

# San Joaquin County Community

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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 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*  
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Stockton, CA 95206-3948

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

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	San Joaquin County Office of Education	<b>School Name</b>	San Joaquin County Community
<b>Phone Number</b>	(209) 468-4800	<b>Street</b>	2707 Transworld Dr.
<b>Superintendent</b>	James Mousalimas	<b>City, State, Zip</b>	Stockton, Ca, 95206-3948
<b>E-mail Address</b>	<a href="mailto:jstanton@sjcoe.net">jstanton@sjcoe.net</a>	<b>Phone Number</b>	209-468-9265
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>	<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/cosp">www.sjcoe.org/cosp</a>
		<b>County-District-School (CDS) Code</b>	39103973930468

*Last updated: 1/11/2017*

## School Description and Mission Statement (School Year 2016-17)

### 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

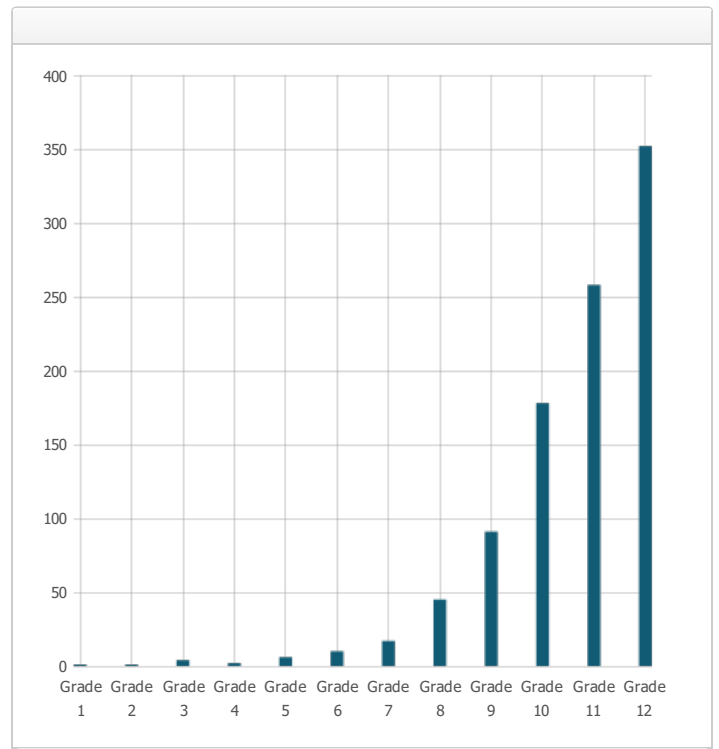
administrators. All employees are "teachers of students," and participate in activities such as quests, congresses, career fairs, athletic events, and extended educational opportunities.

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: 1/11/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	4
Grade 4	2
Grade 5	6
Grade 6	10
Grade 7	17
Grade 8	45
Grade 9	91
Grade 10	178
Grade 11	258
Grade 12	352
<b>Total Enrollment</b>	<b>965</b>



Last updated: 1/4/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	17.0 %
American Indian or Alaska Native	0.5 %
Asian	6.1 %
Filipino	1.0 %
Hispanic or Latino	57.5 %
Native Hawaiian or Pacific Islander	0.5 %
White	13.3 %
Two or More Races	3.9 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.1 %
English Learners	20.8 %
Students with Disabilities	9.9 %
Foster Youth	5.7 %

Last updated: 1/4/2017

## A. Conditions of Learning

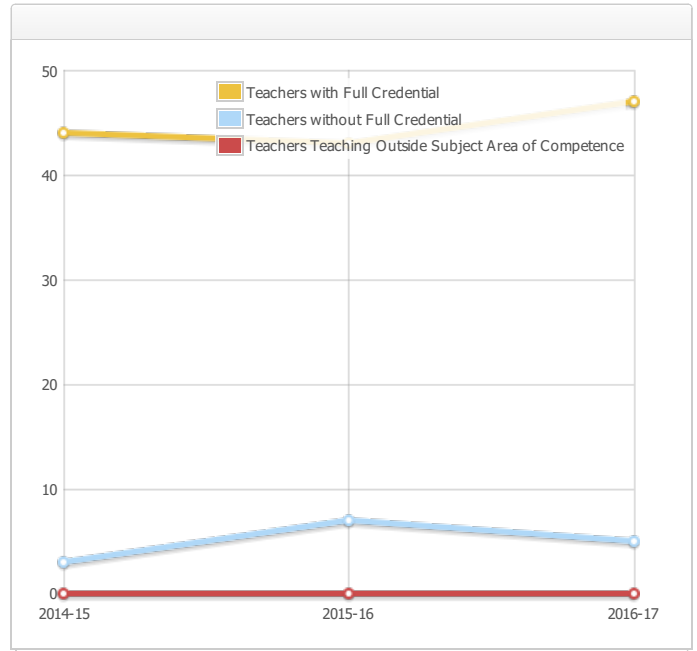
### State Priority: Basic

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

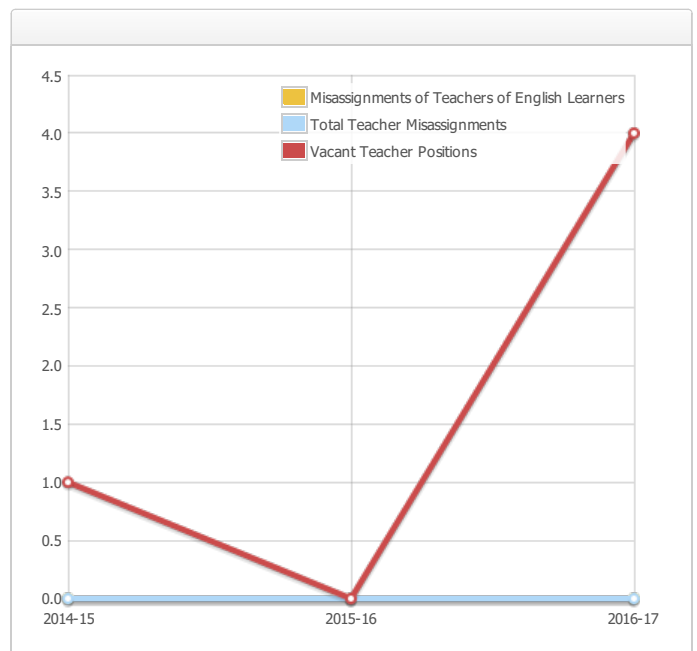
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	44	43	47	168
Without Full Credential	3	7	5	38
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/11/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	4



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: 1/11/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	60.0%	40.0%
All Schools in District	64.0%	36.0%
High-Poverty Schools in District	64.0%	36.0%
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.

*Last updated: 1/11/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K - 6: McMillan/McGraw Hill; California Treasures 7 - 12: Glencoe; Literature Supplemental: Holt; Literature and Language Arts 9 Houghton Mifflin; Reading/Language Arts (K - 6) PLATO Thematic Curriculum	Yes	0.0 %
Mathematics	K - 6: Scott Foresman/Addison Wesley; envision Math Common Core 7 - 8: HMH; California Go Math Middle School 9 - 12: HMH; California Integrated Mathematics 1 Supplemental: PLATO	Yes	0.0 %
Science	3 - 6: Fearon; Biology 7 -12: Glencoe; The Dynamics of Life Glencoe; Physical/Earth Science Glencoe; Life Science Supplemental: PLATO	Yes	0.0 %
History-Social Science	Glencoe; The American Journey Glencoe; World History: Modern Times Supplemental: D.C. Heath World History Globe Fearon World Geograpy Integrated Thematic Curriculum	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	Integrated Thematic Curriculum PLATO	No	0.0 %

Visual and Performing Arts	Integrated Thematic Curriculum	No	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: 1/26/2017

## School Facility Conditions and Planned Improvements

The condition of the Community Schools facilities, is rated "good" to "exemplary" 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.

### DATA ON SCHOOL FACILITIES:

Data on school facilities was collected for Community Schools during July 2016.

### 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.

### FACILITY IMPROVEMENTS AND MAINTENANCE PROJECTS FOR 2015-16:

2/11/16 MImms Electric installed fire bell equipment at one. Lodi

4/6/16 Asphalt repair on parking lot @ one. Discover @ 807 Shamrock, Stockton

### FACILITY IMPROVEMENTS AND MAINTENANCE PROJECTS FOR 2016-17:

12/20/16 Window Replacement for the following sites:

- one. Lodi, 2248 Tienda, Lodi
- one. Discover, 807 Shamrock, Stkn
- one. Charter Bianchi, 1111 E. Bianchi, Stkn
- one. Success. 702 Yale, Stockton

12/21/16 Window Replacement for the following sites:

- one. Choice, 2520 Pock Lane, Stockton
- one. Charter Manteca, 1271 N. Main, Mtca
- one. Lathrop, 16424 Harlan Rd., Lathrop
- one. Harmony, 1501 W. 11th , Tracy





Last updated: 1/4/2017

**School Facility Good Repair Status**

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed
Interior: Interior Surfaces	Fair	Several drains need resurfacing. Planned for 2016-17.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed
Electrical: Electrical	Good	No action needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action needed
Safety: Fire Safety, Hazardous Materials	Good	No action needed
Structural: Structural Damage, Roofs	Good	No action needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	One site rated "poor." Concrete needs to be dug out and resloped. Windows need replacing. Scheduled for 2016-17.

**Overall Facility Rate**

Year and month of the most recent FIT report: July 2016

Overall Rating	Good
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Last updated: 1/4/2017

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	4.0%	22.0%	21.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	12.0%	11.0%	34.0%	36.0%

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.

*Last updated: 1/11/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	15	12	80.0%	--
Male	15	12	80.0%	--
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	15	12	80.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/11/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	31	24	77.4%	--
Male	28	22	78.6%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	14	87.5%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	24	77.4%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	71	54	76.1%	7.7%
Male	61	46	75.4%	6.3%
Female	--	--	--	--
Black or African American	14	11	78.6%	12.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	31	79.5%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	48	75.0%	5.9%
English Learners	19	14	73.7%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	400	229	57.3%	4.4%
Male	248	138	55.7%	5.0%
Female	152	91	59.9%	3.2%
Black or African American	81	49	60.5%	2.4%
American Indian or Alaska Native	--	--	--	--
Asian	16	9	56.3%	--
Filipino	--	--	--	--
Hispanic or Latino	226	123	54.4%	5.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	34	63.0%	6.9%
Two or More Races	12	7	58.3%	--
Socioeconomically Disadvantaged	350	206	58.9%	4.3%
English Learners	73	37	50.7%	--
Students with Disabilities	34	24	70.6%	4.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/11/2017*

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	12	80.0%	--
Male	15	12	80.0%	--
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	15	12	80.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	31	21	67.7%	--
Male	28	20	71.4%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	12	75.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	21	67.7%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*



**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	52	73.2%	2.7%
Male	61	44	72.1%	3.2%
Female	--	--	--	--
Black or African American	14	12	85.7%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	27	69.2%	5.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	47	73.4%	--
English Learners	19	15	79.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/11/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	401	215	53.6%	--
Male	249	132	53.0%	--
Female	152	83	54.6%	--
Black or African American	81	48	59.3%	--
American Indian or Alaska Native	--	--	--	--
Asian	16	10	62.5%	--
Filipino	--	--	--	--
Hispanic or Latino	227	114	50.2%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	30	55.6%	--
Two or More Races	12	6	50.0%	--
Socioeconomically Disadvantaged	350	192	54.9%	--
English Learners	73	32	43.8%	--
Students with Disabilities	34	24	70.6%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/11/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	4.0%	7.0%	6.0%	10.0%	7.0%	24.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/11/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	350	274	78.3%	6.2%
Male	237	190	80.2%	5.8%
Female	113	84	74.3%	7.1%
Black or African American	64	49	76.6%	4.1%
American Indian or Alaska Native	--	--	--	--
Asian	24	19	79.2%	10.5%
Filipino	--	--	--	--
Hispanic or Latino	189	149	78.8%	4.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	41	80.4%	9.8%
Two or More Races	15	10	66.7%	20.0%
Socioeconomically Disadvantaged	311	243	78.1%	6.2%
English Learners	63	51	81.0%	2.0%
Students with Disabilities	37	31	83.8%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/11/2017*

**Career Technical Education Programs (School Year 2015-16)**

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: 1/13/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	296
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: 1/26/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.0%	29.2%	0.0%
9	40.9%	9.1%	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.

Last updated: 1/11/2017

## 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 2016-17)

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 six LCAP Community Meetings during the year.
- Parent survey is given each year during enrollment and at the first parent/teacher conference.
- 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. CAASPP (California Assessment of Student Performance and Progress) requirements.
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

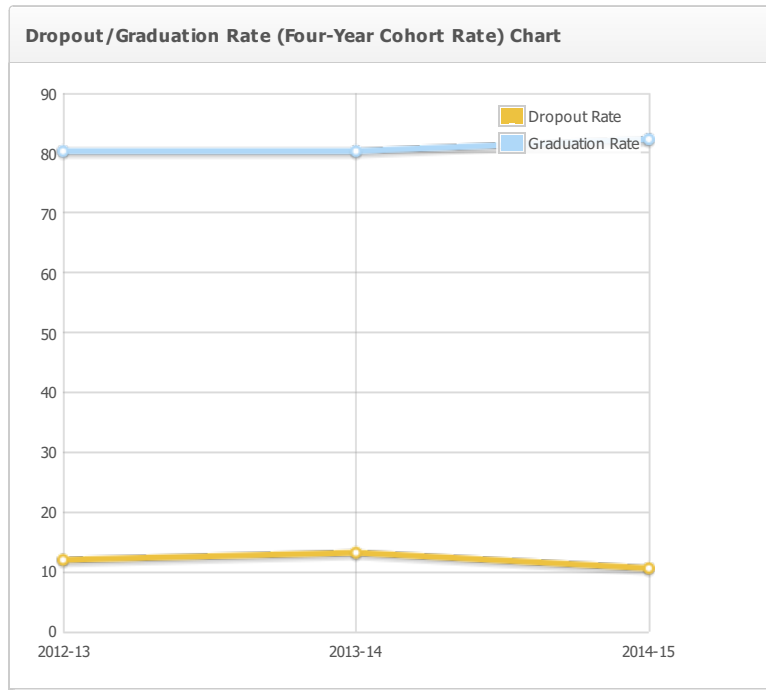
Last updated: 1/11/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	12.0%	13.2%	10.6%	12.0%	13.2%	10.6%	11.4%	11.5%	10.7%
Graduation Rate	80.30	80.30	82.30	80.30	80.30	82.30	80.44	80.95	82.27



Last updated: 1/18/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	30	52	85
Black or African American	33	51	77
American Indian or Alaska Native	25	36	75
Asian	19	24	99
Filipino	56	74	97
Hispanic or Latino	28	50	84
Native Hawaiian or Pacific Islander	100	100	85
White	29	69	87
Two or More Races	47	48	91
Socioeconomically Disadvantaged	28	48	77
English Learners	20	33	51
Students with Disabilities	20	26	68
Foster Youth	--	--	--



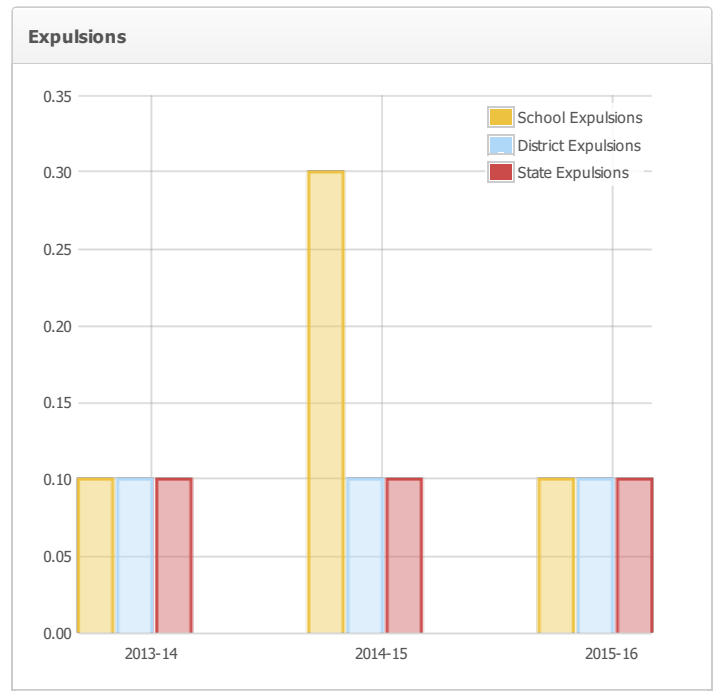
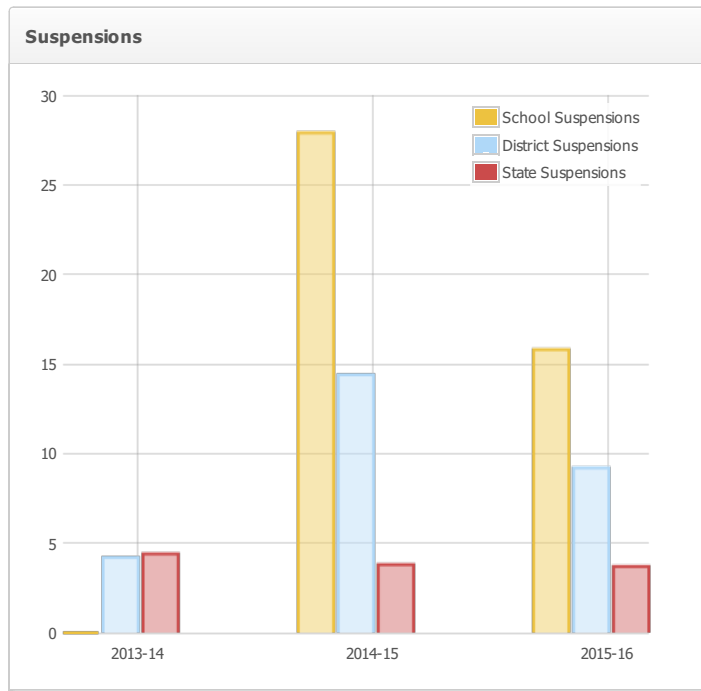
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	27.9	15.8	4.2	14.4	9.2	4.4	3.8	3.7
Expulsions	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/13/2017

## School Safety Plan (School Year 2016-17)

### COSP Safety Plan:

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

*Last updated: 1/4/2017*

## 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 2016-17)

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: 1/11/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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
1	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
3	0.0		0	0	0.0	0	0	0	0	0	0	0
4	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
6	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Other	9.0	4	0	0	17.0	3	0	0	8.0	3		

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

Last updated: 1/26/2017

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

Subject	2013-14			2014-15			2015-16					
	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	58	0	0	20.0	55	0	0	9.0	58	0	0
Mathematics	20.0	58	0	0	20.0	50	0	0	13.0	26	0	0
Science	20.0	37	0	0	20.0	35	0	0	12.0	27	0	0
Social Science	20.0	53	0	0	20.0	40	0	0	12.0	36	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: 1/26/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	214.0
Counselor (Social/Behavioral or Career Development)	2.8	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	0.5	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: 1/18/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9231.1	\$9231.1	\$0.0	\$60774.0
District	N/A	N/A	\$0.0	\$60774.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/26/2017

**Types of Services Funded (Fiscal Year 2015-16)**

Foster Youth tutoring two days per week for all Foster Youth students
NWEA Assessment
Accusess
PLATO supplemental curriculum
Summer School
Parent Involvement
Professional Staff Development

*Last updated: 1/26/2017*

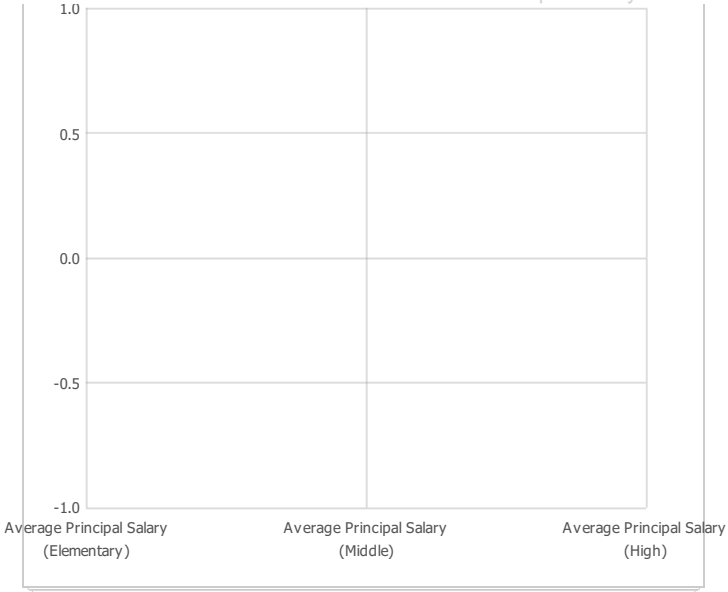
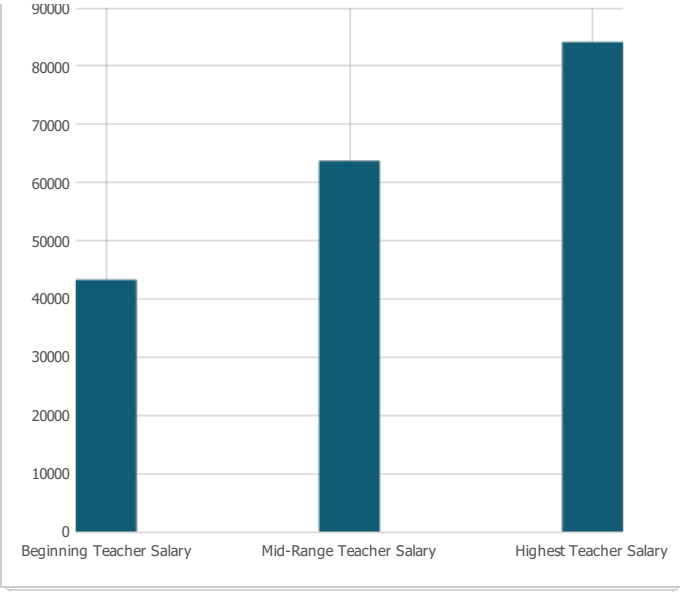
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$
Mid-Range Teacher Salary	\$63,723	\$
Highest Teacher Salary	\$84,151	\$
Average Principal Salary (Elementary)	--	\$
Average Principal Salary (Middle)	--	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	\$257,374	\$
Percent of Budget for Teacher Salaries	12.7%	0.0%
Percent of Budget for Administrative Salaries	11.7%	0.0%

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

<b>Teacher Salary Chart</b>
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<b>Principal Salary Chart</b>
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Last updated: 1/26/2017

## 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 should be included
  - 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: 1/26/2017*