

# San Joaquin Building Futures Academy

## 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.

## Janine Kaeslin, Assistant Superintendent,

 Principal, San Joaquin Building Futures Academy

### About Our School

Welcome to San Joaquin Building Futures Academy Charter School. We are a charter school that serves young people 16-24 year olds who have fallen behind academically or who have been high school drop outs. San Joaquin Building Futures Academy is an accredited public charter school that offers the high school diploma. We offer small class sizes, multiple support services, and opportunities to become certified in construction technology through a Department of Labor funded YouthBuild program.

### Contact

*San Joaquin Building Futures Academy  
3100 Monte Diablo Ave.  
Stockton, CA 95203-1108*

*Phone: 209-468-9265  
E-mail: [jkaeslin@sjcoe.net](mailto:jkaeslin@sjcoe.net)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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 (School Year 2017-18)	
<b>School Name</b>	San Joaquin Building Futures Academy
<b>Street</b>	3100 Monte Diablo Ave.
<b>City, State, Zip</b>	Stockton, Ca, 95203-1108
<b>Phone Number</b>	209-468-9265
<b>Principal</b>	Janine Kaeslin, Assistant Superintendent,
<b>E-mail Address</b>	<a href="mailto:jkaeslin@sjcoe.net">jkaeslin@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org/buildingfutures">www.sjcoe.org/buildingfutures</a>
<b>County-District-School (CDS) Code</b>	39103970121723

*Last updated: 11/15/2017*

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

#### Mission

We will transform all students' lives through academic achievement and acquisition of 21st Century skills. We commit to using a comprehensive support system to ensure this happens.

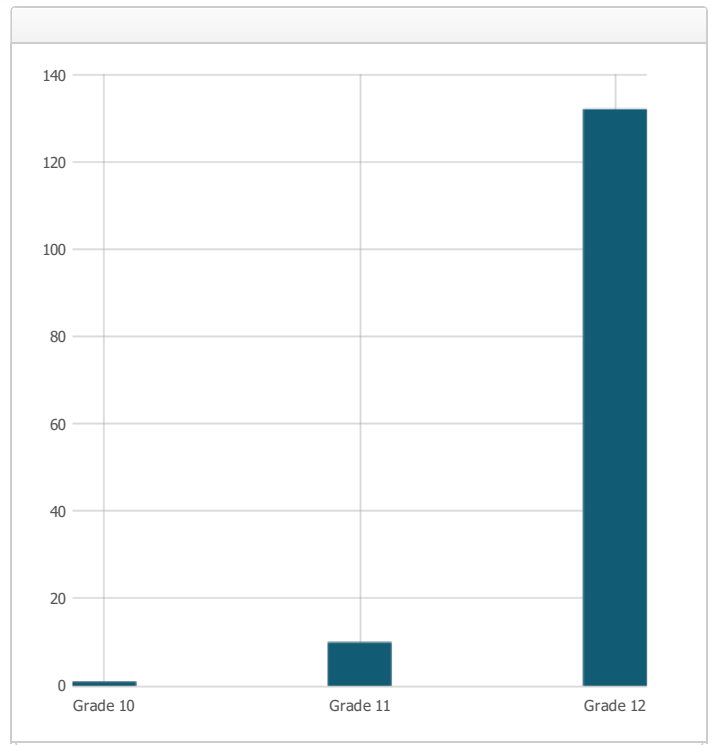
#### Vision

Our school will be a caring, compassionate, safe learning environment where students and staff are inspired, mentored and realize their full potential as life-long learners. Our students will recognize that they have the knowledge and skills to set and attain goals, identify triggers that hinder progress, problem solve, and accept responsibility for their actions. Our students will empower themselves to become better human beings and positive contributors to their community.

*Last updated: 11/15/2017*

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

Grade Level	Number of Students
Grade 10	1
Grade 11	10
Grade 12	132
<b>Total Enrollment</b>	<b>143</b>



*Last updated: 11/15/2017*

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

Student Group	Percent of Total Enrollment
Black or African American	20.3 %
American Indian or Alaska Native	0.0 %
Asian	3.5 %
Filipino	0.7 %
Hispanic or Latino	67.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.2 %
Two or More Races	3.5 %
Other	0.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	92.3 %
English Learners	14.0 %
Students with Disabilities	14.0 %
Foster Youth	0.0 %

*Last updated: 11/15/2017*

## A. Conditions of Learning

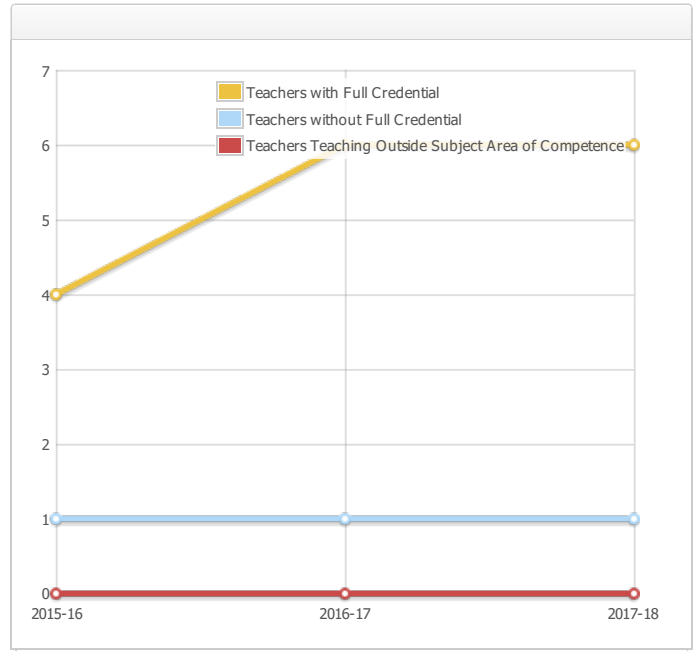
### State Priority: Basic

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

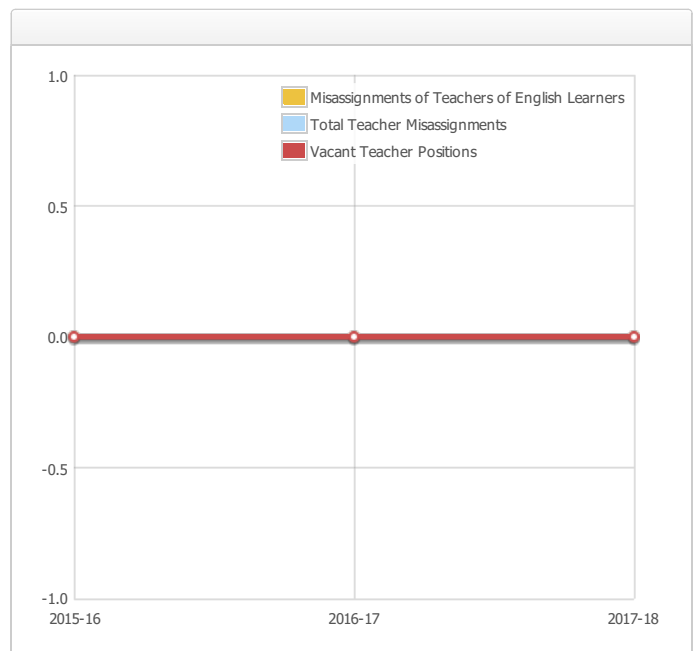
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	6	6	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2018

#### 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: 1/30/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Welcome to San Joaquin Building Futures Academy Charter School. We are a charter school that serves young people 16-24 year olds who have fallen behind academically or who have been high school drop outs. San Joaquin Building Futures Academy is an accredited public charter school that offers the high school diploma. We offer small class sizes, multiple support services, and opportunities to become certified in construction technology through a Department of Labor funded YouthBuild program.	Yes	0.0 %
Mathematics	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	7-12: PLATO Courseware; Glencoe, Biology, Dynamics of Life; Physical with Earth Science Supplemental: Integrated Thematic Curriculum	Yes	0.0 %
History-Social Science	World History: PLATO Courseware, Glencoe, World History: Modern Times US 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	PLATO Courseware, one.FIT Curriculum	Yes	0.0 %
Visual and Performing Arts	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: 1/26/2018

## School Facility Conditions and Planned Improvements

### 1. Description of the safety, cleanliness, and adequacy of the school facility.

Building Futures Academy (BFA) takes great effort to ensure that all school buildings are clean, safe, and functional. To assist in this effort, BFA uses a facility survey instrument developed by the State of California Office of Public School Construction: The FIT Report. Note: Our BFA site is rated "good" to "exemplary" overall. FIT Reports are available at the SJCCE website at [www.sjcoe.org](http://www.sjcoe.org).

### 2. Description of any planned or recently completed facility improvements.

Our cleaning services are contracted out to "Bright Ventures." The Director of Student Services works on a continuing basis with Bright Ventures to ensure a regular cleaning schedule. Each facility is cleaned 3-4 times per week.

### 3. Description of any needed maintenance to ensure good repair.

LEA maintenance staff insists that repairs necessary to keep the school sites in good-working order are completed in a timely manner. A work order process is used to provide efficient service and that emergency repairs are given the highest priority.

#### A. Deferred Maintenance Projects Completed for 2016-2017

1. Prep/paint 43 window frames
2. Grading and new asphalt roadway and parking area
3. Lighting repair and upgrades
4. Planning and design

#### B. Projects projected for the 2017-2018 school year include:

- A. Roof repair
- B. Cafeteria and restroom upgrades
- C. Floor repair

There are no modernization or new school construction projects planned or completed for the 2016-2017 school year and there are no projects scheduled or planned for the 2017-2018 school year.

*Last updated: 1/22/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	cafeteria and restroom floor surfaces
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	BFA has a scheduled maintenance plan for pest control
Electrical: Electrical	Good	lighting, repair and upgrades
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	restroom and floor upgrades cafeteria floor upgrades pipe repair in the restroom
Safety: Fire Safety, Hazardous Materials	Good	None

Structural: Structural Damage, Roofs	Good	Roof repair
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	paint, design and window replacements

**Overall Facility Rate**

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

Overall Rating	Good
----------------	------

*Last updated: 1/22/2018*

## 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)			21%	33%	48%	48%
Mathematics (grades 3-8 and 11)			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: 1/22/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/22/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/22/2018*

**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)			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: 1/22/2018*

**Career Technical Education Programs (School Year 2016-17)**

The San Joaquin County Office of Education desires to provide a comprehensive career technical education (CTE) program in both secondary and post-secondary programs that integrate 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: 1/22/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
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: 1/26/2018*

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

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

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

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

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

Last updated: 1/30/2018

## 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)

The relationship with our parents, students, staff and outside agencies is essential to the success and achievement of our students. This year, we asked that parents participate in a survey that included questions about the school culture, relationships with staff and administration, safety, communication about events, availability and knowledge of resources in our community, and concerns parents may wish to share with us. The survey was provided to parents through email, on the SJCOE website, and a Chrome Book with the survey was given to the parents during parent/teacher/student conferences. The results of this survey have been reviewed in our LCAP and drive our WASC meeting discussions with staff. Based on the survey information, BFA is doing well communicating with families and providing opportunities for parents and students to have a voice in their student's education.

Particularly positive was feedback regarding parents/guardians and students feeling that their involvement in their or their student's education was valued with an 88% return of strongly agreeing or agreeing with this statement. Also, 85% of parents/guardians and students felt that they or their student's teacher(s) ask to meet at least once a year in a face to face meeting regarding how they or their student is doing in school. It should be noted that the BFA students, parents/guardians are invited to come visit the teacher at the end of every quarter in a parent/teacher/student conference. This provides three separate conferences for parents/guardians and students to meet with the teacher(s) throughout the year.

Areas worthy of further exploration may include making sure that translation services are something all families are aware of if needed with 40% answering the question in a neutral or "I don't know" response. Another area of review may be providing all families with information regarding resources in the community. 33% of families answered the question that they did not know, were neutral or strongly disagreed with resources being provided. It's important to listen to parents and students. Their feedback is essential for a successful program.

#### Parent/teacher/student conferences

BFA has quarterly parent/teacher/student conferences to review progress and discuss the students' goals for the year. Parents may also meet as needed with teachers by appointment. Teachers are also available by email, phone, or for larger SST meetings that include additional staff.

#### LCAP Process

All parents and students are given notice of the LCAP Stakeholder meetings through email, phone message, and teacher communication with students. Some teachers also include this information on their website. SJCOE places the dates and times on their website as well. Because of the majority of our students are young adults, we ask that they take an active role with LCAP if they are interested. There are several BFA LCAP meetings held during the school year, which describes the LCAP process and allow for parent engagement. BFA seeks as much input from parents and students as possible as we move the program forward each year.

#### Connect Ed

Each school site at SJCOE including BFA sends out phone message to all students and parents regarding program updates.

#### Facebook

We are using social media to send information to all potential students, current students, parents, staff and stakeholders.

#### Illuminate

BFA uses the student educational system to document and upload live grade books that can be shared throughout school sites and County wide. Illuminate is also used for data and assessment collection. Staff have been trying to fully use the Illuminate data tools to assist teachers, students, and parents with trends, grades, and updates.

#### Websites

Staff have individual websites for their classes so that students can continue with their studies even if they are absent. BFA also has their own website on the SJCOE page. Student Services, LCAP, SARC, Student Handbook, and important parent engagement dates can be found on the websites.

We provide parents with a chance to connect to school through quarterly showcases, Back to School Nights, conferences, and school performances. Online learning gives parents a chance to see what their child is being taught. We encourage parents to ask their children questions and teachers are available through many communication tools to discuss any concerns parents may have with the school, students, or staff.

## State Priority: Pupil Engagement

*Last updated: 1/26/2018*

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)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	52.9%	51.9%	87.1%
Black or African American	54.6%	39.7%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	50.0%	43.5%	94.4%
Filipino	0.0%	61.5%	93.8%
Hispanic or Latino	48.3%	51.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	50.0%	62.4%	91.0%
Two or More Races	100.0%	67.4%	90.6%
Socioeconomically Disadvantaged	53.8%	50.5%	85.5%
English Learners	21.4%	30.6%	55.4%
Students with Disabilities	25.0%	24.5%	63.9%
Foster Youth	0.0%	23.5%	68.2%

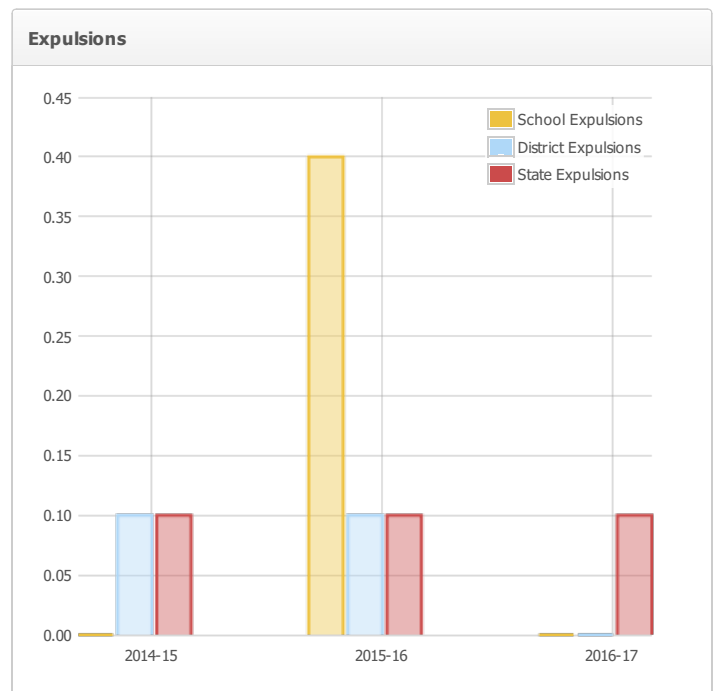
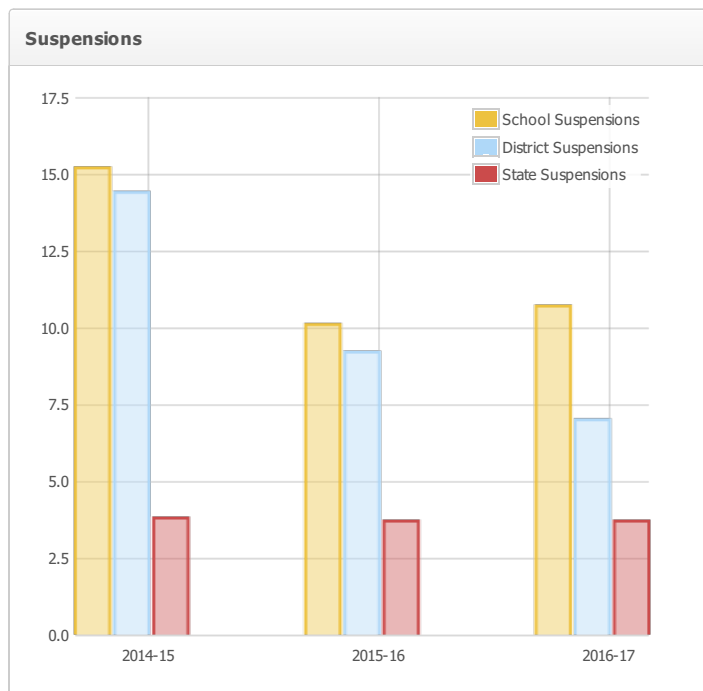
# State Priority: School Climate

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	15.2%	10.1%	10.7%	14.4%	9.2%	7.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.4%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2018

## 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 2017-2018 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





### D. Other SARC Information

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

#### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

*Last updated: 1/26/2018*

**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	23.0	0	1	0	17.0	4	4	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	20.0	5	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	23.0	1	4	1	0.0	0	0	0

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

*Last updated: 1/22/2018*

**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	0.5	142.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.0	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: 1/22/2018*

**Types of Services Funded (Fiscal Year 2016-17)**

Plato
Summer school
Little Builders
supplies for the little house project
supplies for the building a new room project
USS Lucid
Youth Build
Americorp

*Last updated: 1/30/2018*

**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: 1/22/2018*

**Professional Development**

San Joaquin County Community Schools devote the following time for professional development: 7 full days 2 half days 21 one and a half to two hour sessions 7 one hour sessions. 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:

- Monthly training in the District Adopted Curriculum/Subject Matter competency (CCSS): 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.
- Data Teams: 2 ½ day Trainings plus 5 additional hours of training in Data and 10.5 hours of site team collaboration for analyzing student data.
- Six Region Meetings where data, program issues and site concerns are identified and discussed.
- Rigor, Relevance and Relationships (RRR) training: 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.
- Quarterly release time for teachers to participate in Learning Walks
- PLC-Quarterly uploads for self-designated PLC time.
- Math Pilot: -8 Days of release time
- 1 Ed Camp modeled Teacher Event- 1.5 hours (The Big Deal)
- Teacher participation in textbook adoptions, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation.
- Various workshops, conferences and training which include, but are not limited to:
  - o Mindfulness
  - o Independent Study Conference
  - o Great Valley Writing Project
  - o Northwestern Evaluation Assessment
  - o PLATO Online Learning Solutions
  - o CA Science Teachers Association's Annual Conference
  - o CUE Conferences
  - o Bully Proof your Classroom and School Safety Conferences
  - o GLAD Training
  - o Common Core Trainings
  - o Independent Study Conference
  - o The Big Deal

*Last updated: 11/15/2017*