

# San Joaquin County Community

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Janine Cuaresma, Assistant Superintendent

Principal, San Joaquin County Community

### About Our School

Welcome to San Joaquin County Community Schools! Our program serves students K - through young adults in 28 different locations throughout the county. We promote the concept of "one," believing that all of our students and staff have unique gifts and talents. When we recognize and support each other's strengths, together we can achieve miracles.

Wendy Frink, Principal

### Contact

San Joaquin County Community  
2707 Transworld Dr.  
Stockton, CA 95206-3948

Phone: 209-468-9265  
E-mail: [jcuaresma@sicoe.net](mailto:jcuaresma@sicoe.net)

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Superintendent</b>	James Mousalimas
<b>E-mail Address</b>	<a href="mailto:jstanton@sjcoe.net">jstanton@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	San Joaquin County Community
<b>Street</b>	2707 Transworld Dr.
<b>City, State, Zip</b>	Stockton, Ca, 95206-3948
<b>Phone Number</b>	209-468-9265
<b>Principal</b>	Janine Cuaresma, Assistant Superintendent
<b>E-mail Address</b>	<a href="mailto:jcuaresma@sjcoe.net">jcuaresma@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org/cosp">www.sjcoe.org/cosp</a>
<b>County-District-School (CDS) Code</b>	39103973930468

*Last updated: 1/4/2016*

## School Description and Mission Statement - Most Recent Year

### one.Mission

We ensure that ALL students attain the skills and confidence to make a positive difference and thrive in our ever-changing world.

### one.Vision

We maintain high expectations and an academic focus that is rigorous, relevant, and founded on relationships. We inspire and empower our students to be tomorrow's leaders. They are innovative thinkers who transcend boundaries to achieve the extraordinary. They are resilient and self-aware, able to overcome all obstacles in their pursuit of excellence. Our students have a strong sense of self-worth and value working with others to make miracles occur.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

The population of the community school programs is comprised of students on parent referral, and/or students who have been expelled, are on probation or are homeless. Many students have also been referred through the Student Attendance Review Board (SARB) process.

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students.

Students in the community schools are in grades K-12 and come from a variety of academic, ethnic, social, and emotional backgrounds. Teachers incorporate life skills and the concept of one., as well as California State Content Standards in their teaching. Four sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one.Program's mission and vision, curriculum, methods of assessment, and the guiding philosophy of one.

The one.Program staff is comprised of teachers, counselors, a school nurse, clerical support, maintenance staff, technology staff, WorkAbility staff, and

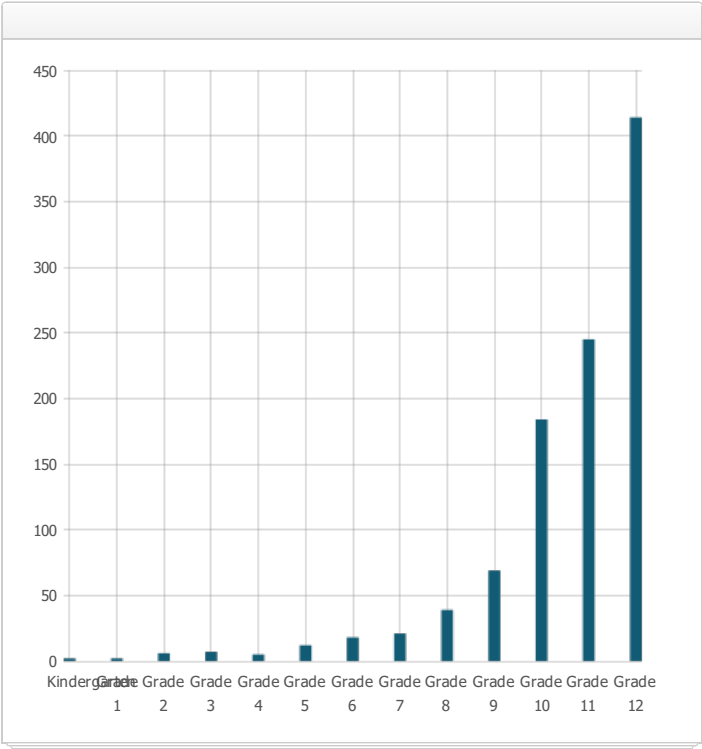
administrators. All employees are "teachers of students," and participate in activities such as quests, congresses, career fairs, athletic events, and extended educational opportunities.

The Community Schools program uses an integrated, thematic approach to instruction. Lessons, assignments and projects are based on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom. Teachers incorporate life skills and the "Concept of one.," as well as California State Content Standards in their teaching.

*Last updated: 1/4/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

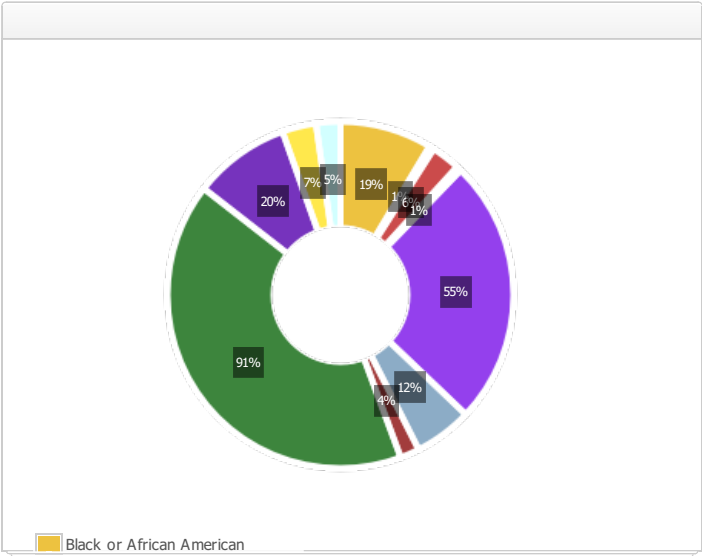
Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	6
Grade 3	7
Grade 4	5
Grade 5	12
Grade 6	18
Grade 7	21
Grade 8	39
Grade 9	69
Grade 10	184
Grade 11	245
Grade 12	414
Total Enrollment	1024



Last updated: 1/4/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	19.0 %
American Indian or Alaska Native	1.1 %
Asian	6.6 %
Filipino	1.2 %
Hispanic or Latino	55.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	12.0 %
Two or More Races	4.0 %
Socioeconomically Disadvantaged	91.2 %
English Learners	20.5 %
Students with Disabilities	7.9 %
Foster Youth	5.1 %



Last updated: 1/4/2016

## A. Conditions of Learning

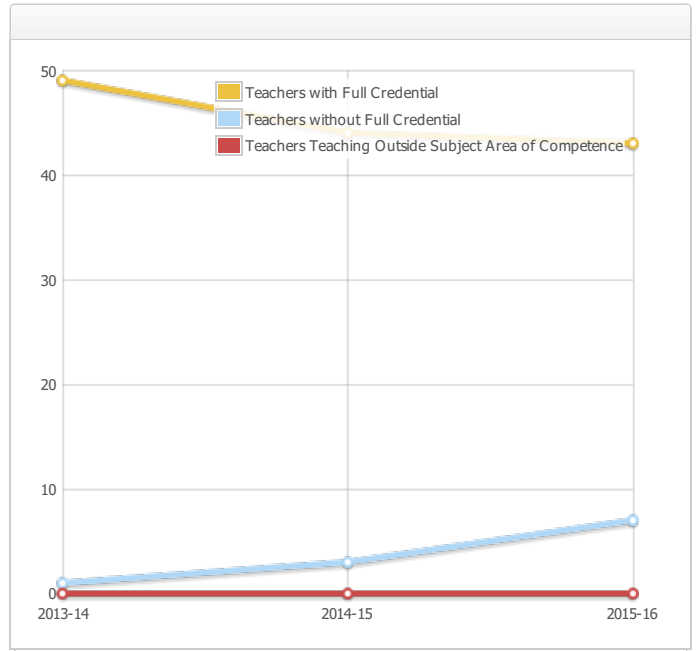
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

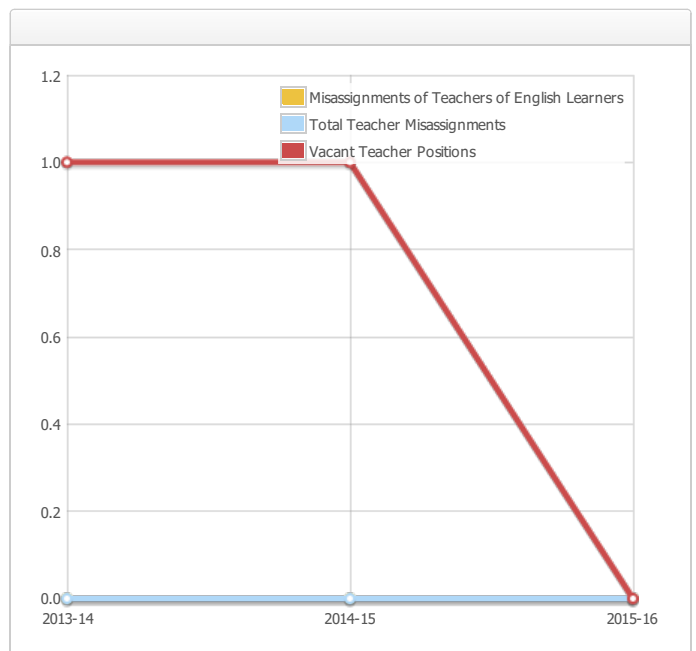
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	49	44	43	168
Without Full Credential	1	3	7	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	71.0%	29.0%
All Schools in District	71.0%	29.0%
High-Poverty Schools in District	71.0%	29.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core: Glencoe Literature: California Treasures and Reader's Choice Supplemental: Holt Literature and Language Arts 9; Houghton Mifflin Reading/Language Arts (Grades K-6); PLATO (Grades 9-12, Adopted 2010); Thematic Integrated Curriculum	Yes	0.0 %
Mathematics	Core: Scott Foresman-Addison; Wesley Envision Math Common Core (Grades K-6); Glencoe Algebra Readiness (Grades 6-8); Holt Algebra (Grades 6-8) Supplemental: PLATO	Yes	0.0 %
Science	Glencoe Biology: The Dynamics of Life (Grades 9-12) Glencoe Physical/Earth Science (Grades 9-12) Glencoe Life Science (Grades 9-12) Fearon Biology (Grades 3-6) PLATO (Continually Updated)	Yes	0.0 %
History-Social Science	Core: Glencoe: The American Journey; Glencoe World History: Modern Times; Supplemental: D.C. Heath World History; Globe Fearon World Geography and Cultures; Integrated Thematic Curriculum (Updated every year); PLATO	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	Integrated Thematic Curriculum PLATO	No	0.0 %
Visual and Performing Arts	Integrated Thematic Curriculum PLATO	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	NA		0.0 %

Last updated: 1/20/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

The condition of the Community Schools facilities, is rated "good" overall. Note that the FIT reports cover only the 7 buildings owned and maintained by County Operated Programs.

The maintenance and cleaning staff have a regular district painting and maintenance schedule and funding for equipment and supplies. The maintenance and cleaning staff are assigned based on a formula to ensure equity. The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance and cleaning program is administered by Community Schools to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The Director of Student Services works daily with the cleaning staff to develop a schedule that ensures clean and safe schools.

### FACILITIES UPGRADES:

Fire alarm systems were upgraded in 2014-15

### DEFERRED MAINTENANCE :

### DEFERRED MAINTENANCE COMPLETED 2014-15:

- Parking lot repairs for Monte Diablo, Manteca and the Federal Building
- HVAC Systems were installed and/or repaired at eight sites

### PROJECTS FOR 2015-16:

- Window replacement for one success and one Discover
- Completion of side yard and sprinklers for one Lodi
- Cafeteria drains need to be filled in and replaced with tile at several sites
- 

### DATA ON SCHOOL FACILITIES:

Data on school facilities was collected for Community Schools during July 2015.

**FACILITY CONDITIONS:**

Community Schools takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, Community Schools uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the San Joaquin County Office of Education. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at the Community School sites.

*Last updated: 1/22/2016*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: July 2015

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Interior: Interior Surfaces	Fair	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Electrical: Electrical	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Safety: Fire Safety, Hazardous Materials	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
Structural: Structural Damage, Roofs	Good	Rating represents the average of the seven sites owned by SJCOE/COSP programs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Three sites rated "poor." Four sites rated "good."

**Overall Facility Rate - Most Recent Year**



Year and month in which data were collected: July 2015

Overall Rating	Good
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*Last updated: 1/20/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	3.0%	3.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	1.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/4/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	7	77.8%	--	--	--	--
Male	9	3	33.3%	--	--	--	--
Female	9	4	44.4%	--	--	--	--
Black or African American	9	2	22.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	4	44.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	9	1	11.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	9	7	77.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**ELA - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	5	62.5%	--	--	--	--
Male	8	4	50.0%	--	--	--	--
Female	8	1	12.5%	--	--	--	--
Black or African American	8	4	50.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	8	1	12.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	8	0	0.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	8	5	62.5%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	19	17	89.5%	53.0%	6.0%	6.0%	0.0%
Male	19	14	73.7%	64.0%	0.0%	7.0%	0.0%
Female	19	3	15.8%	--	--	--	--
Black or African American	19	3	15.8%	--	--	--	--
American Indian or Alaska Native	19	1	5.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	9	47.4%	--	--	--	--
Native Hawaiian or Pacific Islander	19	1	5.3%	--	--	--	--
White	19	2	10.5%	--	--	--	--
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	14	73.7%	43.0%	7.0%	7.0%	0.0%
English Learners	19	2	10.5%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/4/2016*

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	18	90.0%	61.0%	11.0%	0.0%	0.0%
Male	20	17	85.0%	65.0%	12.0%	0.0%	0.0%
Female	20	1	5.0%	--	--	--	--
Black or African American	20	6	30.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	20	1	5.0%	--	--	--	--
Hispanic or Latino	20	9	45.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	0	0.0%	--	--	--	--
Two or More Races	20	2	10.0%	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.0%	59.0%	12.0%	0.0%	0.0%
English Learners	20	4	20.0%	--	--	--	--
Students with Disabilities	20	3	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	35	27	77.1%	74.0%	4.0%	0.0%	0.0%
Male	35	25	71.4%	72.0%	4.0%	0.0%	0.0%
Female	35	2	5.7%	--	--	--	--
Black or African American	35	7	20.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	1	2.9%	--	--	--	--
Filipino	35	0	0.0%	--	--	--	--
Hispanic or Latino	35	15	42.9%	67.0%	7.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	4	11.4%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	35	21	60.0%	67.0%	5.0%	0.0%	0.0%
English Learners	35	5	14.3%	--	--	--	--
Students with Disabilities	35	2	5.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	65	46	70.8%	57.0%	17.0%	0.0%	0.0%
Male	65	33	50.8%	58.0%	15.0%	0.0%	0.0%
Female	65	13	20.0%	54.0%	23.0%	0.0%	0.0%
Black or African American	65	12	18.5%	67.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	65	1	1.5%	--	--	--	--
Asian	65	2	3.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	65	20	30.8%	60.0%	5.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	65	1	1.5%	--	--	--	--
White	65	9	13.8%	--	--	--	--
Two or More Races	65	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	65	26	40.0%	62.0%	12.0%	0.0%	0.0%
English Learners	65	10	15.4%	--	--	--	--
Students with Disabilities	65	5	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/4/2016*



## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	435	195	44.8%	50.0%	12.0%	4.0%	1.0%
Male	435	118	27.1%	52.0%	10.0%	4.0%	1.0%
Female	435	77	17.7%	47.0%	16.0%	3.0%	0.0%
Black or African American	435	31	7.1%	45.0%	6.0%	0.0%	0.0%
American Indian or Alaska Native	435	2	0.5%	--	--	--	--
Asian	435	15	3.4%	40.0%	33.0%	0.0%	0.0%
Filipino	435	2	0.5%	--	--	--	--
Hispanic or Latino	435	116	26.7%	53.0%	9.0%	5.0%	0.0%
Native Hawaiian or Pacific Islander	435	1	0.2%	--	--	--	--
White	435	20	4.6%	50.0%	20.0%	5.0%	0.0%
Two or More Races	435	7	1.6%	--	--	--	--
Socioeconomically Disadvantaged	435	136	31.3%	48.0%	13.0%	2.0%	0.0%
English Learners	435	36	8.3%	69.0%	11.0%	0.0%	0.0%
Students with Disabilities	435	9	2.1%	--	--	--	--
Students Receiving Migrant Education Services	435	1	0.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	8	88.9%	--	--	--	--
Male	9	4	44.4%	--	--	--	--
Female	9	4	44.4%	--	--	--	--
Black or African American	9	2	22.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	5	55.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	9	1	11.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	9	7	77.8%	--	--	--	--
English Learners	9	1	11.1%	--	--	--	--
Students with Disabilities	9	1	11.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	6	75.0%	--	--	--	--
Male	8	5	62.5%	--	--	--	--
Female	8	1	12.5%	--	--	--	--
Black or African American	8	4	50.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	8	1	12.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	8	1	12.5%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	8	6	75.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	10	52.6%	--	--	--	--
Male	19	8	42.1%	--	--	--	--
Female	19	2	10.5%	--	--	--	--
Black or African American	19	3	15.8%	--	--	--	--
American Indian or Alaska Native	19	1	5.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	4	21.1%	--	--	--	--
Native Hawaiian or Pacific Islander	19	1	5.3%	--	--	--	--
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	10	52.6%	--	--	--	--
English Learners	19	2	10.5%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	16	80.0%	63.0%	6.0%	6.0%	0.0%
Male	20	15	75.0%	67.0%	7.0%	7.0%	0.0%
Female	20	1	5.0%	--	--	--	--
Black or African American	20	6	30.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	20	1	5.0%	--	--	--	--
Hispanic or Latino	20	8	40.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	0	0.0%	--	--	--	--
Two or More Races	20	1	5.0%	--	--	--	--
Socioeconomically Disadvantaged	20	15	75.0%	60.0%	7.0%	7.0%	0.0%
English Learners	20	4	20.0%	--	--	--	--
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	25	71.4%	68.0%	0.0%	0.0%	0.0%
Male	35	23	65.7%	70.0%	0.0%	0.0%	0.0%
Female	35	2	5.7%	--	--	--	--
Black or African American	35	6	17.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	0	0.0%	--	--	--	--
Filipino	35	0	0.0%	--	--	--	--
Hispanic or Latino	35	14	40.0%	64.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	5	14.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	35	19	54.3%	63.0%	0.0%	0.0%	0.0%
English Learners	35	3	8.6%	--	--	--	--
Students with Disabilities	35	2	5.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	44	67.7%	64.0%	9.0%	0.0%	0.0%
Male	65	33	50.8%	64.0%	9.0%	0.0%	0.0%
Female	65	11	16.9%	64.0%	9.0%	0.0%	0.0%
Black or African American	65	11	16.9%	55.0%	9.0%	0.0%	0.0%
American Indian or Alaska Native	65	1	1.5%	--	--	--	--
Asian	65	2	3.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	65	18	27.7%	67.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	65	1	1.5%	--	--	--	--
White	65	10	15.4%	--	--	--	--
Two or More Races	65	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	65	26	40.0%	69.0%	4.0%	0.0%	0.0%
English Learners	65	8	12.3%	--	--	--	--
Students with Disabilities	65	6	9.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	435	202	46.4%	70.0%	3.0%	0.0%	0.0%
Male	435	123	28.3%	75.0%	3.0%	0.0%	0.0%
Female	435	79	18.2%	62.0%	3.0%	0.0%	0.0%
Black or African American	435	32	7.4%	72.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	435	2	0.5%	--	--	--	--
Asian	435	16	3.7%	75.0%	0.0%	0.0%	0.0%
Filipino	435	2	0.5%	--	--	--	--
Hispanic or Latino	435	121	27.8%	69.0%	3.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	435	1	0.2%	--	--	--	--
White	435	20	4.6%	60.0%	5.0%	0.0%	0.0%
Two or More Races	435	7	1.6%	--	--	--	--
Socioeconomically Disadvantaged	435	147	33.8%	64.0%	3.0%	0.0%	0.0%
English Learners	435	43	9.9%	81.0%	0.0%	0.0%	0.0%
Students with Disabilities	435	9	2.1%	--	--	--	--
Students Receiving Migrant Education Services	435	1	0.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/4/2016



**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	5.0%	4.0%	7.0%	7.0%	10.0%	7.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7.0%
All Students at the School	7.0%
Male	10.0%
Female	0.0%
Black or African American	0.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	3.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	5.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

**Career Technical Education Programs (School Year 2014-15)**

The San Joaquin County Office of Education

desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

*Last updated: 1/4/2016*

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	447
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/12/2016*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

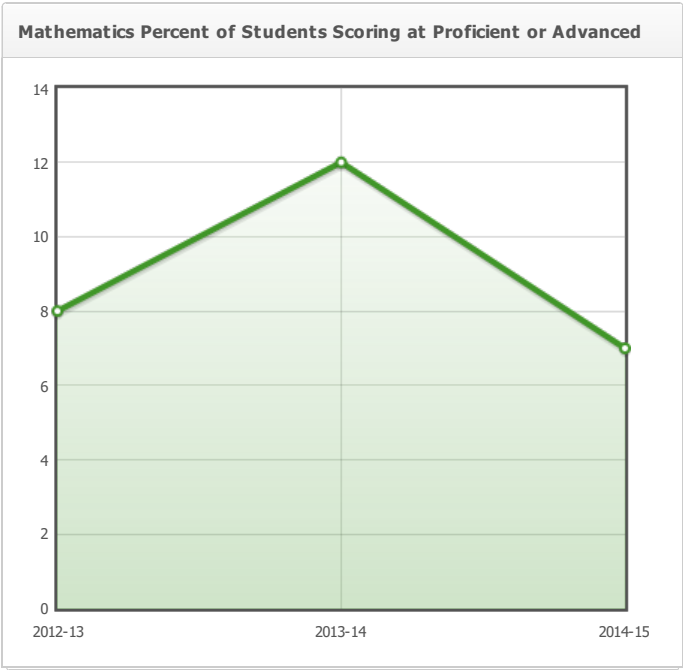
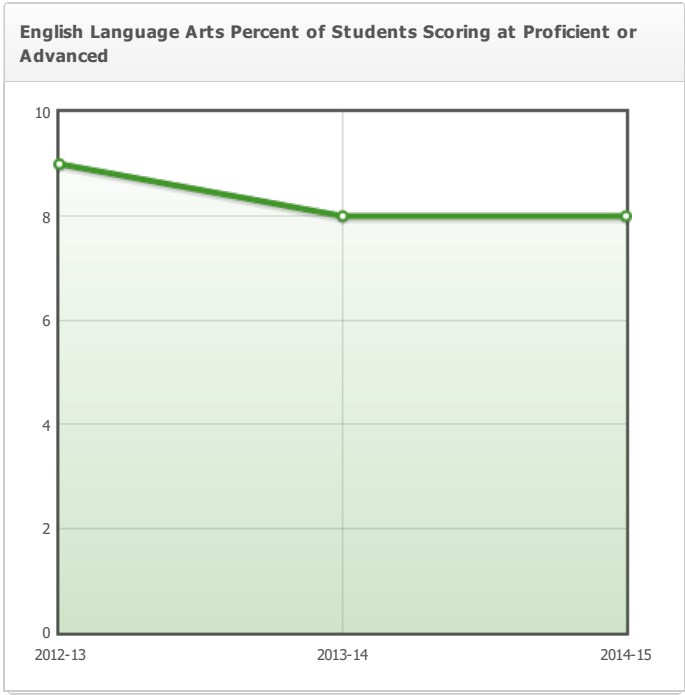
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	9.0%	8.0%	8.0%	28.0%	27.0%	27.0%	57.0%	56.0%	58.0%
Mathematics	8.0%	12.0%	7.0%	28.0%	27.0%	24.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/4/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	73.0%	17.0%	9.0%	76.0%	21.0%	4.0%
All Students at the School	92.0%	6.0%	2.0%	93.0%	7.0%	0.0%
Male	92.0%	7.0%	1.0%	95.0%	5.0%	0.0%
Female	92.0%	5.0%	3.0%	89.0%	11.0%	0.0%
Black or African American	100.0%	0.0%	0.0%	97.0%	3.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	91.0%	5.0%	3.0%	94.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	79.0%	21.0%	0.0%	88.0%	12.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	92.0%	6.0%	2.0%	93.0%	7.0%	0.0%
English Learners	93.0%	7.0%	0.0%	100.0%	0.0%	0.0%
Students with Disabilities	92.0%	8.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

**California Physical Fitness Test Results (School Year 2014-15)**

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/4/2016

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement - Most Recent Year

Parents are a crucial part of the team in ensuring a student's success. Parental involvement is built into County programs in the following ways:

- "Increasing opportunities for parental involvement" is incorporated into the WASC action plan under goal #3: improve our capacity for building relationships
- Parents are involved in the enrollment process, held at each school site, to provide individual attention. One week per grading period (3 per year), the SJCOE alternative program observes early release days. This allows teachers to schedule student/parent/teacher conferences and discuss student assessment results and credits earned.
- "Parent Involvement" magnets are distributed upon enrollment, which list parent/teacher conference weeks, SSC and DELAC dates
- Parents are also encouraged to sign up to participate in other school activities such as School Site Council, WASC Steering Committee, chaperoning events, volunteering at quests or in the classroom. Parents serve on the site council and have a voice in educational spending and program decisions. Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians. Translation is provided where necessary.
- Parents participate in twice-yearly LCAP Community Meetings.
- Quarterly newsletters are mailed to parents to keep them informed of school activities (i.e., School Site Council, ELAC, Title I issues, state testing dates, etc.)
- Parent survey is given each year during parent/teacher conferences in the spring.
- Parents are recruited to participate in the District English Learner Advisory Council (DELAC). Notices are sent in Spanish to invite parents to participate. Parents receive training on DELAC responsibilities and rights.
- Parents of special education students are encouraged to participate in the Community Advisory Committee which meets at least one time per month with various presenters.
- Parents are invited to attend "Open House" and "Back to School" activities at their child's school site.
- At quarterly SSC and DELAC meetings, parents are provided with training/information regarding:
  1. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan)
  2. CAHSEE requirements/SBAC "Smarter, Balanced Assessment Consortium"
  3. CELDT assessments and programs/ services for EL students
  4. Graduation requirements
  5. Intervention strategies
  6. College prep & Financial aid
  7. Career/Technical Education programs
  8. Job skills preparation
  9. Gang awareness
  10. Drug prevention

# State Priority: Pupil Engagement

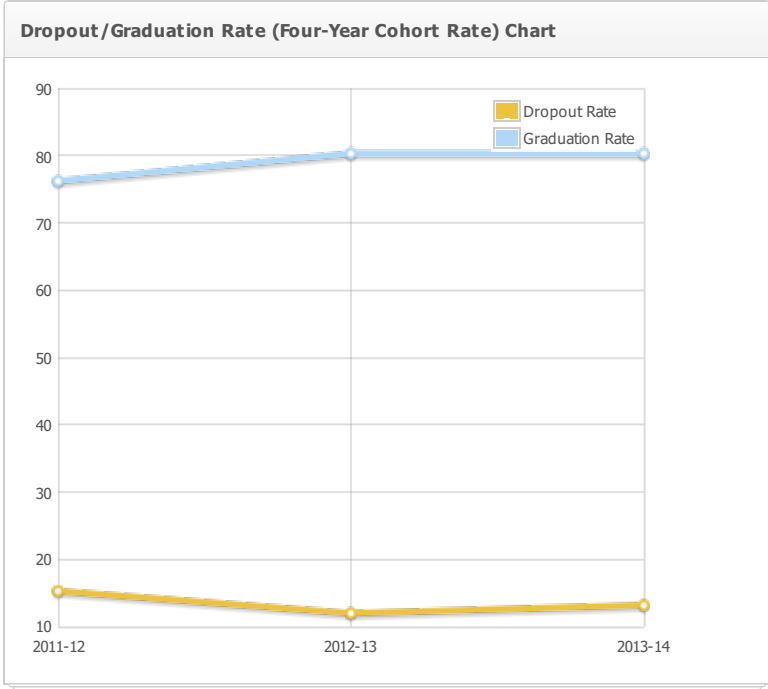
Last updated: 1/4/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	15.3%	12.0%	13.2%	15.3%	12.0%	13.2%	13.1%	11.4%	11.5%
Graduation Rate	76.20	80.30	80.30	76.20	80.30	80.30	78.87	80.44	80.95



Last updated: 1/4/2016

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	31	43	84
Black or African American	31	38	76
American Indian or Alaska Native	40	50	78
Asian	29	41	92
Filipino	30	71	96
Hispanic or Latino	20	41	81
Native Hawaiian or Pacific Islander	13	0	83
White	43	60	89
Two or More Races	38	16	82
Socioeconomically Disadvantaged	50	31	81
English Learners	41	26	50
Students with Disabilities	71	11	61
Foster Youth	--	--	--

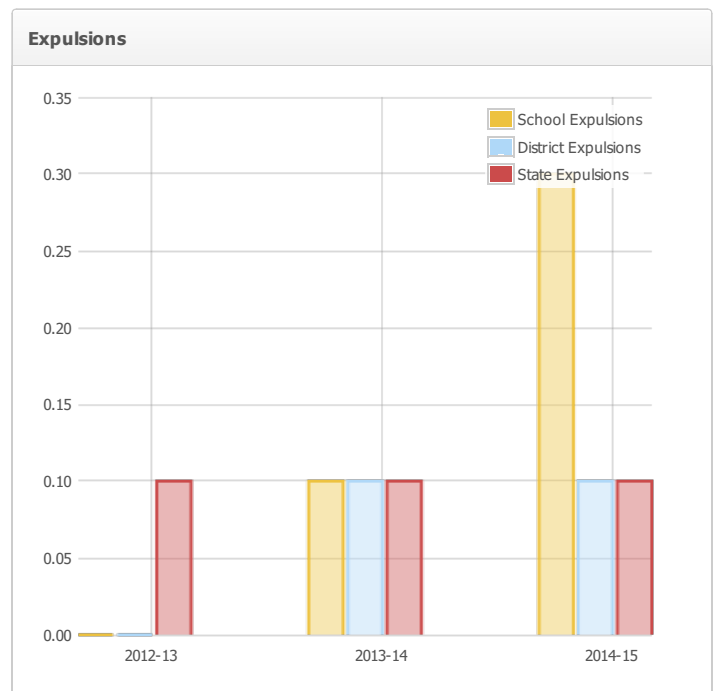
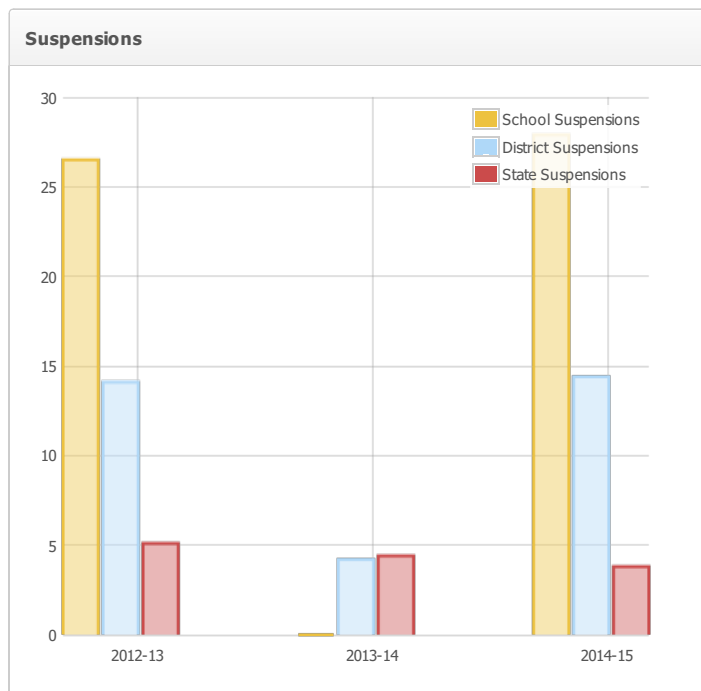
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	26.5	0.0	27.9	14.1	4.2	14.4	5.1	4.4	3.8
Expulsions	0.0	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 1/4/2016

## School Safety Plan - Most Recent Year

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their site specific Emergency Plan. The site specific Emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority, EMSA emergency first aid guidelines of California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review.

COSP also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention Council, Fathers, Families, Peacekeepers.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training was provided for all Administrative, Support and Teaching staff in 2015.

The counseling staff creates a crisis file and provides on-line resources for every teacher in the program. Community school teachers are given the file at the beginning of the year, along with instructions on how they are to be utilized. The information is reviewed and updated as needed throughout the year. The



following information is displayed at each site and is also included in the crisis file:

- Directions to follow in case of an emergency, crisis or injury
  
- COSP Emergency Hotline phone number
  
- A bomb threat checklist
  
- Listing of emergency phone numbers
  
- Tips for de-escalating a conflict
  
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
  
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
  
- Child abuse prevention information
  
- CPS reporting form
  
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
  
- Smoking cessation resource list
  
- Community Resources

*Last updated: 1/20/2016*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/4/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2005-2006
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3				1.0	1							
4												
5												
6												
Other	15.0	4		9.0	4			17.0	3			

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

Last updated: 1/25/2016

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	56			20.0	58			20.0	55		
Mathematics	20.0	54			20.0	58			20.0	50		
Science	20.0	46			20.0	37			20.0	35		
Social Science	20.0	38			20.0	53			20.0	40		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.1	330.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/7/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8433.0	\$8433.0	\$0.0	\$61809.0
District	N/A	N/A	\$0.0	\$61809.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	0.0%	1.0%

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

Last updated: 1/25/2016

**Types of Services Funded (Fiscal Year 2014-15)**

CAHSEE tutoring for students in grades 10-12
Foster Youth tutoring two days per week for all Foster Youth students
Program-wide MAP testing twice a year
Program-wide PWA testing twice a year
PLATO supplemental curriculum
Summer School
NWEA Assessments
Parent Involvement
Professional Staff Development

*Last updated: 1/25/2016*

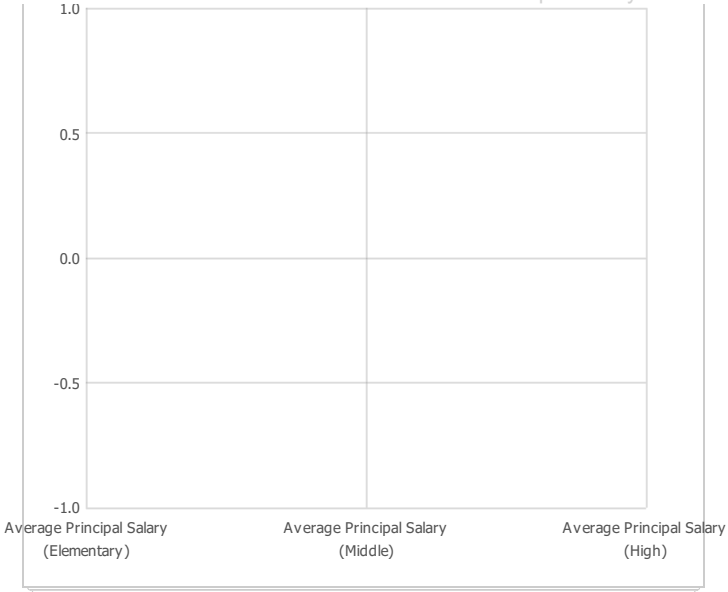
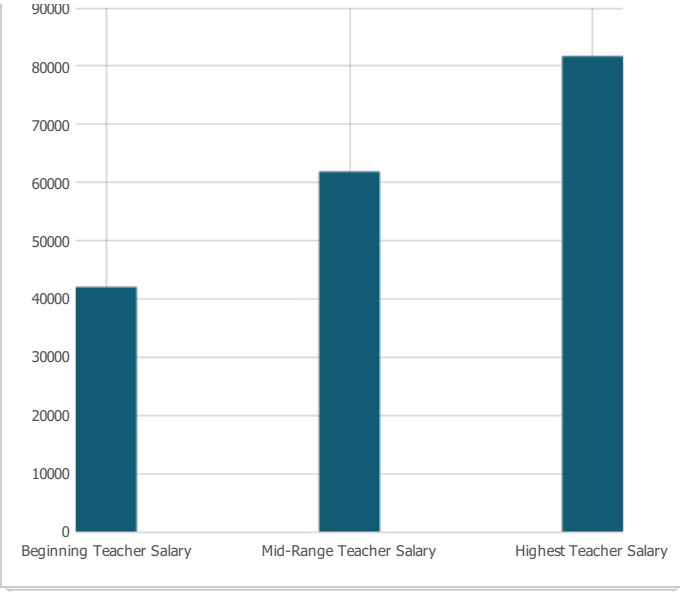
**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,033	--
Mid-Range Teacher Salary	\$61,867	--
Highest Teacher Salary	\$81,700	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$263,247	--
Percent of Budget for Teacher Salaries	11.3%	--
Percent of Budget for Administrative Salaries	8.3%	--

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

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/25/2016

**Advanced Placement Courses (School Year 2014-15)**

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

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/7/2016*

**Professional Development – Most Recent Three Years**

San Joaquin County Community Schools devote 3 full school days 4 half days and 36 one and a half to two hour sessions to professional development. A comprehensive professional development plan is in place that was developed from teacher feedback, state changes in curriculum and student achievement data. The following elements are included in the plan:

- Bi-annual training in the district adopted curriculum.
- Monthly meetings to support teachers with Subject Matter Competency and becoming Highly Qualified Teachers (HQT), through a partnership with Professional Development Department of the San Joaquin County Office of Education. Subject matter competency for all teachers is provided through the Verification Process for Special Settings (VPSS). These subject matter consultants provide training to teachers once a month in the core content areas of mathematics, English/language arts, social studies and science. The consultants may observe individual teachers in the classroom and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency and engaging instructional strategies. Common Core Training is included in these trainings.
- Six Region Meetings where data, program issues and site concerns are identified and discussed.
- Rigor, Relevance and Relationships (RRR) training began in 2008. Consultants from the International Center for Leadership in Education were brought in to train the teaching staff and administrators. The RRR focus was supported through monthly meetings led first by teams of administrators and teachers, then through teacher leaders and continues with teacher leaders and our curriculum coordinator. The teachers have yearly professional goals that are tied to RRR. New teachers are trained in this prior to the new school year.
- English Learner (ELL) training is provided through the San Joaquin County Office of Education Multi-lingual Department. Trainings include: Edge curriculum, Structures and Strategies, Consultant training, curriculum integration, assessment and coaching.
- One Site Collaboration time is provided to teachers to review curriculum and site goals with their teams.
- Teacher participation in textbook adoptions, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation.
- Site Data Team discussions occur one Tuesday of each month. Data Leadership Training is provided to site data leaders. This training includes types of data, how to read and use data and leadership skills.
- Choice and Voice-Self-selected Professional Learning Communities based on teacher interest. Teachers identify areas of need, set goals, and implement a plan.
- Various workshops, conferences and training which include, but are not limited to:

- Great Valley Writing Project

- Northwestern Evaluation Assessment

- PLATO Online Learning Solutions
  
- CA Science Teachers Association's Annual Conference
  
- CUE Conferences
  
- Bully Proof your Classroom and School Safety Conferences
  
- GLAD Training
  
- Common Core Trainings
  
- Independent Study Conference

*Last updated: 1/12/2016*