



SENECA

FAMILY OF AGENCIES | UNCONDITIONAL CARE

James Baldwin Academy

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2018-2019 School Accountability Report Card

Published during the 2019-2020 School Year

Seneca Family of Agencies' James Baldwin Academy is a therapeutic nonpublic day school which specializes in providing special education services to pupils with a variety of mental health needs. In our eight small classrooms, we provide individualized attention and direct instruction in core areas in order to help our students make adequate yearly progress on their IEP goals while adhering to a general education standards-based curriculum. We pair this rigorous course of study with a therapeutic milieu and a behavioral program. Each student has an individual therapist and receives a wide variety of therapeutic interventions, including positive reinforcement, counseling in the milieu, conflict resolution, individual, group and family therapy, crisis counseling and psychiatric consultation. Our behavior program is implemented by our highly trained staff of Bachelor degree-level classroom counselors and special educators. The presence of a comprehensive behavioral program allows us to serve each of our students, providing unconditional care and a commitment to work with our students through their hardest trials.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of our school environment. The data presented in this report are reported for the 2018-2019 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

GRADE RANGE

3-12

AVERAGE STUDENT

ENROLLMENT:

78

CLASSROOM STAFF TO

STUDENT RATIO

1:4

AVERAGE CLASS SIZE

10

ABOUT JAMES BALDWIN ACADEMY

Seneca Family of Agencies' mission is to help children and families through the most difficult times of their lives by providing them with unconditional care. The goal of Seneca Family of Agencies' James Baldwin Academy is to actualize this mission by providing high quality educational and clinical services to students experiencing severe emotional difficulties. Most of our students are referred to us after being unsuccessful in previous school settings. Our goal is to re-create a successful school environment, one filled with the joy of learning and the supports they'll need along the way. We aim to provide an environment that seeks out and expands on our students' strengths and teaches them strategies to cope with their challenges so that they can benefit from their educational experiences.

CORE PRINCIPLES

James Baldwin Academy provides students who have not been successful in school an environment that seeks out and expands on their strengths, and teaches them strategies to cope with their differences, so that they can benefit from their educational experiences. A primary focus of all Seneca programs is to help students and families build enduring, supportive relationships which can allow them to transition back to a less restrictive setting. Seneca has always focused on developing and strengthening positive relationships between students and staff, among family members, and between students and supportive resources in the community. Coupling innovative programming and high staff-to-student ratios in delivering high-quality services, Seneca believes that the formation of supportive relationships is the most powerful tool for helping emotionally troubled students and their families to achieve therapeutic progress and long-term stability. The program philosophy of Seneca Family of Agencies' James Baldwin Academy includes five core service principles, which we believe will enable our students to return to less restrictive settings prepared through continued growth to be advocates, critical thinkers, effective communicators and leaders.

STUDENT ENROLLMENT BY GRADE LEVEL (18/19)*

Grade	Number of Students
Kindergarten	0
1st Grade	0
2nd Grade	0
3rd Grade	1
4th Grade	5
5th Grade	7
6th Grade	7
7th Grade	10
8th Grade	6
9th Grade	7
10th Grade	10
11th Grade	11
12th Grade	11
Total Enrollment	75

STUDENT ENROLLMENT BY STUDENT GROUP (18/19)*

Student Group	Percent of
Black or African American	39%
American Indian or Alaska Native	3%
Asian	4%
Filipino	0%
Hispanic or Latino	21%
Native Hawaiian or Pacific Islander	3%
White	28%
Two or More Races	3%
Socioeconomically Disadvantaged	68%
English Learners	3%
Students with Disabilities	100%
Foster Youth	4%
Homeless	3%

*As of 10/02/2018

- **Unconditional care** means accepting young people who have been failed by other agencies, doing whatever it takes to ensure that each student and his/her family achieve a successful outcome. All appropriate students referred by school districts are accepted into James Baldwin Academy, and once placed into care students are not discharged due to challenging behaviors or service needs. Rather, the program's comprehensive array of educational, treatment and support services are tailored to address those needs, even as they change over time. Upon intake, students and their families are told that they will not be discharged from Seneca due to their behavior or any other challenges that might arise during treatment. We make a commitment to a successful discharge for every student.
- **Parent-driven, strengths-based, educational planning** makes it possible for seriously troubled students and families to break patterns of failure and to rebuild their lives. At Seneca, we form partnerships with parents and focus on the strengths and competencies of each student and family when planning and delivering services, both treatment and educational. Seneca's staff members view parents as the experts on their own children and work closely with them during the IEP and treatment planning process.
- **Individualized care** enables Seneca to address the complex and multidimensional needs of seriously emotionally disturbed adolescents and their families. To enable troubled students to succeed in the most home-like settings possible, Seneca strives to provide each student and family with an individualized package of services tailored to meet their unique needs.
- **Cultural competence and sensitivity** are incorporated into all aspects and services of our program. We provide services to an extremely diverse population of students and families including those with ethnic and cultural backgrounds such as African American, Latino, Native American, Asian, and white. In response, Seneca has aggressively recruited a culturally diverse staff and created an agency culture that builds on our commonalities while celebrating our differences.
- **Interagency collaboration and close communication** between Seneca staff, public school district personnel, and community-based service providers are essential to the successful operation of Seneca Family of Agencies' James Baldwin Academy. Many, if not most, of our students are involved with multiple placing agencies, including county mental health, social services, probation departments, as well as the local special education planning area. Our staff collaborate with these public agencies and community-based providers in order to coordinate and deliver a wide range of mental health, special education, and community-based after care services.

ADMISSION

The process of admission to Seneca Family of Agencies' James Baldwin Academy begins with a referral by the school district. The placing school district sends us the student's most recent Individualized Education Plan (IEP), Educational Psychological testing, as well as any other pertinent mental health information. The intake coordinator reviews the packet and then contacts the caregiver to arrange a tour and intake meeting. We invite the caregiver, student and any other people involved to participate in this initial meeting, in which we explain the program and discuss whether



James Baldwin Academy is an appropriate placement. Once the caregiver, school district and Seneca agree on the placement, the caregiver signs the necessary consents and intake documents in order to enroll their student.

ASSESSMENT

The purpose of James Baldwin’s assessment services is to guide action. Beginning at intake and continuing throughout a student’s tenure in our program, staff members provide ongoing assessment of each student in the context of her or his ecological situation. Assessments conducted by Seneca Family of Agencies’ staff are formal information gathering processes that make it possible to provide family members and the treatment team with useful data— and recommendations—from which they can make decisions about their lives. Bilingual-bicultural program staff help with the assessment of bilingual-bicultural students and families. Assessment not only identifies areas of concern, but also the strengths, talents, successes, and supportive resources enjoyed by the student and family. Comprehensive assessment of Seneca Family of Agencies’ James Baldwin Academy students includes, as needed: psycho-educational testing, teacher administered academic testing, including the Measures of Academic Progress (MAP), psychiatric and psycho-pharmacologic testing, speech and language assessment, psychological testing, family assessment, and therapeutic milieu assessment. The information proves useful in developing a comprehensive IEP that pinpoints a student’s strengths and areas of growth and identifies strategies to help the student progress.

SERVICE PLANNING

Seneca’s child and family team – a unique decision-making body – develops individualized needs and service plans for each student. This serves to define actions and activities that build upon the identified strengths of each student and family, focusing on the development of greater competencies in family, school, and community function. James Baldwin Academy staff invites and encourages students, family members, county case workers, probation officers, CASA workers, lawyers, and other people who play a significant role in the student’s life to be involved in the treatment planning process. Every needs and services plan includes an emergency intervention component to anticipate potential crisis and detail the roles of service team members in responding.



OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parental involvement in our school is encouraged in a variety of ways. Parents help coordinate and develop treatment plans with their student's therapist and care coordinator; they are invited to attend school events such as back to school night and the science fair; we communicate with parents monthly through our newsletter; and they attend IEP meetings and parent-teacher conferences which are instrumental in helping teachers and classroom teams work with students to achieve their goals.

Parents have full access to school personnel in regards to any issue they may have. Parents can contact their child's therapist, care coordinator, or teacher at any time during the school day and often before and after the school day. The parent can also ask to set up a meeting with these individuals. Formally, the school communicates with parents/guardians in the following ways:

- Family Therapy that is offered weekly throughout the regular and extended school year
- Parent Support Group offered bi-monthly
- Individualized Education Plan meetings
- Letters sent home from the Director and/or teachers conveying any new and vital information
- Quarterly reports that document the students' grades, behaviors, progress, or concerns in any areas of academics, and progress on their students individualized Education Plan goals

Beyond these formalized structures, our teachers and therapists make regular efforts to connect with parents. Every quarter, Seneca holds parent-teacher conference weeks. Teachers reach out directly to invite each parent to schedule a conference, working to accommodate parents' schedules. Throughout the rest of the year, Seneca Family of Agencies strives to develop and maintain strong lines of communication with parents and guardians regarding their children's day-to-day activities, accomplishments and progress made on goals. We encourage our teachers and therapists to make regular phone contact with parents. Seneca operates with an open door approach. Therefore, teachers, therapists, and administrators are available to meet with parents whenever the need arises. Parents know that they can meet with the principal anytime and often give valuable suggestions and feedback.

NONPUBLIC SCHOOL (NPS) SERVICES

Beginning at intake, it is the foremost goal of Seneca's nonpublic school to support each student in graduating with a high school diploma, either from our school or from a local public school. Within students' first month of enrollment, an assessment is completed to determine their specific educational needs. This assessment includes academic testing with the WIAT II and III, an evaluation of transcripts, the administration of the computer-adaptive MAP test in the areas of reading, language usage and mathematics, and an analysis of the coursework necessary to fulfill graduation requirements. Students are then offered classes based on their individual needs and course availability. As students are able to show their ability to succeed within the various aspects of the classroom, they are then recommended to

INSTRUCTIONAL PRACTICES

Seneca Family of Agencies' team of Special Educators is dedicated to providing our students with research-driven, individualized instruction at their target academic level. Using a rigorous, standards-based curriculum that mirrors the curriculum used by the local school districts we serve, Seneca's goal is to help our students progress academically and remain on-level with their non-disabled peers. To this end, we offer small-group and individual instruction to students in order to help them achieve to their fullest ability. Alongside our balanced literacy and mathematics core instruction, we offer a variety of additional coursework to students, including all high school graduation requirements, social studies, music, vocational education and training, physical education, sexual education, test preparation and summer electives. Furthermore, we support our students in



enrolling in additional courses at the local community college. Recognizing that, for many of our students, Seneca may be their first successful school experience, our program also places a high value on bringing engaging and rewarding educational experiences to our school. For instance, we have a monthly assembly program featuring a wide variety of cultural, artistic and environmental presenters. We also inundate our school year with special events such as the science fair, book fair, a winter poetry slam, monthly field trips, school-wide math and science festival days and an end-of-the-year carnival.

THERAPEUTIC MILIEU

Our mental health services are seamlessly integrated with the academic program. Throughout the academic day, staff members provide interventions in support of students' individual treatment plan goals, addressing behaviors and emotions as they arise. Students also participate in expressive art therapy (art, music, drama, and movement), individual therapy, family therapy, and large group therapy. Additional activities also include recreation therapy, social skill building groups, and community meetings.

The primary goal of the therapeutic milieu is to guide and support students in developing the skills needed to establish and maintain healthy and reaffirming relationships. Seneca Family of Agencies' James Baldwin Academy classrooms employ the agency's behavioral level system to provide students with daily feedback on their progress, support them in accepting responsibility for their individual behavior, and to encourage their development and use of adaptive and pro social behaviors and coping skills. Program staff set limits for students in a supportive and non-judgmental manner to help them better understand themselves while learning to take responsibility for their actions. The student's day is structured from the moment they arrive. Daily rituals, routines and activities are designed to engage, challenge, motivate and support each student and facilitate the achievement of placement and service goals.

INDIVIDUAL THERAPY

Individual therapy is designed to work hand-in-hand with the milieu treatment that takes place in the classrooms. While the highly structured classroom environment strives to impact students' acting-out behavior directly, the goal of therapy is to gain access to the thoughts and feelings that underlie the acting-out behaviors. Once a trusting relationship with the therapist is established, students are encouraged to "work through" underlying thoughts and feelings. When this process is effective, the intensity of such influences on the student's behavior lessens. "Working through" can sometimes involve a student talking about what is bothering him/her or, more typically, involves the student "playing out" their thoughts and feelings by using various play materials in the therapy room. Therapists are trained to understand and interpret the language of play and to help the student utilize play in helpful and therapeutic ways.

Therapists generally schedule one 50-minute session with each student per week. Sometimes, therapists may alter the duration and frequency to better meet the needs of the student. For example, some students benefit from two shorter sessions rather than one longer one. In addition to these regularly scheduled appointments, therapists are available to check in with their students as needed throughout the week. Therapists strive to avoid scheduling therapy sessions during important academic periods.

GROUP THERAPY

Students at James Baldwin Academy receive various modalities of group therapy weekly, including the traditional formats described below and art/music adjunctive therapy. Our Elementary classrooms do so in small process groups while the Middle/High School classrooms take part in "Circle."

Process Groups: Younger students in our Elementary School classrooms participate in Process Group weekly for fifty minutes. This group consists of six or seven students led by a therapist collaborative. "Group" is considered a safe place for students to process their feelings, learn how to communicate with each other, discuss topics of common interest, and resolve any conflicts that may occur. The groups also aim to help students to learn about respect and support each other by validating each other's feelings. It also addresses important issues about their behavioral goals, and incidents that have been traumatic in the past for them to process and get support. In addition, the group encourages building social skills.

Circle: 7-12th grade students in the Middle/High School participate in a process and therapy group that we call "Circle". Circle takes place twice a week for 60 minutes at a time and is the core therapeutic intervention of the high school program, where our students have the opportunity to express themselves, build positive relationships, and move up in the phase system in a non-threatening, supportive environment with peers and various therapists and administrators.

A new initiative this year has been the introduction of Restorative Justice Circle Groups to JBA. We have begun the process of training staff to lead the groups and are going through the growing pains of a new initiative as we determine how best to use the principle of restorative justice with our unique student population. We believe that restorative justice is a tool that matches and supports our Behavioral Intervention Model and leads to greater student success.

FAMILY THERAPY

Working collaboratively with students' families is another vital component of the therapeutic program; when we successfully partner with families, we afford our students a much greater chance of success. Just as our school aims to re-create a positive school experience for students, Seneca therapists work to do the same for service providers and family members. We encourage families to become actively involved in their child's work at Seneca. Each family works with the therapist to choose their own therapy goals and type of work. Regardless of the focus of treatment, the fact that the family is participating sends a very powerful message to the student that they are important, and that therapy is important.

ADDITIONAL SERVICES

Each of our students receive annual testing to determine what services may be needed. Some of our students may require special services such as intensive reading instruction or speech therapy, for example. If our assessment process indicates a need, we provide the requisite services in order to further support and develop each student.

5 PILLARS OF LEARNING ACHIEVEMENT!
Seneca prepares our students to be life-long learners by practicing:

Effective Communication
Effective communicators express their thoughts and ideas through spoken and written language and visual media. They demonstrate the ability to work cooperatively with others and are aware of how words and actions affect group dynamics.

Leadership
Leaders build communities around them and contribute positively to the school culture and larger community. They demonstrate honesty and integrity through their words and actions. They are environmentally and socially responsible. They show respect for differences among others and have realistic and positive views of the world and their roles.

Advocacy for Self and Others
Advocates are self-aware and take the initiative to care for themselves. They recognize their strengths and struggles and voice their needs in productive ways. They access resources in the community to gain support in achieving their goals. Advocates are responsible to themselves and others and practice care and support for those around them.

Critical Thinking
Critical thinkers practice organization and planning to help them solve problems. They think before they act and apply past knowledge to new situations. They are aware of their goals, and are able to identify and acquire the skills necessary to achieve them. They can think independently and break bigger tasks into smaller pieces.

Continued Growth
Life-long learners are self-confident and have an awareness of themselves and the world around them. They are expressive, open-minded, and work to be their best selves. They celebrate individuality and recognize that they are always learning and growing. They build and maintain healthy relationships and are resourceful, self-motivated and creative explorers.

Our Expected School Wide Learning Results drive every interaction that we have with our students.

STUDENTS

James Baldwin Academy is designed to serve students ages 7-21 whose emotional difficulties prevent them from succeeding in public school settings. Nearly all of our students have qualified for Special Education services under the category of Emotionally Disturbed (ED), and have also been authorized for Day Treatment Level Intensive services by the County Mental Health Department. Our students experience a wide variety of difficulties including intense anxiety, trauma reactions, depression, oppositional behavior, anger problems, impulsive behavior, difficulty sustaining attention, and learning disabilities.

Despite the challenges that our students face, we operate with the confidence that the unconditional care and support that we provide, coupled with the courage and commitment of our truly remarkable students, will result in our students leading more stable and productive lives. The tables below and on the following page display school discipline and enrollment information.

SUSPENSIONS AND EXPULSIONS						
PERCENT PER SCHOOL YEAR	James Baldwin Academy			California State		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Suspensions	2%	7%	4%	3.7%	3.5%	3.5%
Expulsions	0%	0%	0%	0.1%	0.1%	0.1%

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (K-8) (2016-2017)				
GRADE LEVEL	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
Multi-grade	10	8	-	-

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (K-8) (2017-2018)				
GRADE LEVEL	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
Multi-grade	10	8	-	-

STUDENTS

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (K-8) (2018-2019)

GRADE LEVEL	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
Multi-grade	9	4	-	-

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (GRADES 9-12) (2016-2017)

SUBJECT	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
English	8	3	0	0
Mathematics	8	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (GRADES 9-12) (2017-2018)

SUBJECT	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
English	8	3	0	0
Mathematics	8	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (GRADES 9-12) (2018-2019)

SUBJECT	Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+
English	8	3	0	0
Mathematics	8	3	0	0
Science	10	2	0	0
Social Science	10	2	0	0

STUDENT PERFORMANCE

California Assessment of Student Performance And Progress (CASPP), SY2018-19 Percentage of Students Meeting or Exceeding the State Standards

Subject	James Baldwin Academy		California State	
	2017-2018	2018-2019	2017-2018	2018-2019
English Language Arts / Literacy (grades 3-8 and 11)	*	*	50%	50%
Mathematics (grades 3-8 and 11)	*	*	38%	39%

CAASPP Assessment Results—English Language Arts (ELA) by Student Groups, Grades 3-8 and 11, SY2018-19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45 (3-8th, 11th)	37	82.2%	*
Male	35	29	82.9%	*
Female	10	8	80%	*
Black or African American	12	8	66.7%	*
American Indian or Alaska Native	1	—	—	*
Asian	1	—	—	*
Filipino	0	—	—	*
Hispanic or Latino	12	11	91.7%	*
Native Hawaiian or Pacific Islander	1	—	—	*
White	16	14	87.5%	*
Two or More Races	0	—	—	*
Socioeconomically Disadvantaged	34	28	82.4%	*
English Learners	6	—	—	*
Students with Disabilities	45	37	82.2%	*
Students Receiving Migrant Education Services	0	—	—	*
Foster Youth	2	—	—	*
Homeless	0	—	—	*

*Final results pending from district

**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.

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.

STUDENT PERFORMANCE

CAASPP Assessment Results—Mathematics by Student Group, Grades 3-8 and 11, SY2018-19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45 (3-8th, 11th)	35	77.8%	*
Male	35	29	82.9%	*
Female	10	7	70%	*
Black or African American	12	8	66.7%	*
American Indian or Alaska Native	1	—	—	*
Asian	1	—	—	*
Filipino	0	—	—	*
Hispanic or Latino	12	8	66.7%	*
Native Hawaiian or Pacific Islander	1	—	—	*
White	16	15	93.8%	*
Two or More Races	0	—	—	*
Socioeconomically Disadvantaged	34	24	70.6%	*
English Learners	6	—	—	*
Students with Disabilities	45	35	77.8%	*
Students Receiving Migrant Education Services	0	—	—	*
Foster Youth	2	—	—	*
Homeless	0	—	—	*

*Final results pending from district

**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.

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.

STUDENT PERFORMANCE

CAASPP Assessment Results for All Students (Grades 5, 8, and 10) Percentage of Students Meeting or Exceeding the State Standard

Subject	James Baldwin Academy		California State	
	2017-18	2019-19	2017-18	2019-19
Science	N/A	N/A	N/A	N/A

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

CALIFORNIA PHYSICAL FITNESS TEST (2018-19)

Grade Level	Percentage of Students Meeting 4 of 6 Fitness Standards	Percentage of Students Meeting 5 of 6 Fitness Standards	Percentage of Students Meeting 6 of 6 Fitness Standards
5	—	—	—
7	27.2%	18.1%	27.2%
9	—	—	—

Note: Percentages are not calculated and double dashes (--) appear 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.

SCHOOL COMPLETION & POST SECONDARY PREP

Completion of High School Graduation Requirements—Graduating Class of 2018	
Group	JBA
All Students	25%
Black or African American	25%
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	25%
English Learners	N/A
Students with Disabilities	25%
Foster Youth	N/A
Homeless	N/A

Graduation & Dropout Rate—Four-Year Cohort Rate		
	James Baldwin Academy	California State
	2015-16	2015-16
Graduation Rate	*	83.8%
Dropout Rate	*	9.7%

Graduation & Dropout Rate—Four-Year Cohort Rate				
	James Baldwin Academy		California State	
	2016-17	2017-18	2016-17	2017-18
Graduation Rate	27%	25%	82.7%	83%
Dropout Rate	0%	0%	9.1%	9.6%

CAREER TECHNICAL EDUCATION PARTICIPATION

CAREER TECHNICAL EDUCATION PROGRAMS

James Baldwin Academy employs a Vocational Counselor for the high school program who supports our students in the transition process as they prepare for graduation. Services that are provided range from weekly classroom instruction in all of our high school classes to visits to junior colleges, universities, and trade schools, as well as transitional work programs in the area and opportunities for community service. Additionally, business and vocational colleges conduct site visits to our campus. Every student aged 16 or older has an Individualized Transition Plan (ITP) which sets goals for each student around financial responsibility, career interests, social-emotional development, and outside agency linkages. Additionally, we offer a summer volunteer/work experience opportunity for our junior and senior students, allowing them to learn job skills and complete community service hours. We provide opportunities for older students to work with younger students through peer tutoring and PE support. We also offer on campus jobs and work with School district Workability programs to offer our students employment opportunities.

Seneca works closely with each student's home school district to ensure the utilization of appropriate resources such as local ROP programs. These vocational programs in the general education setting allow for career specific training. These programs educate students about possible careers and helps to teach students how to prepare for, obtain, and keep a job. We work closely with school districts to help students obtain job permits, while also offering vocational education courses, in each high school classroom, that provide training similar to those available through the school districts. Finally, we ensure that students who are juniors and seniors are aware of community resources, including services from the Department of Rehabilitation, Regional Center, and County Adult Mental Health.

CURRICULUM AND INSTRUCTIONAL MATERIALS

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at James Baldwin Academy and information about use of any supplementary curriculum or non-adopted textbooks or instructional materials in school year 2019-2020.

Data was collected in December 2019.

Grade	Subject	Current Textbook and Instructional Materials	Year	Publisher	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
2	ELA	<i>Reach for Reading 2: Practice Book Set</i>	2016	Cengage Learning	YES	0%
3	ELA	<i>Reach for Reading Update Grade 3 PB Consumable</i>	2016	Cengage Learning	YES	0%
4	ELA	<i>Reach for Reading Update Grade 4 PB Consumable</i>	2016	Cengage Learning	YES	0%
5	ELA	<i>Reach for Reading Update Grade 5 PB BLMS</i>	2016	Cengage Learning	YES	0%
6	ELA	<i>StudySync Grade 6 California, Reading and Writing Companion for ELA/ELD</i>	2015	McGraw Hill Education	YES	0%
7	ELA	<i>StudySync Grade 7 California, Reading and Writing Companion for ELA/ELD</i>	2015	McGraw Hill Education	YES	0%
8	ELA	<i>StudySync Grade 8 California, Reading and Writing Companion for ELA/ELD</i>	2015	McGraw Hill Education	YES	0%
9	ELA	<i>Literature and Language Arts, Third Course</i>	2010	Holt McDougal	YES	0%
10	ELA	<i>Literature and Language Arts, Fourth Course</i>	2010	Holt McDougal	YES	0%
11	ELA	<i>Literature and Language Arts, Fifth Course</i>	2010	Holt McDougal	YES	0%
12	ELA	<i>Literature and Language Arts, Sixth Course</i>	2010	Holt McDougal	YES	0%
2	MATH	<i>enVision Math 2016 Common Core</i>	2016	Pearson Education Inc.	YES	0%
3	MATH	<i>enVision Math 2016 Common Core</i>	2016	Pearson Education Inc.	YES	0%
4	MATH	<i>enVision Math 2016 Common Core</i>	2016	Pearson Education Inc.	YES	0%

CURRICULUM AND INSTRUCTIONAL MATERIALS

CONTINUED...

Grade	Subject	Current Textbook and Instructional Materials	Year	Publisher	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
5	MATH	<i>enVision Math 2016 Common Core</i>	2016	Pearson Education Inc.	YES	0%
6	MATH	<i>CA Digits</i>	2015	Pearson Education Inc.	YES	0%
7	MATH	<i>CA Digits</i>	2015	Pearson Education Inc.	YES	0%
8	MATH	<i>CA Digits</i>	2015	Pearson Education Inc.	YES	0%
9-12	MATH	<i>EngageNY.org</i>	2016	NY State Education Department	YES*	0%
9-12	MATH	<i>Algebra I</i>	2001	McDougal, Littell and Co.	YES*	0%
11-12	MATH	<i>Discovering Geometry</i>	2003	Key Curriculum Press	YES*	0%
2	SCI	<i>Amplify Science Elementary School: Grade 2 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
3	SCI	<i>Amplify Science Elementary School: Grade 3 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
4	SCI	<i>Amplify Science Elementary School: Grade 4 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
5	SCI	<i>Amplify Science Elementary School: Grade 5 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
6	SCI	<i>Amplify Science Elementary School: Grade 6 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
7	SCI	<i>Amplify Science Elementary School: Grade 7 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%

*Awaiting updated partner district adoption information from 2014 revision

CURRICULUM AND INSTRUCTIONAL MATERIALS

CONTINUED...

Grade	Subject	Current Textbook and Instructional Materials	Year	Publisher	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
8	SCI	<i>Amplify Science Elementary School: Grade 8 Student Investigation Notebooks</i>	2019	Amplify Education, Inc.	YES	0%
9-12	SCI	<i>Discovery Education Science Techbook</i>	2019	Discovery Education	NO*	0%
2	SS	<i>Social Studies Alive! My Community</i>	2016	Teachers' Curriculum Institute	YES	0%
3	SS	<i>Social Studies Alive! California's Communities</i>	2016	Teachers' Curriculum Institute	YES	0%
4	SS	<i>Social Studies Alive! California's Promise</i>	2016	Teachers' Curriculum Institute	YES	0%
5	SS	<i>Social Studies Alive! America's Past</i>	2016	Teachers' Curriculum Institute	YES	0%
6	SS	<i>Discovery Education Social Science Techbook</i>	2016	Discovery Education	YES	0%
7	SS	<i>Discovery Education Social Science Techbook</i>	2016	Discovery Education	YES	0%
8	SS	<i>Discovery Education Social Science Techbook</i>	2016	Discovery Education	YES	0%
9-12	SS	<i>The Americans</i>	2007	McDougal, Littell and Co.	NO*	0%
9-12	SS	<i>Modern World History: Patterns of Interaction</i>	2007	McDougal, Littell and Co.	NO*	0%
11-12	SS	<i>Magruder's American Government</i>	2003	Prentice Hall	NO*	0%
11-12	SS	<i>Economics: New Ways of Thinking</i>	2007	EMC/Paradigm	NO*	0%
2-6	HEALTH	<i>Harcourt Health and Fitness</i>	2002	Harcourt School Publisher	YES	0%
6-8	HEALTH	<i>Holt Decisions for Health</i>	2004	Holt, Rinehart and Winston	YES	0%

*Awaiting updated partner district adoption information from 2014 revision

INSTRUCTIONAL PLANNING AND SCHEDULING

PROFESSIONAL DEVELOPMENT

Teachers and staff at James Baldwin Academy engage in a wide variety of professional development offerings throughout each school year, broken into several categories: Full-Day PD, Teacher PD, Teacher Meetings, Site PD, and Independent Learning.

Full-Day PD. This type of professional development blends three focus areas: Culturally Responsive Pedagogies, Literacy Practices, and the Use of Data to Inform Instruction. These day-long PDs are conducted with several nonpublic schools present and allow for cross-site collaboration and discussion. They are led by both internal and external trainers and include concrete takeaways on tools, systems, and pedagogy.



Teacher PD. This is a once monthly space dedicated to Culturally Responsive Teaching – research, mindset, tools, structures, and systems. It includes a series of academic readings, writing assignments, collaborative discussions, problem solving protocols, and more. The teacher team is afforded time and resources to do a “deep dive” on a topic that impacts our students and work to find solutions within the classroom setting.

Teacher Meetings. Weekly teacher meetings dive into training on the logistical side of teaching – systems for gradebooks, IEPs, online learning platforms, data, curriculum and more. During these meetings, student data is used to choose the focus – whether it be on testing and assessment culture, reading intervention, student groupings, or differentiation tactics.

Site PD. The entire staff of James Baldwin Academy convenes on a weekly basis to discuss a variety of topics from behavior management to trauma and the brain to disorders and diagnoses and more. This time is spent in cross-team collaboration in addition to lecture and learning.

Independent Learning. Teachers are allotted special funding to be used to attend instruction-related trainings of their own choosing. Topics have previously included conferences on reading intervention, equity in education, best practices in working with system impacted youth, and more. Training is also available through James Baldwin Academy’s parent nonprofit.

Professional Development Days			
Measure	2017-18	2018-19	2019-20
Number of School Days Dedicated to Staff Development and Continuous Improvement	2	2	3

Additionally, teachers are provided with one hour, per week, of supervision time with their immediate supervisor. This time addresses a range of short-term, “in the moment”, support and training and longer-term professional development goals. This supervision time works in concert with classroom observations done by peers and the supervisor. Classroom practice is discussed in a coaching manner, with an eye toward improved student outcomes in school-wide areas of focus.

INSTRUCTIONAL PLANNING AND SCHEDULING

SCHOOL SAFETY PLAN

In conjunction with an outside emergency safety plan, Seneca created a comprehensive safety plan that was put in place specifically at our San Leandro campus. This plan is in written form and is reviewed often with our staff at trainings and meetings and with students through regular drills with updates made via our school environment of care committee led by our site safety officer. The plan covers any type of school safety issue including site emergencies, evacuations, shelter in place, biological threats, chemical threats, radiation threats, fire, earthquake, bomb threats, suspicious box or item, air craft accidents, flood and flood contamination, gun shots, armed individuals, and challenging site visitors. The plan also includes emergency equipment and supplies that are kept on site, and in each classroom. Routine fire and earthquake drills are also held to ensure that students are aware of the emergency procedures. A paper copy of the plan can be requested by contacting the school at any time.

DATA AND ACCESS

- **DATAQUEST**

DataQuest is an online data tool located on the CDE DataQuest Webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 print documents.

FACILITIES

Our school grounds are located at 2275 Arlington Drive in the San Leandro hills. We occupy the former grounds of Fairmont Terrace elementary school and have eight classrooms on site. We continuously make school wide improvements, most recently creating a trauma informed sensory room, a field for outdoor sports and activity and an art-based therapy room. We also transformed our outdoor spaces for kids to be able to enjoy and use to de-escalate when in crisis. Each classroom has large windows for adequate lighting and a working heating system. We also have multiple separate spaces that are useful for students who are having difficulty and are therefore not able to maintain positive behaviors in the regular classrooms. The buildings are in good working order with only minor maintenance needed. We have a large multipurpose room that is used for school assemblies, meetings, and indoor PE, when needed. A fully operational kitchen is also located in the multi-purpose room. We have a field at the bottom of campus, basketball courts and hoops behind each classroom and a large blacktop upstairs, which has a play structure, basketball court, and garden area. Our staff offices are all located in portables distributed across the campus. We have several restroom areas for our students and all are in working condition. Seneca utilizes an online system for staff to submit maintenance requests. Typically, all requests are completed within 48 hours by our maintenance team. If a request is a safety concern, it is completed within 24 hours. Our site is cleaned nightly by a cleaning service and our maintenance staff does a wonderful job of keeping our site clean and in good working order. We received our Joint Commission Accreditation in summer 2018, which required us to demonstrate a high standard of facility maintenance and compliance, which we were able to do.

SCHOOL FACILITY GOOD REPAIR STATUS

The table below displays the results of the most recently completed school site inspection, completed in January 2020 to determine the school facility's repair status.

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

STAFF

James Baldwin Academy recruits, trains and supports the most talented and qualified individuals possible to teach our students and assist them in a variety of ways. The tables below provide a brief snapshot of the qualifications of our staff.

Teacher Credentials			
Teachers	James Baldwin Academy		
	2017-2018	2018-2019	2019-2020
With Full Credentials	10	9	8
Without Full Credential	0	0	2
Teaching Outside of Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions			
Indicator	James Baldwin Academy		
	2017-2018	2018-2019	2019-2020
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	2

Ratio of Academic Counselors to Pupils (School Year 2018-2019)	
Title	Average Number of Students per Academic Counselor
Academic Counselor	4

Academic Counselors and Other Support Staff (School Year 2018-2019)	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/ Behavioral or Career Development)	25
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	11
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	N/A

*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.

SCHOOL FINANCES

TYPES OF SERVICES FUNDED

At Seneca Family of Agencies, James Baldwin Academy a variety of programs and supplemental services are provided to our students in order to maintain the high level of care that our sub-group of students require. The level and type of services vary from student to student, depending on the support and care students need as outlined in each IEP, but do include the following:

- Classroom curriculum and supplemental supplies
- Clinical, education, and administrative staffing
- Two to three bachelors degree level mental health assistants in each classroom
- Classroom furniture and equipment
- Building and grounds maintenance improvement
- A free or reduced price lunch program
- Other special events held for students through the school year, such as an end-of-the-year carnival and a prom for our high school students

Please note that James Baldwin Academy does not currently offer Advanced Placement Courses; therefore, data for number of AP Courses offered is not provided in the school's SARC.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-2018)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Un-restricted)	Average Teacher Salary
School Site	\$31,434	\$319	\$31,115	\$68,447
State	N/A	N/A	\$7,506.64	\$78,059
Percent Difference— School Site and State	N/A	N/A	122.5%	-13.1%

Note: Cells with N/A do not require data