

one.Charter

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.

Debra Nickols, Director

 Principal, one.Charter

About Our School

Contact

one.Charter
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: 209-468-9265
E-mail: dnickols@sjcoe.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-9079
Superintendent	James Mousalimas
E-mail Address	jstanton@sjcoe.net
Web Site	http://www.sjcoe.org

School Contact Information (School Year 2016-17)	
School Name	one.Charter
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9265
Principal	Debra Nickols, Director
E-mail Address	dnickols@sjcoe.net
Web Site	http://sjcoe.org/onecharter/
County-District-School (CDS) Code	39103970120717

Last updated: 1/11/2017

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

School Description and Mission Statement

one. Charter Academy of Visual & Performing Arts (AVPA) opened August 17, 2010 in a leased property located at 800 Douglas Road, Stockton Ca. The school has since moved into one. Charter AVAP Bianchi, 1111 Bianchi Road, Stockton. one.Charter AVAP Main, 1271 North Main Street, Manteca continues to be their sister site. The schools serve 7th-12th grade students from a variety of academic, social and emotional backgrounds.

Recently two new academies have opened under one.Charter: one.Charter Career Readiness Academy, located in the Federal Building, 401 N. Sutter, Stockton, which services high school seniors who are extremely deficient in graduation credit requirements. Graduation requirements were developed with a focus on career readiness skills, apprenticeship and job shadowing opportunities.

The third academy is one.Charter Elementary (gr. K-6) serving elementary students in transition. Many of these students live at the nearby homeless shelter, or doubling up at friends or families, or are living in local motels.

Many students who attend one.Charter Academy have struggled in the traditional educational setting and would otherwise be serve by San Joaquin County Office of Education's Alternative Programs. As a public school, one.Charter provides a high quality educational option focusing on the needs of our community for families who choose to have their children educated in a non-traditional setting.

Creative and varied programs are designed to address the academics, social and emotional needs of the diverse population who choose to become students in one. Charter's unique educational settings. Those who function below grade level, have explicit special needs, or find their interests and talents challenged in a traditional classroom are able to find a program that fits their interests and needs. The opportunity for "choice" within the school is essential to student progress toward meeting parents' and students' desire to access a nontraditional education experience while working toward meeting California State Common Core standards requirements and developing the skills necessary to fully participate as productive members of our communities.

The educational professionals who make up one.Charter's staff work diligently to achieve their clear mission and vision for the schools. There is a belief that focus sites like VAPA, CRA and one.Charter Elementary who incorporate their site focus into their curriculum provides opportunities that stimulate critical thought, brain growth and allow students the opportunity to develop the skills necessary to fully participate as productive members of our communities.

Mission

Through rigorous learning and creative opportunities, we inspire students to discover self-confidence and develop their unique potential and purpose.

Vision

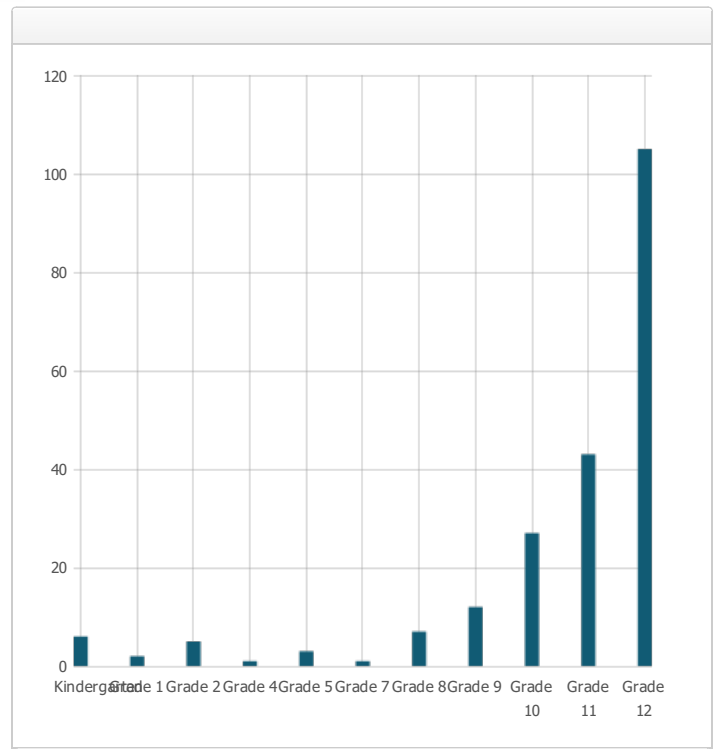
Students are empowered to transcend their own expectations. Meaningful relationships and a safe learning environment enable students to demonstrate self-discipline and respect as positive contributors to their community. Integrating academics with an enriched creative environment, students appreciate and promote cultural diversity, critical thinking, and collaboration in their pursuit of excellence. Self-confidence and self-expression inspire our students to be innovative citizens and leaders.

to transcend their own expectations.

Last updated: 1/26/2017

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

Grade Level	Number of Students
Kindergarten	6
Grade 1	2
Grade 2	5
Grade 4	1
Grade 5	3
Grade 7	1
Grade 8	7
Grade 9	12
Grade 10	27
Grade 11	43
Grade 12	105
Total Enrollment	212



Last updated: 1/11/2017

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

Student Group	Percent of Total Enrollment
Black or African American	13.2 %
American Indian or Alaska Native	0.0 %
Asian	4.7 %
Filipino	0.5 %
Hispanic or Latino	55.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	19.3 %
Two or More Races	7.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.0 %
English Learners	8.5 %
Students with Disabilities	8.0 %
Foster Youth	0.0 %

Last updated: 1/11/2017

A. Conditions of Learning

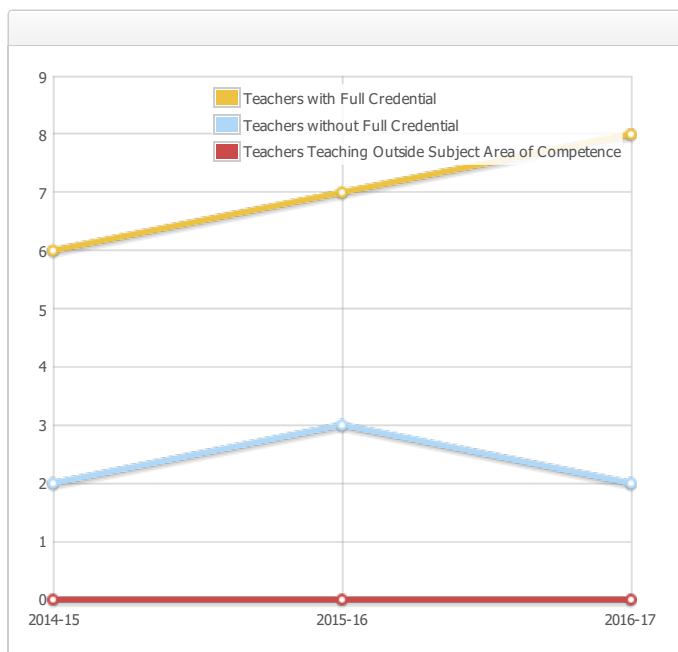
State Priority: Basic

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

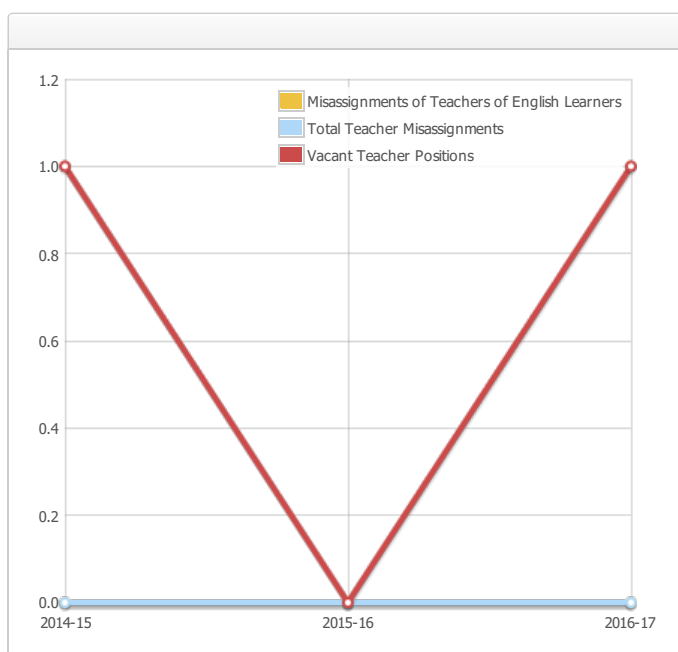
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	7	8	168
Without Full Credential	2	3	2	38
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1



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	66.0%	34.0%
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: 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core: Glencoe Literature: California Treasures and Reader's Choice Supplemental: Houghton Mifflin Reading/Language Arts (Grades K-6) Holt Literature and Language Arts 9 PLATO (Grades 9-12) (Adopted 2010) Integrated Thematic Curriculum	Yes	0.0 %
Mathematics	Pearson: envision (Grades K-6) Houghton Mifflin Hartcourt Go Math (Grades 7-8) Houghton Mifflin Hartcourt Integrated Math I (Grades 9-12) PLATO	Yes	0.0 %
Science	Glencoe Biology: The Dynamics of Life (Grades 9-12) Glencoe Physical/ Earth Science (Grades 9-12) Glencoe Life Science (Grades 9-12) Integrated Thematic Curriculum PLATO (Continually Updated)	No	0.0 %
History-Social Science	CORE: Glencoe: The American Journey Glencoe World History: Modern Times Supplemental: D.C. Heath World History Globe Fearon World Geography and Cultures Integrated Thematic Curriculum (Updated every year) PLATO	Yes	0.0 %
Foreign Language	N/A	No	0.0 %
Health	Integrated Thematic Curriculum PLATO	No	0.0 %
Visual and Performing Arts	Integrated Thematic Curriculum PLATO	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The condition of the one.Charter Academy of Visual and Performing Arts facilities is rated "good" overall. Note that the FIT reports cover only the 6 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.

In the 2014-2015 school year work was completed in the following category.

- Parking lot repairs for Manteca

DATA ON SCHOOL FACILITIES:

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

FACILITY CONDITIONS:

one.Charter Academy of Visual and Performing Arts takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, one.Charter Academy of Visual and Performing Arts 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 one.Charter Academy of Visual and Performing Arts sites.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: 2016

Overall Rating	Good
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Last updated: 1/26/2017

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)	0.0%	2.0%	22.0%	21.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	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 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	35	89.7%	--
Male	18	16	88.9%	--
Female	21	19	90.5%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.3%	--
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

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	31	79.5%	--
Male	18	15	83.3%	--
Female	21	16	76.2%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	19	82.6%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	21	80.8%	--
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.

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)	8.0%	0.0%	21.0%	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	28	24	85.7%	20.8%
Male	15	13	86.7%	30.8%
Female	13	11	84.6%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	20	83.3%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
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)

Career Technical Education - SJCOE

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	0
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	--
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

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 considered part of the team in promoting a student's success.
- Parents are involved in the enrollment process.
- One week per grading period (3 per year), teachers schedule student/parent/teacher conferences and discuss student assessment results and credits earned. These weeks are referred to as "one. on one." days.
- Parents are also encouraged to participate in school events and activities such as:
 - Community events developed by the school
 - School performances
 - Graduation by Exploration (GBEs) – parents are encouraged to be panel members
- Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians. Translation is provided where necessary.
- Items of discussion include:
 - The parent's role and responsibilities
 - CAHSEE requirements/SBAC
 - CELDT assessments and programs/ services for EL students
 - Graduation requirements
 - Intervention strategies
 - College prep & financial aid
 - CTE/Vocational Education programs
 - Job skills preparation
 - Gang awareness
 - Drug prevention
 - Individualized Learning Plans (ILP's)
- Parents of special education students are encouraged to participate in the Community Advisory Committee (CAC) which meets at least one time per month with various presenters.
- Based upon specific student need, individual training and support will be provided to families for continuity of training from the school to home environment.
- Parents are invited to participate in "Open House" activities at their child's school site.
- Quarterly newsletters are mailed to parents to keep them informed of school activities.
- Biannual participation in the LCAP meetings.
- LCAP
- PARENT SURVEYS
- SMARTER BALANCE CHANGE CAASPP

State Priority: Pupil Engagement

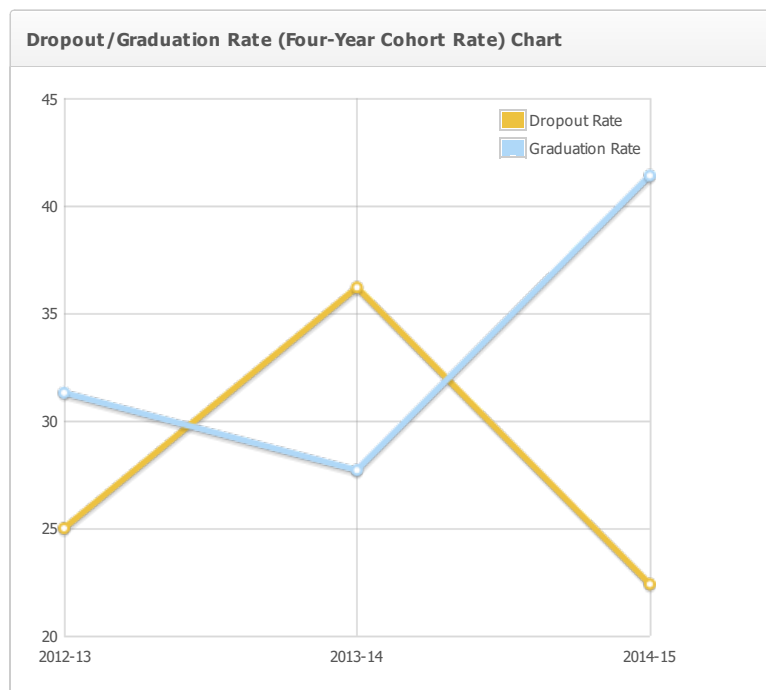
Last updated: 1/11/2017

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	25.0%	36.2%	22.4%	12.0%	13.2%	10.6%	11.4%	11.5%	10.7%
Graduation Rate	31.30	27.70	41.40	80.30	80.30	82.30	80.44	80.95	82.27



Last updated: 1/11/2017

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

Student Group	School	District	State
All Students	85	52	85
Black or African American	67	51	77
American Indian or Alaska Native	0	36	75
Asian	100	24	99
Filipino	0	74	97
Hispanic or Latino	81	50	84
Native Hawaiian or Pacific Islander	0	100	85
White	100	69	87
Two or More Races	67	48	91
Socioeconomically Disadvantaged	82	48	77
English Learners	50	33	51
Students with Disabilities	0	26	68
Foster Youth	--	--	--

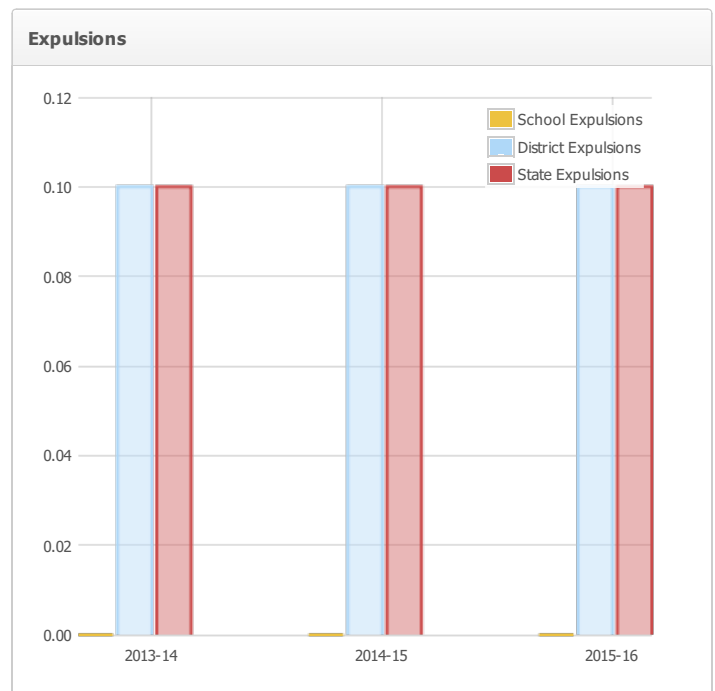
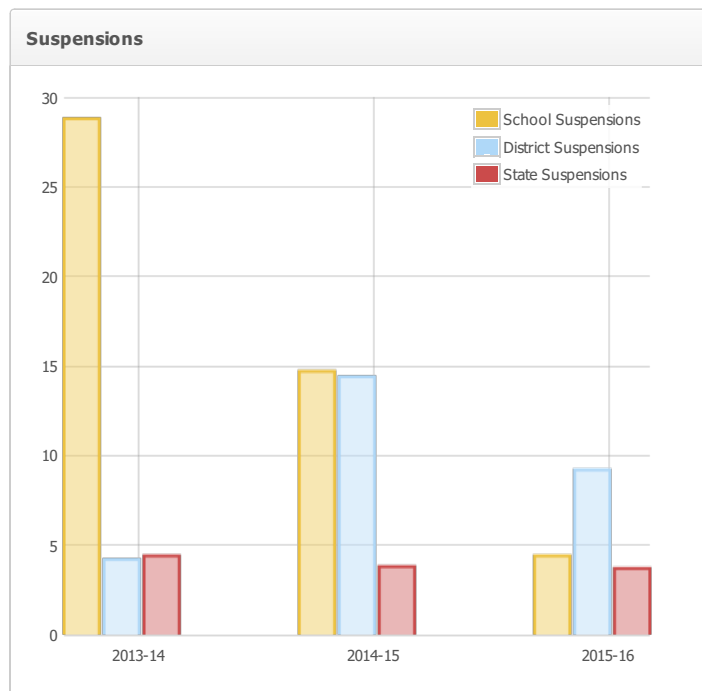
State Priority: School Climate

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	28.8	14.7	4.4	4.2	14.4	9.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

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: 1/13/2017

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
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	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								4.0	1	0	0	
1								5.0	1	0	0	
2								3.0	1	0	0	
3								8.0	1	0	0	
4								2.0	1	0	0	
5								2.0	1	0	0	
6								5.0	1	0	0	
Other									1	0	0	

* 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	18.0	6	1	2	2.0	3	0	0	12.0	16	0	0
Mathematics	26.0	2	3	1	0.0	0	0	0	25.0	0	8	0
Science	26.0	3	1	2	0.0	0	0	0	25.0	0	8	0
Social Science	37.0	0	2	3	0.0	0	0	0	25.0	0	8	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	1.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.0	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: 1/26/2017

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	--	\$60774.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	60774.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	60774.0%

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

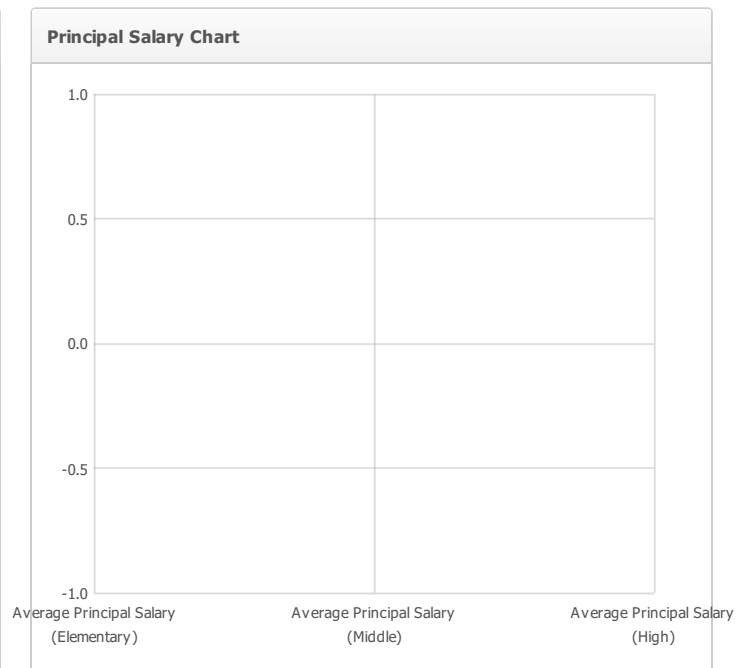
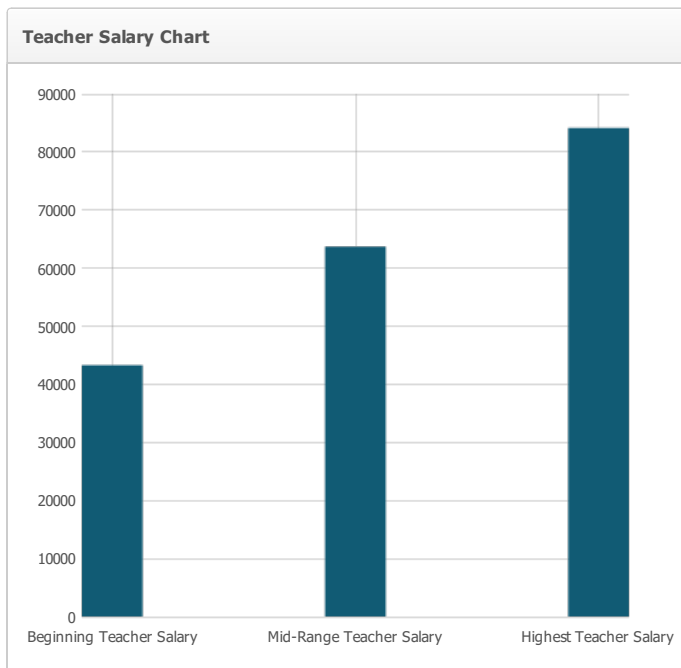
- Program-wide MAP testing twice a year
- Program-wide PWA testing twice a year
- PLATO – online learning solutions

Last updated: 1/11/2017

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/>.



Last updated: 1/24/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

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: 1/31/2017