

San Joaquin Building Futures Academy

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

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

Doug Silva, Coordinator IV

Principal, San Joaquin Building Futures Academy

About Our School

Welcome to San Joaquin Building Futures Academy Charter School. We are a charter school for 16-24 year olds who have experienced difficulty in completing their high school diploma and learning job skills. We offer small class sizes, multiple support services, and opportunities to become certified in construction technology and employed in the local community.

Contact

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

Phone: 209-468-8140
E-mail: dosilva@sjcoe.net

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	San Joaquin Building Futures Academy
Street	3100 Monte Diablo Ave.
City, State, Zip	Stockton, Ca, 95203-1108
Phone Number	209-468-8140
Principal	Doug Silva, Coordinator IV
E-mail Address	dosilva@sjcoe.net
Web Site	www.sjcoe.org/buildingfutures
County-District-School (CDS) Code	39103970121723

Last updated: 1/7/2016

School Description and Mission Statement - Most Recent Year

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.

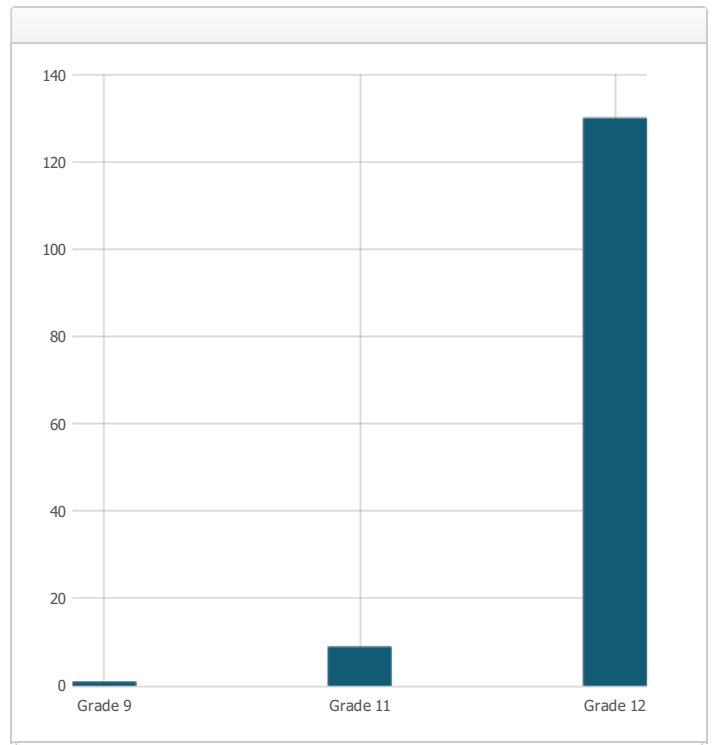
Vision

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: 1/7/2016

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

Grade Level	Number of Students
Grade 9	1
Grade 11	9
Grade 12	130
Total Enrollment	140



Last updated: 1/7/2016

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

Student Group	Percent of Total Enrollment
Black or African American	22.9 %
American Indian or Alaska Native	1.4 %
Asian	7.9 %
Filipino	0.0 %
Hispanic or Latino	57.1 %
Native Hawaiian or Pacific Islander	0.7 %
White	5.7 %
Two or More Races	3.6 %
Socioeconomically Disadvantaged	91.4 %
English Learners	15.0 %
Students with Disabilities	6.4 %
Foster Youth	0.7 %

Last updated: 1/7/2016

A. Conditions of Learning

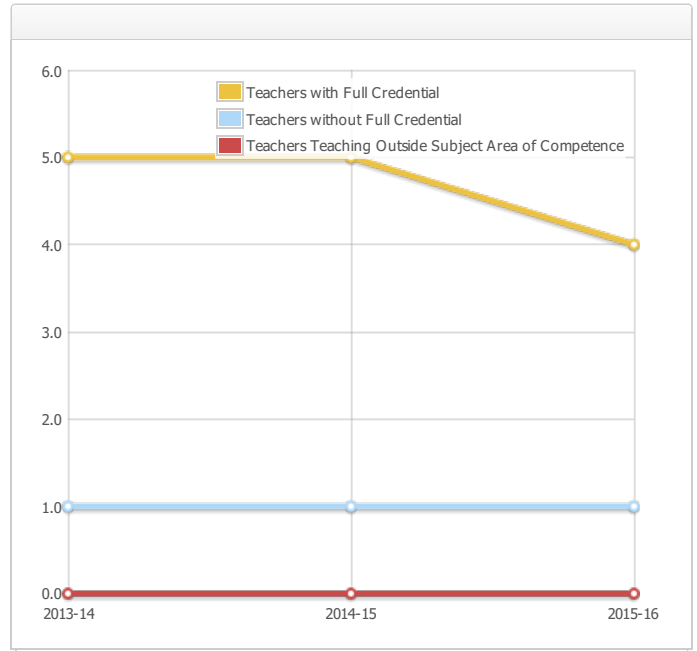
State Priority: Basic

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

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

Teacher Credentials

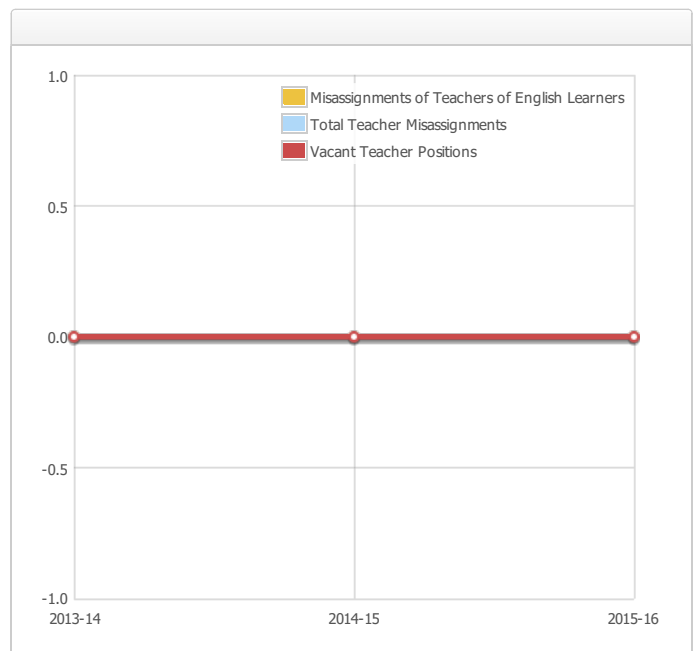
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	4	168
Without Full Credential	1	1	1	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/22/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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: 2/22/2016

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	65.0%	35.0%
All Schools in District	71.0%	29.0%
High-Poverty Schools in District	71.0%	29.0%
Low-Poverty Schools in District	0.0%	0.0%

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

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

Year and month in which data were collected: December 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core: Glencoe Literature: California Treasures and Reader's Choice Supplemental: Holt Literature and Language Arts 9 Houghton Mifflin Reading/Language Arts (Grades K – 6) PLATO (Grades 9 – 12) (Adopted 2010) Integrated Thematic Curriculum	Yes	0.0 %
Mathematics	CORE: Scott Foresman-Addison Wesley envision Math Common Core (Grades K – 6) Glencoe Algebra Readiness (Grades 6 – 8) Holt Algebra (Grades 8 – 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) Fearon Biology (Grades 3 – 6) 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	NA		0.0 %
Health	Integrated Thematic Curriculum PLATO	No	0.0 %
Visual and Performing Arts	Integrated Thematic Curriculum PLATO	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	NA		0.0 %

Last updated: 1/7/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Maintenance and Repair The condition of the school site facilities, including grounds and restrooms, are rated "good." 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 San Joaquin Building Futures Academy to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair.

Deferred Maintenance Budget N/A Deferred Maintenance Projects N/A

Modernization Projects N/A New School Construction Projects N/A

Data on School Facilities Data on school facilities was collected for SJBFA during July and August 2011. Facility Conditions SJBFA takes great effort to ensure that the school is clean, safe, and functional. To assist in this effort, SJBFA 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 school. The table below details the status of each.

Through a donation from Industry Partners, Teichert Construction and the Laborers Community Education Foundation, the west parking lot was paved and striped.

Last updated: 1/7/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: 2014

Overall Rating	Good
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Last updated: 1/7/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Last updated: 1/7/2016

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 1/7/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

Last updated: 1/7/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

Last updated: 12/22/2015

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	8	53.3%	--	--	--	--
Male	15	3	20.0%	--	--	--	--
Female	15	5	33.3%	--	--	--	--
Black or African American	15	4	26.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	3	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	15	1	6.7%	--	--	--	--
Socioeconomically Disadvantaged	15	6	40.0%	--	--	--	--
English Learners	15	1	6.7%	--	--	--	--
Students with Disabilities	15	1	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

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

Last updated: 12/22/2015

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

Last updated: 12/22/2015

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

Last updated: 12/22/2015

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	6	40.0%	--	--	--	--
Male	15	3	20.0%	--	--	--	--
Female	15	3	20.0%	--	--	--	--
Black or African American	15	4	26.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	15	2	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	5	33.3%	--	--	--	--
English Learners	15	1	6.7%	--	--	--	--
Students with Disabilities	15	1	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

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

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

Last updated: 12/22/2015

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

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

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

Last updated: 12/22/2015

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7.0%
All Students at the School	--
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: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/22/2015

Career Technical Education Programs (School Year 2014-15)

- Construction Technology

Explanation of CTE Program: San Joaquin Building Futures Academy staff members use an integrated project based curriculum designed to provide students with the opportunity to explore and experience a variety of career pathways, including: construction and green technology. It aligns with our Student Learner Outcomes (SLOs), the California State Content Standards, and California Career Technical Education (CTE) Standards and Region Occupation Programs (ROP) standards. Curriculum from the Home Builders Institute, the Residential Carpentry Standards from the National Association of Home Builders, and apprenticeship guidelines for the carpenters and laborers unions in San Joaquin County will also be used. The constant in each of these resources is that students are required to meet specific performance based criterion for ROP or CTE certification.

Last updated: 12/22/2015

Career Technical Education Participation (School Year 2014-15)

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

Last updated: 12/22/2015

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

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

State Priority: Other Pupil Outcomes

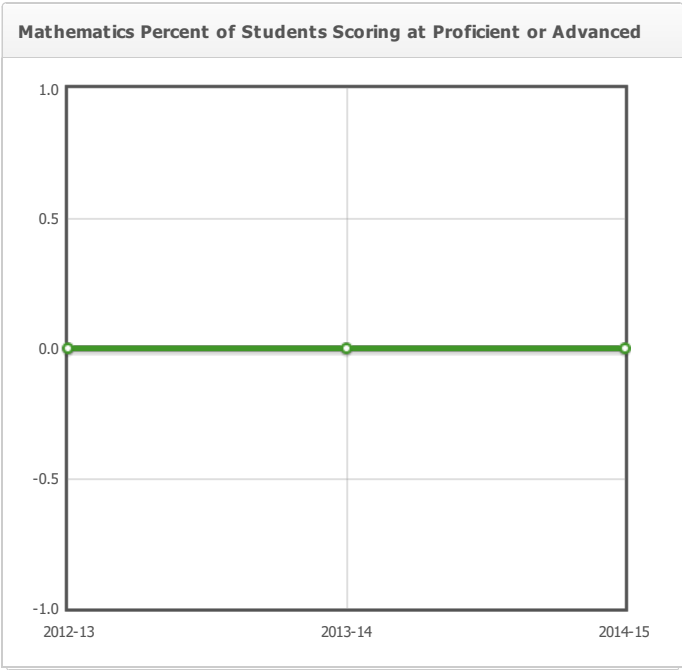
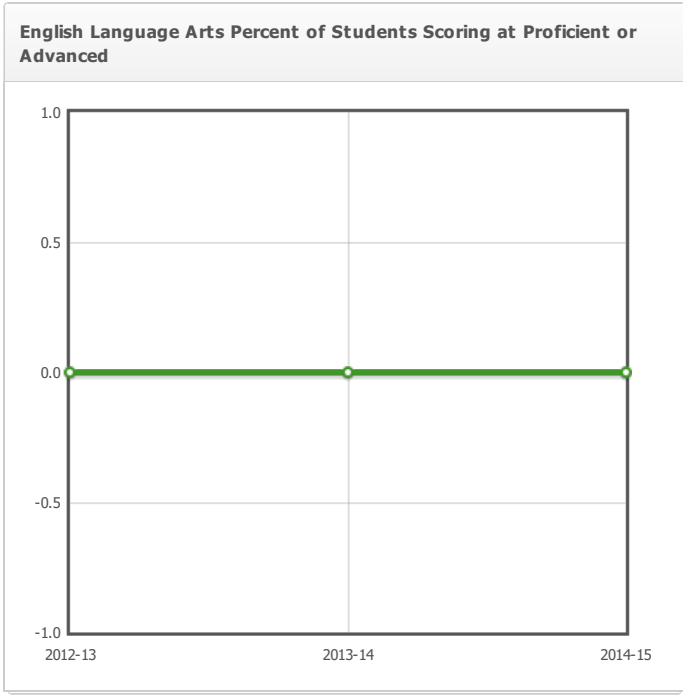
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	28.0%	27.0%	27.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	28.0%	27.0%	24.0%	60.0%	62.0%	59.0%

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



Last updated: 12/22/2015

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

applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	73.0%	17.0%	9.0%	76.0%	21.0%	4.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 12/22/2015

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

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

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

Last updated: 12/22/2015

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 school site

Opportunities for Parental Involvement - Most Recent Year

- Parents are considered a part of a team in promoting a student's success.
- Parents are involved in the enrollment process, held at the school site, to provide individual attention.
- Parents are included in Student Study Teams (SSTs) which are held on a regular basis to discuss student behaviors/progress. Translation is provided where necessary.
- Parents are involved in parent teacher conferences which are held at the school site quarterly.
 - Parental involvement in the LCAP Community Meetings
 - Parental involvement in the recent WASC Accreditation process

State Priority: Pupil Engagement

Last updated: 12/22/2015

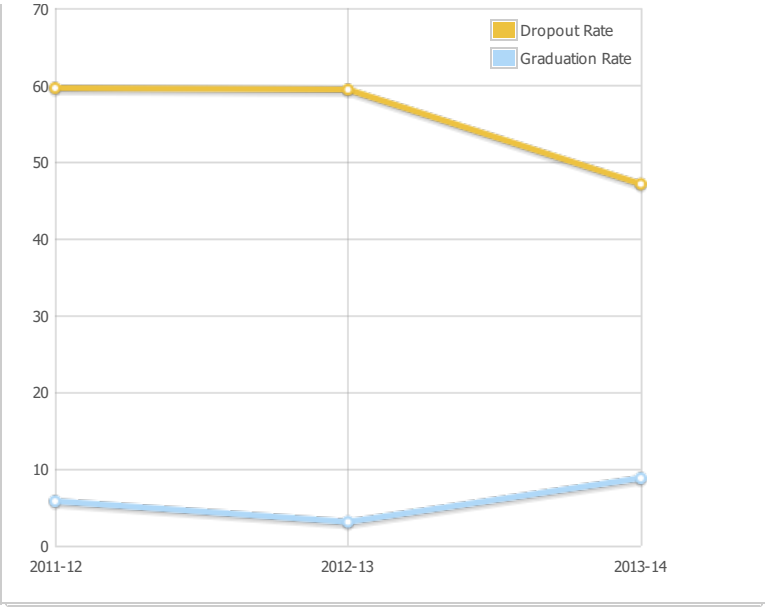
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	59.6%	59.4%	47.1%	15.3%	12.0%	13.2%	13.1%	11.4%	11.5%
Graduation Rate	5.80	3.10	8.80	76.20	80.30	80.30	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/22/2015

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	35	43	84
Black or African American	33	38	76
American Indian or Alaska Native	60	50	78
Asian	10	41	92
Filipino	38	71	96
Hispanic or Latino	50	41	81
Native Hawaiian or Pacific Islander	44	0	83
White	43	60	89
Two or More Races	38	16	82
Socioeconomically Disadvantaged	50	31	81
English Learners	41	26	50
Students with Disabilities	71	11	61
Foster Youth	--	--	--

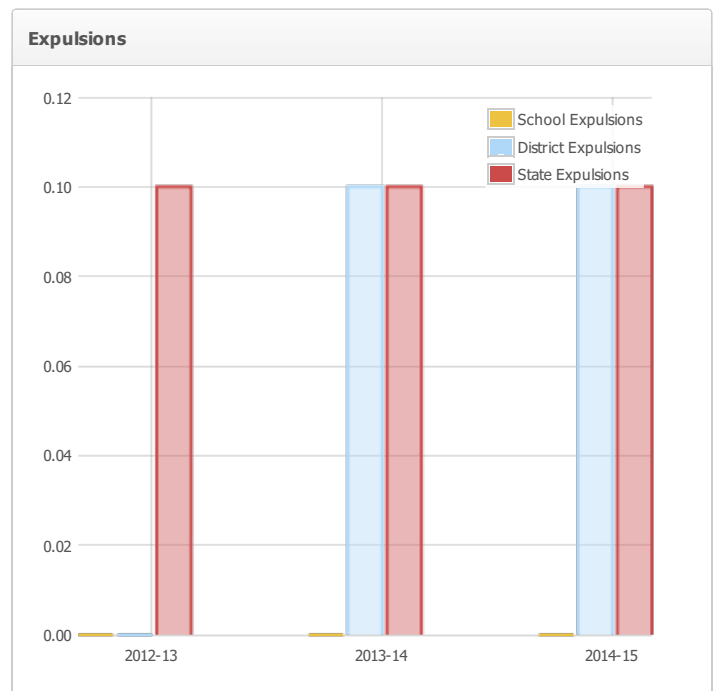
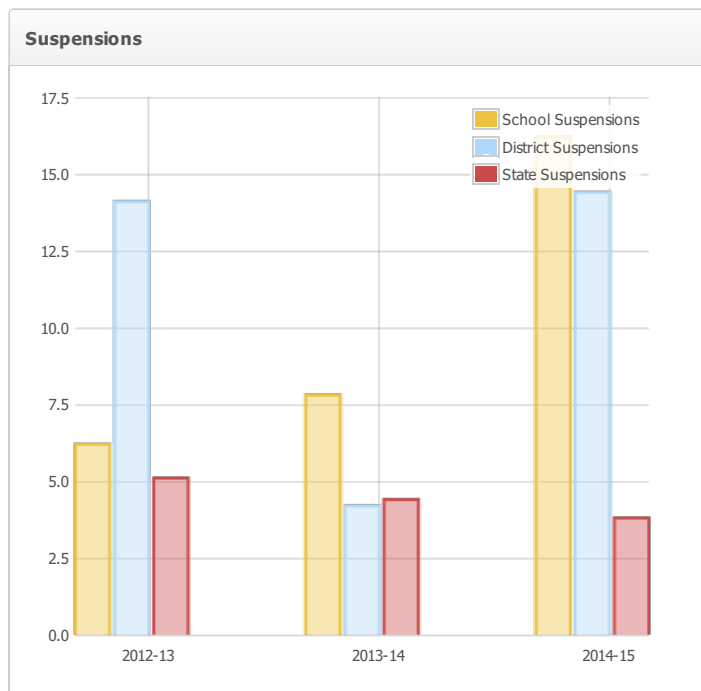
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.2	7.8	16.2	14.1	4.2	14.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 12/22/2015

School Safety Plan - Most Recent Year

Each year the counseling staff creates a crisis file for every teacher in the program. Teachers are given the file at the beginning of the year, along with instructions how they are to be utilized. The information is reviewed and updated as needed throughout the year. The files contain the following information: - A crisis prevention checklist. The checklist is completed by site teachers and posted at each site. It includes the location of the fire extinguishers and first aid kits. The emergency evacuation plan is also included. This information is displayed at each site. These items are in the school site safety plan - Directions to follow in case of an emergency, crisis or injury - A bomb threat checklist - Listing of emergency phone numbers- posted at the site - List of indicators of school violence - List of situations that may lead to a volatile incident and/or atmosphere with students - Tips for de-escalating a conflict - Bullying information and tips for dealing with bullying- Now a poster - Information and Ed Code references regarding dress code - Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information - Resource numbers – posted at the site ie 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 In addition the school site has completed 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 accordingly. The plan is aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). The document is prepared for the use of employees at the school site in the event of an emergency, disaster, or crisis situation. The plan review, scheduling of drills, practice and safety trainings occurs annually. The school possesses first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of special needs students in order to provide medical emergency kits in accordance with their Individualized School Healthcare Plan (ISHP).

The SJCOE adopted the ALICE Model and the staff at BFA were trained for Active Shooter Scenarios.

ALICE is an active shooter/intruder training. To make it easy to remember in a stressful situation, ALICE is broken up into five strategies: Alert; Lockdown; Inform; Counter and Evacuate.

- The purpose of ALERT is to notify as many people as possible within the danger zone that a potentially life threatening risk exists.
- The purpose of LOCKDOWN is to secure in place, and prepare to EVACUATE or COUNTER, if needed.

- The purpose of INFORM is to continue to communicate the intruder's location in real time.
- The purpose of COUNTER is to interrupt the intruder and make it difficult or impossible to aim. This is a strategy of last resort.
- The purpose of EVACUATE is to remove yourself from the danger zone when it is safe to do so.

Last updated: 12/22/2015

D. Other SARC Information

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

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

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

Last updated: 12/22/2015

Federal Intervention Program (School Year 2015-16)

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: 12/22/2015

Average Class Size and Class Size Distribution (Elementary)

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

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

Last updated: 12/22/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	2	2		22.0	4	1	2	27.0	0	5	0
Mathematics	23.0	2	2		28.0	2	1	2	27.0	0	5	0
Science	23.0	2	2		28.0	2		2	27.0	0	5	0
Social Science	23.0	2	2		28.0	2		2	27.0	0	5	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: 1/26/2016

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 1/12/2016

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

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

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

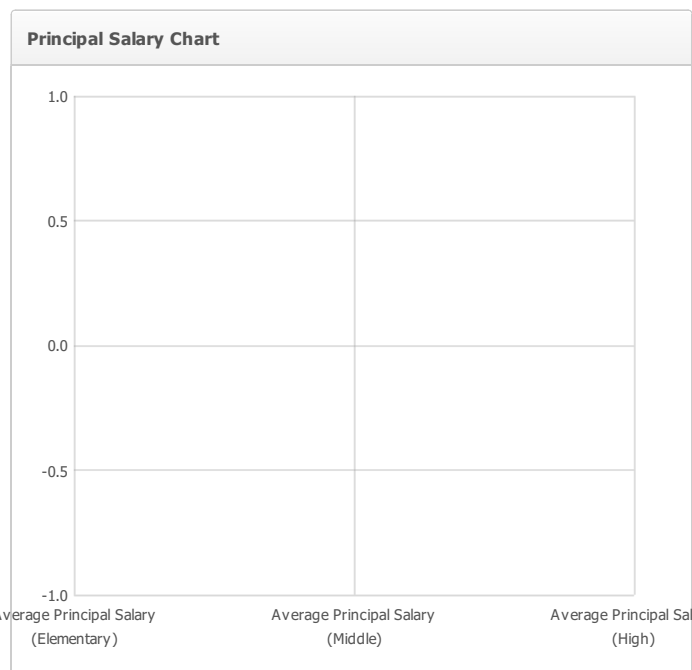
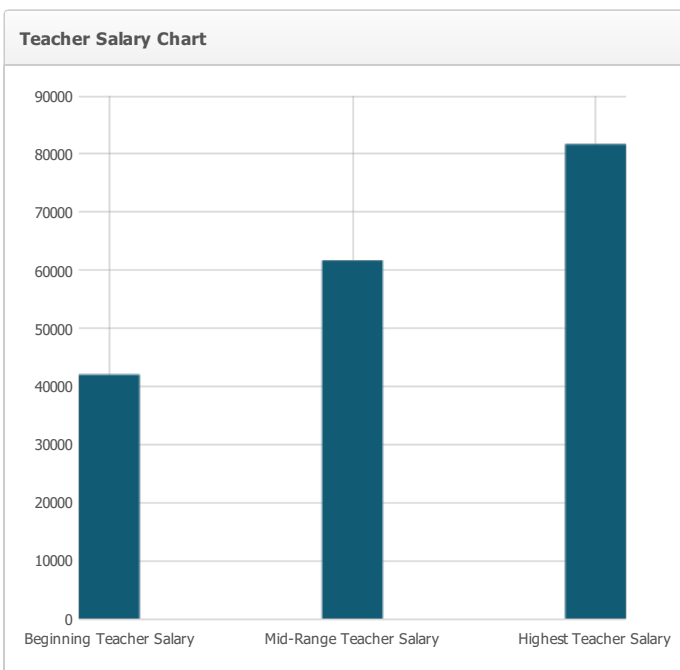
CAHSEE Tutoring
CAHSEE Writing Prep
NWEA MAP Testing
PWA Testing twice per year
PLATO (individualized online learning)
Full-time academic tutor

Last updated: 12/22/2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,033	--
Mid-Range Teacher Salary	\$61,687	--
Highest Teacher Salary	\$81,700	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$263,247	--
Percent of Budget for Teacher Salaries	11.3%	--
Percent of Budget for Administrative Salaries	8.3%	--

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



Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

Last updated: 12/22/2015

Professional Development – Most Recent Three Years

San Joaquin County Community Schools devote 4 full school days 4 half days and 34 one and a half to two hour sessions to professional development. A comprehensive professional development plan is in place, which includes the following elements:

- Quarterly review and training in District Adopted Curriculum
- Monthly meetings to support teachers with Subject Matter Competency and becoming Highly Qualified Teachers (HQT), through a partnership with Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers 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.
- Monthly Region Meetings where data, program issues and site concerns are identified and discussed.
- Rigor, Relevance and Relationships (RRR) training began in 2008. Consultants from the International Center for Leadership in Education were brought in to train the teaching staff and administrators. The RRR focus was supported through monthly meetings led first by teams of administrators and teachers, then through teacher leaders and continues with teacher leaders and our curriculum coordinator. The teachers have yearly professional goals that are tied to RRR.
- Monthly English Learner training through the San Joaquin County Office of Education Multi-lingual Department is embedded into subject matter presentations. These trainings have included Structures and Strategies, along with A Look At Learning (ALL). Teachers were initially trained in the concepts of Structures and Strategies. The following year, the strategies were woven into our curriculum and lessons were modeled at the monthly meetings. In addition, the consultants work with individual teaching using a coaching strategy. Teachers participate in CAHSEE WRITE training, and creation of curriculum, pacing guides and assessments for English Learners through the leadership of our consultants.
- On Site Collaboration time is provided to teachers to review curriculum and site goals with their teams.
- Teacher participation in textbook adoptions, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation.
- Site Data Team discussions occur the 3rd Tuesday of each month. A data team leader, who is trained in extracting, examining and drawing conclusions, facilitates the meetings. These trainings occur monthly. The sites examine best practice using multiple measures to ensure student achievement. Goals are set and reviewed at each meeting.
- Professional development for teachers and administrators through Leadership Cadres sponsored by San Joaquin County Office of Education. We currently have a Reading and Writing Leadership Team, a Math Leadership Team, A Data Leadership Group, An Administrators Training in the Common Core and an English Learner Leadership Team.
- Various workshops, conferences and training which include, but are not limited to:

- Great Valley Writing Project

- Northwestern Evaluation Assessment

- PLATO Online Learning Solutions

- CTAP Regional Workshops

- CA Science Teachers Association's Annual Conference

- CUE Conferences

- 2012 Accountability Leadership Institute for English Learners and Immigrant Students

- Bully Proof your Classroom and School Safety Conferences

- GLAD Training

- Geogebra Training

- Common Core Trainings

Building Futures Academy staff has also been formally trained in Mockingbird Education Strategies.

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