

John F. Cruikshank, Jr.

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

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

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

DataQuest

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

Internet Access

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

Mr. Sean Morrill

 Principal, John F. Cruikshank, Jr.

About Our School

Cruikshank serves adjudicated youth, and children who have been temporarily placed at Mary Graham Children's Shelter. Students in these programs stay an average length of sixteen days. Our curriculum is designed to help students develop an appreciation for self and others, in an environment that is balanced between state standards and individual needs. We focus on problem solving, critical thinking and successful transition skills.

Sean Morrill, Division Director

Contact

John F. Cruikshank, Jr.
535 W. Mathews Road
French Camp, CA 95231

Phone: 209 468-9265
E-mail: smorrill@sicoe.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
E-mail Address	jstanton@sjcoe.net
Web Site	http://www.sjcoe.org

School Contact Information (School Year 2017-18)	
School Name	John F. Cruikshank, Jr.
Street	535 W. Mathews Road
City, State, Zip	French Camp, Ca, 95231
Phone Number	209 468-9265
Principal	Mr. Sean Morrill
E-mail Address	smorrill@sjcoe.net
Web Site	www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930195

Last updated: 1/16/2018

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

one.Mission

As a community of learners built on meaningful relationships, we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world.

one.Vision

We will continually create learning environments and provide opportunities so that diverse learners can own their future.

The San Joaquin County Court Shool program serves youth at Peterson Juvenile Hall. One.Cruikshank serves students who are detained and awaiting adjudication. The One.Camp serves youth who have been adjudicated. Dorothy Biddick School serves foster youth in grades K-6 residing at Mary Graham Children's shelter.

The average length of stay in one.Cruikshank is approximately 16 days; for Biddick approximately 10 days; and for one.Camp is 6 to 9 months. The high student mobility and transition rate present challenges in meeting state assessment targets.

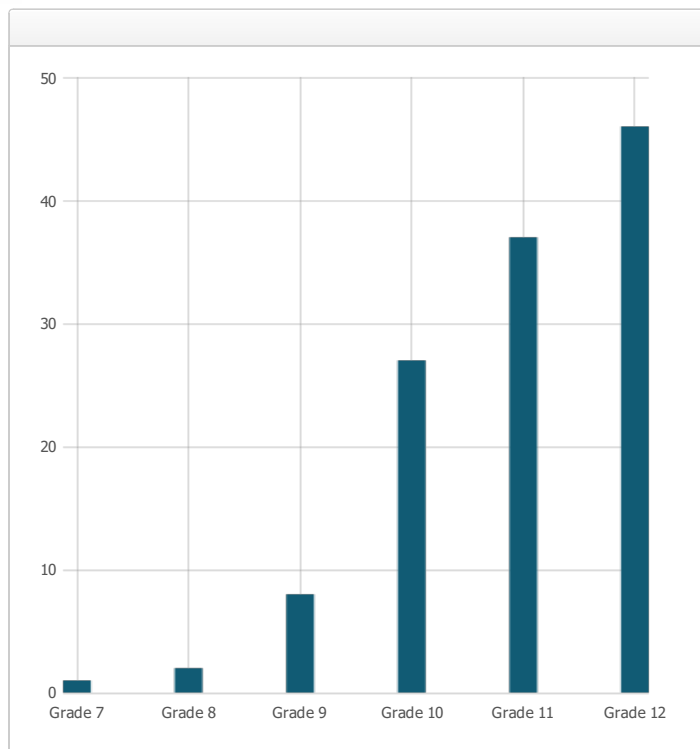
We use an integrated, thematic approach to instruction. Educational strategies are highly interactive and both process- and product-oriented. Students work on grade-appropriate, standards-based curriculum and/or basic skills based on individual needs to complete grade requirements or earn high school credit. Students identified with special needs are provided services by credentialed special education teachers and paraeducators as specified in the student's IEP.

Our curriculum and strategies are designed to help students develop an appreciation of self and others, individual talents, critical thinking and problem-solving skills, workforce readiness and to become productive members of the community.

Last updated: 1/18/2018

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

Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 9	8
Grade 10	27
Grade 11	37
Grade 12	46
Total Enrollment	121



Last updated: 1/5/2018

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

Student Group	Percent of Total Enrollment
Black or African American	28.9 %
American Indian or Alaska Native	0.0 %
Asian	1.7 %
Filipino	0.0 %
Hispanic or Latino	57.0 %
Native Hawaiian or Pacific Islander	0.8 %
White	6.6 %
Two or More Races	5.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	19.0 %
Students with Disabilities	22.3 %
Foster Youth	19.0 %

Last updated: 1/5/2018

A. Conditions of Learning

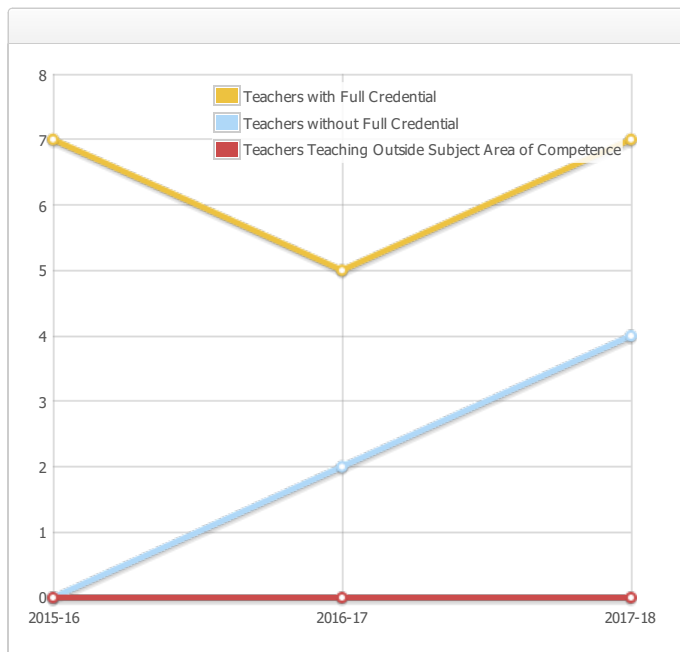
State Priority: Basic

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

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

Teacher Credentials

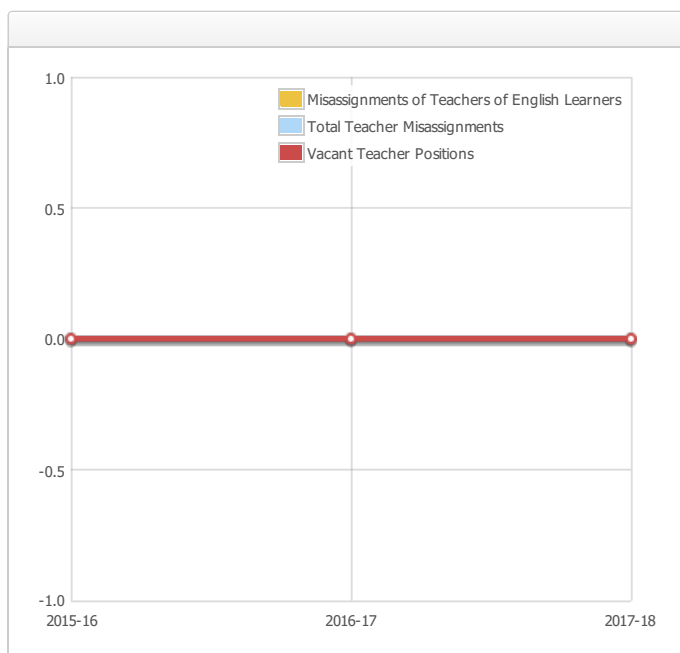
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	5	7	178
Without Full Credential	0	2	4	55
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2018

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

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • K-6: Benchmark Advance, California Edition • 7-12: PLATO Courseware; Glencoe Literature (2nd-5th Courses, American Literature); EDGE (Fundamentals and Levels A-C); StudySync (CARE program) • Supplemental: PLATO Accucess Modules, Exact Path Modules, Thematic Curriculum, course novels, WRITE Approach 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> • K-6: enVision Math • 7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8 • 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I, Big Ideas Math Algebra (CARE program) • Supplemental: PLATO Courseware, PLATO Accucess Modules, Exact Path Modules, Thematic Curriculum 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • 7-12: PLATO Courseware • Glencoe, Biology, Dynamics of Life; Physical with Earth Science • Supplemental: Integrated Thematic Curriculum 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> • World History: PLATO Courseware, Glencoe, World History: Modern TimesUS History: PLATO Courseware, Glencoe, American Journey, American Journey Building a Nation • American Government: PLATO Courseware Glencoe, • Economics: Glencoe, Economics Today and Tomorrow, PLATO Courseware • Supplemental: Integrated Thematic Curriculum 	Yes	0.0 %
Foreign Language	PLATO Courseware	Yes	0.0 %
Health	<ul style="list-style-type: none"> • PLATO Courseware • one.FIT Curriculum 	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • PLATO Courseware • Integrated Thematic Curriculum 	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		4%	21%	33%	48%	48%
Mathematics (grades 3-8 and 11)		0%	11%	22%	36%	37%

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: 1/5/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	23	39.66%	--
Male	51	23	45.10%	--
Female	--	--	--	--
Black or African American	19	--	31.58%	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	32	16	50.00%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	14	35.00%	--
English Learners	13	--	38.46%	20.00%
Students with Disabilities	16	--	37.50%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	13	--	23.08%	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	28	46.67%	--
Male	53	28	52.83%	--
Female	--	--	--	--
Black or African American	20	--	45.00%	--
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	34	19	55.88%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	41	17	41.46%	--
English Learners	14	--	42.86%	--
Students with Disabilities	17	--	47.06%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	13	--	23.08%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		4.0%	7.0%	24.0%	56%	54%

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

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

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

Last updated: 1/5/2018

Career Technical Education Programs (School Year 2016-17)

CTE Programs are not offered to Cruikshank students at this time. The nature of the program (students are adjudicated and usually do not complete a full semester or year) prohibits integration into CTE Programs offered to district students.

Last updated: 1/9/2018

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	37.5%	18.8%	6.2%

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: 1/5/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Cruikshank students are incarcerated and have limited visitation rights with parents. Dorothy Biddick students have been removed from abusive home environments and placed in protective care at the children's shelter.

Parents of students with special needs are involved in IEP meetings for his/her child. Cruikshank teachers and agency support staff communicate with parents as appropriate.

State Priority: Pupil Engagement

Last updated: 1/16/2018

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

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

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

Student Group	School	District	State
All Students	11.8%	51.9%	87.1%
Black or African American	0.0%	39.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	0.0%	43.5%	94.4%
Filipino	0.0%	61.5%	93.8%
Hispanic or Latino	17.7%	51.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	20.0%	62.4%	91.0%
Two or More Races	0.0%	67.4%	90.6%
Socioeconomically Disadvantaged	8.3%	50.5%	85.5%
English Learners	60.0%	30.6%	55.4%
Students with Disabilities	14.3%	24.5%	63.9%
Foster Youth	0.0%	23.5%	68.2%

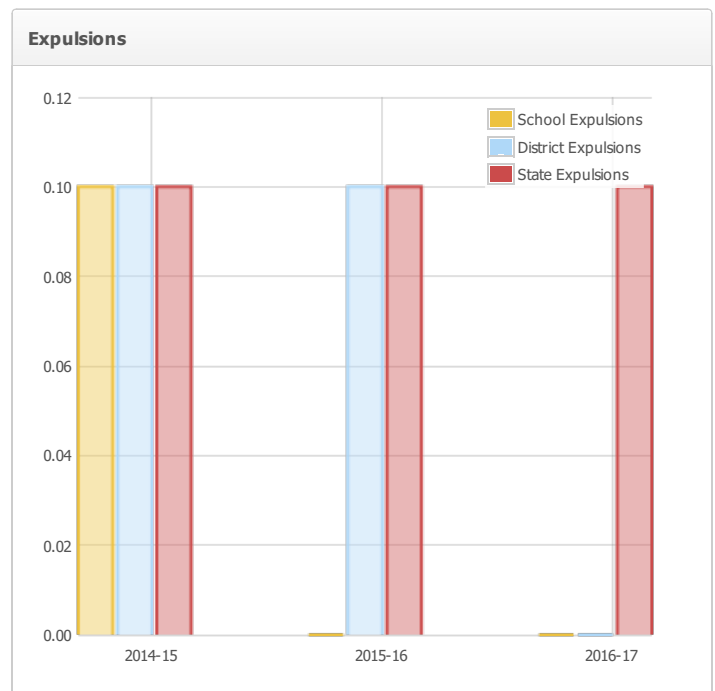
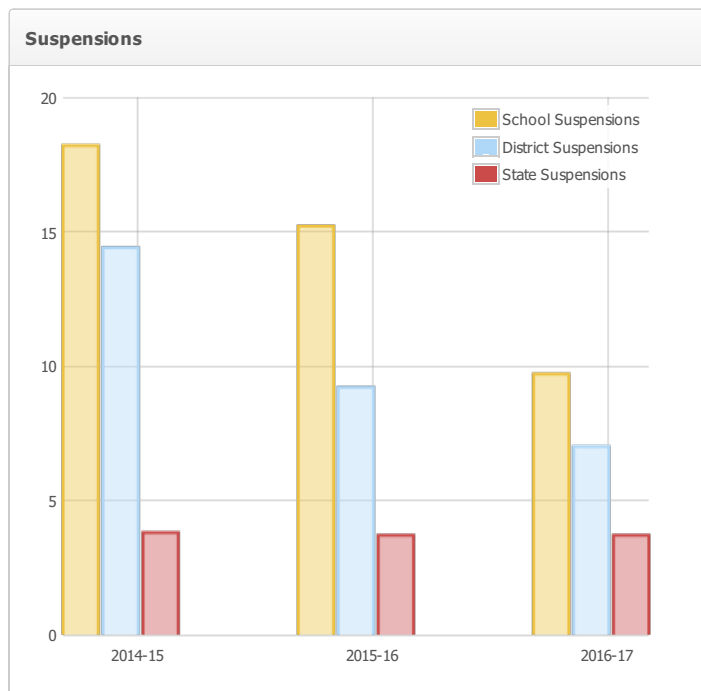
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	18.2%	15.2%	9.7%	14.4%	9.2%	7.0%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

School Safety Plan (School Year 2017-18)

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, and Evacuate) update professional development was provided for all Administrative, Support and Teaching staff at the beginning of the 2016-2017 school year. . Annual professional development is offered in managing assaultive behavior, mental health first aid and classroom management skill building.

Also at the beginning of the school year the school counselors distributes a crisis file and provides on-line resources for teaching and support staff. County Operated Schools and Programs staff resources include:

? Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus ? 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 In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills and positive relationship building activities though out the school year. During the 2017-2018 school year the one. school staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

Last updated: 1/18/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	1	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	10.0	1	0	0	3.0	2	0	0	8.0	3	0	0

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

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	9	0	0	7.0	27	0	0	33.0	0	0	6
Mathematics	19.0	7	0	0	17.0	8	0	0	19.0	7	0	0
Science	16.0	4	0	0	15.0	6	0	0	19.0	3	0	0
Social Science	15.0	9	0	0	16.0	8	0	0	33.0	0	0	7

* 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: 1/30/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.8	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: 1/16/2018

Types of Services Funded (Fiscal Year 2016-17)

NWEA Assessment

Accusess

PLATO Supplemental Curriculum

Summer School

Professional Development

Last updated: 1/24/2018

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

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

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

*Where there are student course enrollments of at least one student.

Last updated: 1/5/2018

Professional Development

1. What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

For the 2017-18 school year, one of the primary focuses for teacher professional development is the implementation of the WRITE approach to improve student literacy, reading, and writing skills. This decision was made based on a review of student CAASPP and Accucss data that indicates that the majority of students are not meeting standards and are below grade-level in both reading and writing. The WRITE curriculum is an approach that uses strategies appropriate for both English Learners and English-speaking students, and emphasizes literacy across all content areas.

Another area of focus is the continued implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices and Trauma-Informed Care. A goal of the program is to improve suspension and attendance rates, as well as relationships with families and the community, and data from these areas was analyzed before making the decision to implement these approaches. PBIS and Restorative Practices are proven methods that help build positive relationships and improve student behavior.

2. What are the methods by which professional development is delivered (e.g. after school workshops, conference attendance, individual mentoring, etc.)?

Teachers, administrators, and other staff receive professional development in a variety of ways, including, after-school workshops, conference attendance, training attendance, coaching, and individual mentoring. The majority of the professional development is delivered through after-school workshops and conference/training attendance.

3. How are the teachers supported during implementation (e.g. through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

During and beyond the implementation of new approaches and curriculum, teachers receive support through region meetings and teacher-principal meetings. Monthly region meeting agendas include the review of student work, as well as collaboration time for teachers to discuss the on-going implementation process. Teacher-principal meetings include collaboration time and feedback about the strategies and approaches being used in the classroom. Some teachers also receive in-class coaching provided by a WRITE and/or PBIS/Restorative Practice/Trauma-informed Care coach.

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data and a teacher/staff needs-assessment. During the 2017-18 school year, San Joaquin County devoted the following time for professional development:

Program-specific professional development workshops, programs, and academies:

5 Collaboration and Planning Workshops (supporting teachers with the implementation of WRITE. State standard training is included): Teachers/Administrators
 7 Regional Meetings (Data, program issues, and site concerns are identified and discussed): Teachers/Administrators
 Program-wide writing assessment scoring (teachers spend two days/twice a year calibrating on a modified CAASPP rubric and scoring student pre/post essays) : Teachers
 Teacher participation in textbook adoptions, which includes review, pilot, and subsequent program alignment training to ensure effectiveness of implementation:

Teachers/Administrators

New Teacher Academy (meets six times a year to provide immediate assistance and support for new teachers. Teachers observe other classrooms on a regular basis): New Teachers

New Teacher Mentor program (new teachers not in a teaching program are matched with qualified veteran teachers. The mentors and the teachers meet at least 30 minutes per week): New teachers/veteran teachers

Leadership Academy that focuses on the Five Dimensions of Teaching and Learning Framework with the objective to develop consistent leadership practices among administrators, as well as a critical understanding of pedagogy: Administrators

Various workshops attended by teachers, staff, and administrators that include:

- 4-day series Weaving Research-Based Practices (Growth Mindset, Depth of Knowledge, Formative Assessments, and PBL)
- 3-day ELD Institute
- 1-day Digital Library workshop
- 3-day series Curriculum breakfasts (Restorative Practices, Mindset, Universal Design)
- 1-day ELPAC Academy
- 3-day series Mission Possible: The California Way
- 1-day Functional behavior assessment
- 1-day Mindset Deeper Dive
- 1-day Counselor's Summit

Various conferences attended by teachers, staff, and administrators that include:

- 1-day SJCOE Tech Summit
- EdLaw Tech conference
- 1-day Restorative Practices
- 2-day Annual PBIS conference
- 2-day WRITE Institute
- 3-day Safe and Civil Schools State Conference
- 3-day IIRP Conference
- 3-day National Dropout prevention conference
- 2-day Fred Jones: Classroom management
- 1-day EdLaw Conference
- 3-day CCIS
- 2-day Illuminate National User Conference
- 3-day Learning and the Brain
- 2-day California Student mental wellness conference

Various Trainings attended by teachers, staff, and administrators that include:

- 1-day Houghton Mifflin Integrated Math 1 training
- 1-day Benchmark Advance curriculum training
- 1-day Thematic curriculum training
- 1-day PLATO Courseware training
- 1-day Accuaccess training
- 1-day Exact path training
- 1-day ELPAC training
- 1-day CAASPP training

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