qualify for admission. Such admission is based upon an evaluation of high school work and does not require SAT/ACT scores.

SAT Reasoning Test

Voluntary participation in the Scholastic Aptitude Reasoning Test for college entrance, 2005-06.

	School	State
Percent of Seniors Tested	0%	40.5%
Verbal Average	N/A	495
Math Average	N/A	516
Writing Average	N/A	495

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Information on the structure of the school's instructional program and the experience of the school's leadership team.

Since Lyle Egan High School is an accredited comprehensive high school, the instructional program offers standards-based academic coursework in all of the subject areas necessary to obtain a high school diploma in California, as well as offering English Language Development for non-native English speakers and a full range of special education services for students with Individual Education Plans.

However, since this school serves an incarcerated population comprised exclusively of young men convicted of felonious crimes, instructional delivery must dovetail with the specialized treatment programs to which each individual is remanded. Indeed, the overriding objective of the Department of Juvenile Justice is rehabilitation, of which education is but one component. Those students displaying acceptable deportment can participate in conventional classrooms in a school campus setting (still within the institutional walls), while other students placed in intensive treatment or special management treatment programs must have teachers visit them on their secure housing units to deliver instruction. The curriculum is shaped by the California Department of Education, but the delivery is molded by the treatment needs of the students—which range from behavior modification, substance abuse treatment, sex behavior treatment, and mental health considerations.

In addition, all of the clients of our school must become self-sufficient employees upon parole. Consequently, our school also provides extensive vocational training in a variety of industrial, technological, and services trades, as detailed elsewhere in this report card. Since many students are still wards of the state after graduating from our school, they often continue their enrollment in occupational training programs taught by our faculty even though they possess diplomas. This is a unique characteristic of our high school—some of its students are high school graduates.

The leadership team consists of faculty members with extensive backgrounds in education and corrections; both the principal and two school psychologists hold doctorate degrees; a third school psychologist possesses no fewer than four master degrees in special education and a total of twelve teaching credentials; one classroom teacher working on the living units has two doctorates alone. The average length of teaching experience among our faculty is 17 years per teacher, including staff in the entire range of services—computer technology, physical education, English, geometry, SDC, speech therapy, cabinetry, welding, culinary arts and even GED preparation. Two of our career-technical instructors hold electrical engineering degrees, while another has a juris doctorate. Many teachers have prior experience in other correctional settings or in mental health facilities.

Professional Development

Programs for training the school's faculty.

As employees not only of a school district, but also of a government agency, our faculty participates in a wide spectrum of in-service training activities—both education-based and security-based. The annual calendar provides ten staff development days in addition to the weekly advising-schedule-day, where brief training sessions are also conducted. As government employees who are required to provide assistance during disasters, all staff participated this year in National Incident Management System certification.

During the years that our school was in operation twelve months per year, all teachers earned educational leave credits permitting them to pursue advanced studies applicable to their work assignment even if time off from work was required. Now that a traditional school year has been implemented, teachers can attend regular university summer school sessions during their semester breaks. In addition, teaching assistants are permitted to participate in the 20/20 program, whereby teaching credentials can be earned while working half time for full pay.

Members of our subject-area curriculum committees are regularly sent both to district training programs in Sacramento and to curriculum-specific conferences held for public school teachers. A member of each academic department regularly attend subject-area curriculum committee meetings at our district office, and teachers on special assignments, such as the school's EL Coordinator, Curriculum Coordinator, and Mentor Teacher—as well as the Class Scheduler, Registrar, and School-based Government Analyst—attend regular training updates to improve school programming and reporting functionality. Vocational instructors attend district-sponsored annual Best Practices workshops to upgrade curricula and to disseminate occupational preparation materials.

At the school site, the mentor teacher, accreditation coordinator, curriculum coordinator, transition coordinator, assessment coordinator, and the school principal hold after-school development sessions in lesson plan development, use of assessments for instruction, tracking student progress, and creating accommodations for special needs students in regular ed settings. Outside trainers are also used for team building and culture expansion activities.

Instructional Minutes

Comparison of the number of instructional minutes offered to the state requirement.

Grade	Instructional Minutes	
	Offered	State Required
8	65,320	54,000
9	65,320	64,800
10	65,320	64,800
11	65,320	64,800
12	65,320	64,800

Continuation School Instructional Days

Comparison of the number of instructional days offered if LEHS is classified as a continuation school to the state requirement.

Grade	Instructional Days of at least 180 Instructional Minutes	
	Offered	State Required
8	232 days	180 days
9	232 days	180 days
10	232 days	180 days
11	232 days	180 days
12	232 days	180 days

Minimum Days in School Year

Data on shortened school days—number per year and reasons.

The traditional school year calendar adopted by our district this year provides for an Advising Schedule Day once per week, during which a portion of the day (120 minutes) is spent counseling students through high school graduation planning activities, IEP meetings, school consultation team meetings, and academic guidance by faculty advisors. An additional portion of the day (55 minutes) is spent in staff development activities. Despite this, these advising schedule days still include 220 minutes of student instruction in addition to the advising time.

These minimum school days are therefore only 20 minutes shorter than the mandatory 240 minute average, and are compensated for by the remaining four days in each week consisting of 300 instructional minutes.

In total, there are 49 of these shortened advising days per school year, including the summer sessions. ASB meetings, faculty meetings, accreditation focus group meetings, leadership team meetings, and joint site council meetings are also scheduled on these shortened days. □