

San Joaquin County Community

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

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

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

DataQuest

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

Internet Access

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

Janine Kaeslin, Assistant Superintendent

 Principal, San Joaquin County Community

About Our School

Welcome to San Joaquin County Community Schools! Our program serves students K - 12 in "alternative education settings" in 30 different programs throughout the county. We promote the concept of "**one.**," believing that all of our students and staff have unique gifts and talents. When we recognize and support each other's strengths, together we can achieve miracles. We are committed to improving student attendance, delivering rigorous and consistent instruction across the programs, and improving our capacity for building relationships in a therapeutic learning environment.

Sean Morrill, Division Director

Contact

*San Joaquin County Community
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Stockton, CA 95206-3948*

*Phone: 209-468-9265
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About This School

Contact Information (School Year 2017-18)

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

School Contact Information (School Year 2017-18)	
School Name	San Joaquin County Community
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9265
Principal	Janine Kaeslin, Assistant Superintendent
E-mail Address	jkaeslin@sjcoe.net
Web Site	www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930468

Last updated: 11/15/2017

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

one.Mission

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

one.Vision

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

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

The population of the community school programs is comprised of students on parent referral, and/or students who have been expelled, are on probation or are homeless. Many students have also been referred through the Student Attendance Review Board (SARB) process.

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students.

Students in the community schools are in grades K-12 and come from a variety of academic, ethnic, social, and emotional backgrounds. Teachers incorporate life skills and the concept of one., as well as California State Content Standards in their teaching. Four sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one.Program's mission and vision, curriculum, methods of assessment, and the guiding philosophy of one.

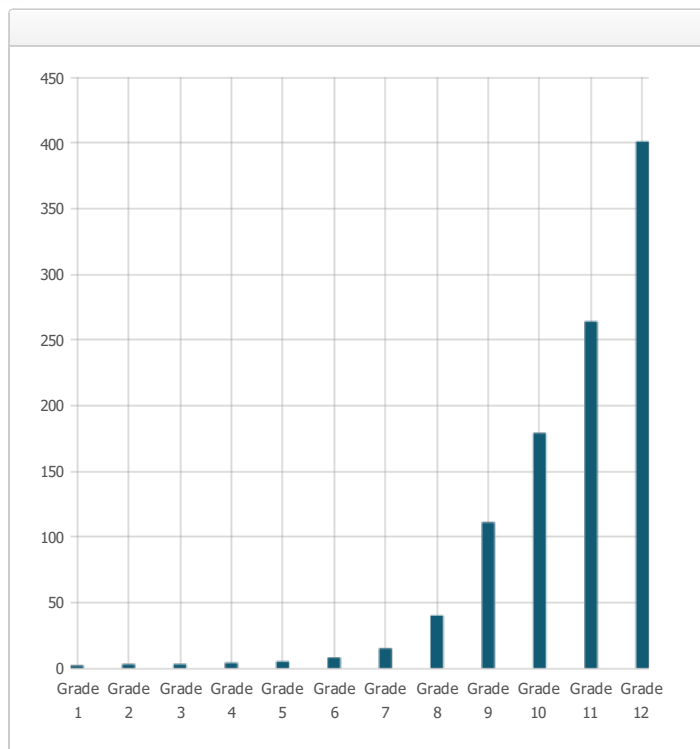
The one.Program staff is comprised of teachers, counselors, a school nurse, clerical support, maintenance staff, technology staff, WorkAbility staff, and administrators. All employees are "teachers of students," and participate in activities such as quests, congresses, career fairs, athletic events, and extended educational opportunities.

The Community Schools program uses an integrated, thematic approach to instruction. Lessons, assignments and projects are based on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom. Teachers incorporate life skills and the "Concept of one.," as well as California State Content Standards in their teaching.

Last updated: 1/18/2018

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

Grade Level	Number of Students
Grade 1	2
Grade 2	3
Grade 3	3
Grade 4	4
Grade 5	5
Grade 6	8
Grade 7	15
Grade 8	40
Grade 9	111
Grade 10	179
Grade 11	264
Grade 12	401
Total Enrollment	1035



Last updated: 11/15/2017

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

Student Group	Percent of Total Enrollment
Black or African American	17.0 %
American Indian or Alaska Native	0.8 %
Asian	4.6 %
Filipino	0.9 %
Hispanic or Latino	59.4 %
Native Hawaiian or Pacific Islander	0.9 %
White	13.2 %
Two or More Races	3.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.5 %
English Learners	18.4 %
Students with Disabilities	10.9 %
Foster Youth	5.2 %

Last updated: 11/15/2017

A. Conditions of Learning

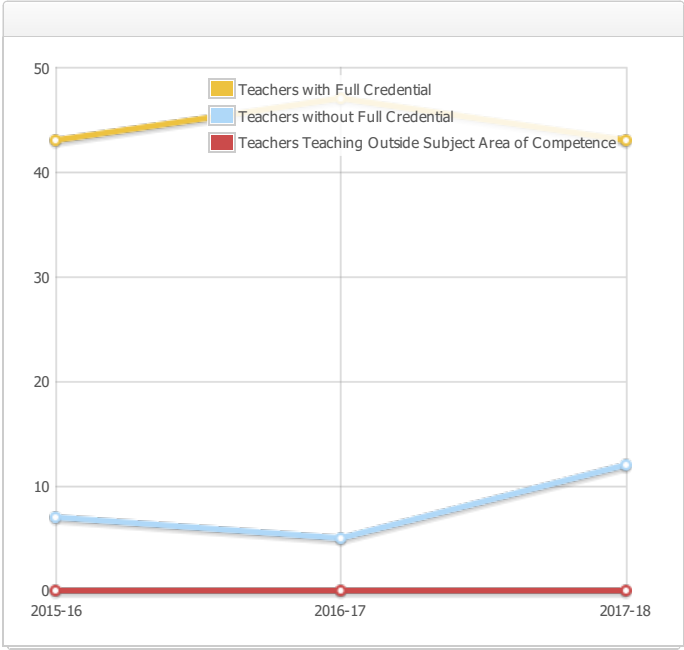
State Priority: Basic

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

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

Teacher Credentials

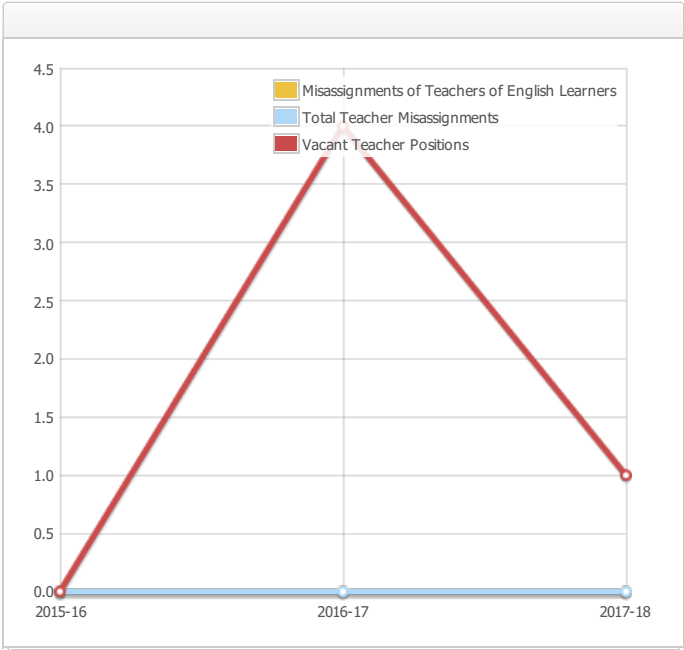
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	47	43	178
Without Full Credential	7	5	12	55
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	4	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: 1/9/2018

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

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

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

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

Last updated: 1/5/2018

School Facility Conditions and Planned Improvements

FACILITY CONDITIONS: Community Schools takes great effort to ensure that all school buildings are clean, safe and functional. To assist in this effort, Community Schools uses a facility survey instrument developed by the State of California Office of Public School Construction: The FIT REPORT. Note that our FIT reports cover only the 8 sites owned and maintained by San Joaquin County Operated Programs. The buildings are located in different parts of San Joaquin County. Our 8 sites are rated "good" to "exemplary" overall. FIT Reports are available at the San Joaquin County Office of Education or on the website: www.sjcoe.org.

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

MAINTENANCE AND REPAIR: LEA maintenance staff ensures that repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

DEFERRED MAINTENANCE BUDGET: The State School Deferred Maintenance Program ended several years ago. Since then, the LEA sets aside approximately .5 % of the general budget for deferred maintenance. For the 2016-17 year, the LEA budgeted \$280,061.00 and encumbered \$176,000.00 for deferred maintenance. This is the budget amount for Community Schools, and also several LEA sponsored charter schools (BFA and one.Charters.)

DEFERRED MAINTENANCE PROJECTS COMPLETED FOR 2016-17:

- one.Choice: Window replacement
- one.Federal Building: Pipe repair; repairs to bathroom and chiller
- one.Success: Window replacement; repair curbs
- one.Lodi: Window replacement; remove and replace condenser pump
- one.Lathrop: Exterior Lighting March 2017; Window replacement
- one.Harmony: repair enclosed gate/trash area June 2017; Window replacement
- one.Discovery: Window replacement ; replair curbs
- one.Main (Manteca): Window/slider replacement

Projects projected for the 2017-18 year include:

one.Lodi: pavement repair, exterior pressure washing, classroom interior painting, new flooring

one.Lathrop: gutter replacement, exterior painting,

one.Main (Manteca): retrofit lighting, pavement repair, gutter repair

one.Choice: clean and resurface exterior, new pavement

Six sites: new roofing

All sites: resurfacing interior wood doors

No modernization or new school construction projects were planned or completed for 2016-17; and none are planned for 2017-18.

Last updated: 1/18/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed
Interior: Interior Surfaces	Fair	Several window and skylight louvers need to be repaired or replaced. Several drains need resurfacing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed
Electrical: Electrical	Good	No action needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action needed
Safety: Fire Safety, Hazardous Materials	Good	No action needed
Structural: Structural Damage, Roofs	Good	No action needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Three sites rated "poor" in this area. Four sites rated "good." One Success needs new windows and new exterior paint. One Lodi needs exterior paint and grass installed with sprinklers on the west side. One Lathrop and One Harmony need new exterior paint. One Discovery needs new windows.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/9/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	4%	7%	21%	33%	48%	48%
Mathematics (grades 3-8 and 11)	0%	1%	11%	22%	36%	37%

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

Last updated: 11/15/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	252	48.8%	
Male	355	175	49.3%	
Female	162	77	47.53%	
Black or African American	89	44	49.44%	
American Indian or Alaska Native	--	--	--	
Asian	25	--	40.00%	--
Filipino	--	--	--	
Hispanic or Latino	286	138	48.25%	
Native Hawaiian or Pacific Islander	--	--	--	
White	81	38	46.91%	13.16%
Two or More Races	26	13	50.00%	
Socioeconomically Disadvantaged	447	213	47.65%	
English Learners	102	53	51.96%	
Students with Disabilities	55	39	70.91%	
Students Receiving Migrant Education Services				
Foster Youth	29	16	55.17%	

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

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

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

Last updated: 11/15/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	255	49.32%	--
Male	355	179	50.42%	--
Female	162	76	46.91%	--
Black or African American	88	46	52.27%	--
American Indian or Alaska Native	--	--	--	--
Asian	25		44.00%	--
Filipino	--	--	--	--
Hispanic or Latino	287	141	49.13%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	37	45.68%	--
Two or More Races	26	12	46.15%	--
Socioeconomically Disadvantaged	448	215	47.99%	--
English Learners	102	55	53.92%	--
Students with Disabilities	56	38	67.86%	--
Students Receiving Migrant Education Services				
Foster Youth	29	19	65.52%	--

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

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

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

Last updated: 1/5/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	7.0%	6.0%	7.0%	24.0%	56%	54%

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

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

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

Last updated: 12/13/2017

Career Technical Education Programs (School Year 2016-17)

The San Joaquin County Office of Education desires to provide a comprehensive career technical education (CTE) program in both secondary and post-secondary programs that integrate core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

All program courses have been developed in cooperation with local business and industry representatives to prepare you with a portfolio of highly marketable skills. You may enroll in an individual course, pursue a Career Certificate Program, and earn Certificates of Achievement for completing the academic and attendance requirements as outlined for particular areas of study.

We want you to be successful in this program. Should you have any questions or concerns, please contact the Enrollment Center at 468-5930.

WHO WE ARE

CTE offers training to students that will prepare them for work. CTE courses provide opportunities to further education, upgrade present job skills, and/or learn new skills.

- There are 74 ROCP/CTE centers in California.
- Education, business, and industry leader's work together to develop job training programs to match employer needs.
- Employer advisory committees assure that there is a strong labor market for skills taught.
- Courses provide meaningful career training and pathway opportunities through relevant training.
- CTE teachers and counselors hold appropriate career preparation credentials from the State and work with Workforce Investment Board and San Joaquin County WorkNet Partnerships.
- Students may earn credits to fulfill high school graduation requirements while acquiring job skills to take their place in the "World of Work".
- Community college credits are also available through most CTE courses.

WHAT WE DO

We provide training for high school students, adults, and out-of-school youth for employment. In addition to formal classroom instruction, CTE works in partnership with local businesses to provide students with internships and on-the-job-training. CTE teachers, counselors and job developers assist students in job placement.

CTE is the most cost effective job training program in the State. At the end of student training, CTE graduates entering the labor force have a significant economic impact on the community. Millions of dollars are returned to the government through taxes that more than offset the training cost.

CTE classes are designed to reflect the real work environment. As in business, training requires students to follow policies and procedures and accept personal responsibility while in class.

- Arrive ON TIME for class with all supplies and equipment required by the instructor.
- Be prepared to work and participate in the class.
- Adhere to all CTE policies, procedures and course expectations.
- Show respect for the authority of the instructor and other people with whom you come in contact while in training. Refrain from any action that might reflect unfavorably upon yourself and/or Career Technical Education.
- Respect the rights of other students and make sure your behavior does not interfere with their right to learn.

- Respect and protect property belonging to CTE, training sites, and other people.
- Keep valuables with you at all time. The CTE program is NOT responsible for theft or damage to personal property.
- Refrain from behaviors listed under the Code of Student Conduct.
- Dress appropriately for the work environment for which you are training (e.g. no tank tops, crop tops, short-shorts, baggy pants).
- Follow all safety regulations to protect yourself and others.
- Return all books and materials at the completion of the course, unless you have purchased them.
- Be responsible for your own transportation to and from school and to and from on-the-job training sites.
- Students must not bring radios, compact disc players and/or stereo equipment to class. Students must not disrupt class or other students with the use of pagers, beepers and cell phones.
- Students are not allowed to bring visitors to class unless pre-approved by the instructor. Visits are allowed for one day. If a longer duration is required, approval must come from the CTE Director.

Effective 21st Century learning skills in the workplace

All work-based and site based learning methodologies including Community Classroom and Cooperative Vocational Education will be utilized when appropriate.

1. Students will understand how personal skill development affects their employability.

- o • They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene.
- o • They will manage time, balance priorities and demonstrate a capacity for lifelong learning.

2. Students will understand key concepts in group dynamics, conflict resolution, and negotiation.

- o • They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles.
- o • They will demonstrate cooperative working relationships across gender and cultural groups.

3. Students will exhibit critical thinking skills, logical reasoning, and problem solving.

- o • They will apply numerical estimation, measurement, and calculation as appropriate.
- o • They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.
- o • Students will understand the principles of effective communication.
- o • They will communicate both orally and in writing.
- o • They will listen attentively and follow instructions, requesting clarification or additional information as needed.

4. Students will understand occupational safety issues including the avoidance of physical hazards in the work environment.

- o • They will operate equipment safely so as not to endanger themselves or others.
- o • They will demonstrate proper handling of hazardous materials.

5. Students will understand career paths and strategies for obtaining employment within their chosen fields.

- o • They will assume responsibility for professional growth.
- o • They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

6. Students will understand complex inter-relationships of systems.

- o • They will understand systems including knowing how social, organizational, and technological systems work and operate effectively with them.
- o • They will monitor and correct performance including distinguishing trends; predicting impact on system operations; and, diagnosing systems' performance and correcting malfunctions.
- o • They will improve or design systems including suggesting modifications to existing systems and developing new or alternative systems to improve performance.

7. Students will understand all aspects of the industry including management and finance, required technical and production skills; underlying principles of technology, labor, community, health, and environmental issues.

ATTENDANCE

Daily attendance and promptness are absolutely essential at CTE to maintain enrollment and develop work habits that lead to successful employment. All students are to be in class EACH DAY and ON TIME. It is the student's responsibility to notify their instructor before class begins if they will be absent.

- In the event of an illness, students must telephone their instructor before their scheduled start time on each day of absence.
- Please schedule personal and medical appointments outside of class time.
- Where a planned absence is required; students must notify the instructor at least one school day in advance.
- Students under 18 may not leave the building prior to the end of class without advance, written parental/guardian permission.
- Excessive absence or tardiness may result in the student being placed on probation or withdrawn from the program.
- Students are considered tardy if they are not in the classroom at the regularly scheduled start time. A record of tardiness and absences will be kept by the instructor.
- Students who are consistently tardy and/or absent will be referred to the CTE counselor and may be withdrawn.
- Students are responsible for making arrangements with their instructors for make-up work and missed class time. Absences can affect the number of high school credits granted.

CURRICULUM

The San Joaquin County Office of Education Career Technical Education Program uses a curriculum that will enable the CTE teacher to provide the kind of learning experiences and opportunities for the student to achieve his/her educational objectives. Career Preparation Standard Integrated Lessons, assignments, and projects are centered on business related themes which bring real world application to the learning experience.

Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers and students may conference with one another to determine what content areas they will emphasize in the work they do based upon their needs. However, final determination of specific content areas rest with the teacher and is based on evidence of student progress.

DRESS CODE

You have enrolled in a program that will prepare you for your future career. Appropriate attire is required for all programs. Your instructor will give you specific dress requirements.

INSTRUCTIONAL STAFF

We are very proud of our instructional staff. Teachers are selected on the basis of business and industry experience in their field, as well as their academic education and teaching ability. They are also hired for their ability to care for and work with the diverse student population found within Career Technical Education. All of our teachers have the appropriate credentials as required by the state of California.

INTERNSHIPS

On-the-job training is one of the teaching methods used in many CTE programs. CTE maintains written agreements with local businesses to provide supervised, non-paid internship training (Community Classroom) at actual work sites. Some programs offer paid internships (Cooperative Technical Education) arranged between individual students, industry work sites and CTE instructors. To be eligible for either type of internship, students must have successfully completed the required course work and skill development, have their instructor's recommendation, attend related classroom instruction at least once a week during the internship, and be able to provide their own transportation to and from the training site.

STUDENT SERVICES

General Counseling: A CTE counselor is available to discuss your educational, career, and personal plan to help you make meaningful career choices. The counselor can also help you determine what other resources are available in the county. If you want assistance in deciding which CTE course is appropriate for you, the CTE counselor can help you make an appropriate choice. The counselor is available at walk-in registration, orientations, and during the school year.

Placement Assistance: Job finding skills incorporate employment, employability, and employment application skill training into each CTE Training program.

CAREER TECHNICAL EDUCATION – INDUSTRY SECTORS

Agriculture & Natural Resources

Arts, Media & Entertainment

Building & Construction Trades

Business & Finance

Hospitality, Tourism, & Recreation

Information & Communication Technologies

Manufacturing & Product Development

Marketing, Sales & Services

Education, Child Development, & Family Services

Public Services

Energy, Environment, & Utilities

Fashion & Interior Design

Health Science & Medical Technology

Transportation

The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

CAREER TECHNICAL EDUCATION – credit policy

180 Hour Course (50 - 60 minutes daily) Monday – Friday

- 2.5 Credits/Quarter

- 5 Credits/Semester

360 Hour Course (Block Periods ranging from 100 -120 minutes)

- 5 Credits/Quarter

- 10 Credits/Semester

2 year Capstone Course

- 2.5 Credits/Quarter

- 5 Credits/Semester

Stand-Alone CTE Programs and Courses

Duration, frequency, and requirements will be provided through course syllabus at enrollment. Varies by Program

Students that enroll late (3 weeks after start date) or leave prior to completion

- Depends on course. 15 Hours = 1 Credit

Last updated: 1/5/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	267
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: 1/24/2018

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	20.0%	12.5%	5.0%

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: 12/13/2017

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 2017-18)

Parents are a crucial part of the team in ensuring a student's success. Parental involvement is built into County programs in the following ways:
 "Increasing opportunities for parental involvement" is incorporated into the WASC action plan under goal #3: improve our capacity for building relationships
 Parents are involved in the enrollment process, held at each school site, to provide individual attention. One week per grading period (3 per year), the SJCOE alternative program observes early release days. This allows teachers to schedule student/parent/teacher conferences and discuss student assessment results and credits earned.
 "Parent Involvement" magnets are distributed upon enrollment, which list parent/teacher conference weeks, SSC and DELAC dates
 Parents are also encouraged to sign up to participate in other school activities such as School Site Council, WASC Steering Committee, chaperoning events, volunteering at quests or in the classroom. Parents serve on the site council and have a voice in educational spending and program decisions. Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians. Translation is provided where necessary.
 Parents participate in six LCAP Community Meetings during the year.
 Parent survey is given each year during enrollment and at the first parent/teacher conference.
 Parents are recruited to participate in the District English Learner Advisory Council (DELAC). Notices are sent in Spanish to invite parents to participate. Parents receive training on DELAC responsibilities and rights.
 Parents of special education students are encouraged to participate in the Community Advisory Committee which meets at least one time per month with various presenters.
 Parents are invited to attend "Open House" and "Back to School" activities at their child's school site.
 At quarterly SSC and DELAC meetings, parents are provided with training/information regarding:
 1. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan)
 2. CAASPP (California Assessment of Student Performance and Progress) requirements.
 3. CELDT assessments and programs/ services for EL students
 4. Graduation requirements
 5. Intervention strategies
 6. College prep & Financial aid
 7. Career/Technical Education programs
 8. Job skills preparation
 9. Gang awareness
 10. Drug prevention

State Priority: Pupil Engagement

Last updated: 1/18/2018

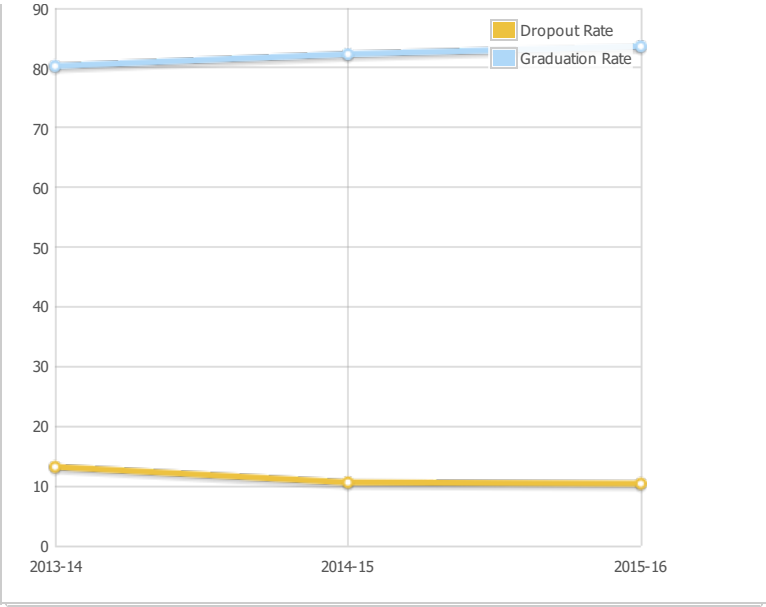
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	13.2%	10.6%	10.4%	13.2%	10.6%	10.4%	11.5%	10.7%	9.7%
Graduation Rate	80.3%	82.3%	83.6%	80.3%	82.3%	83.6%	81.0%	82.3%	83.8%

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



Last updated: 1/18/2018

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

Student Group	School	District	State
All Students	33.2%	51.9%	87.1%
Black or African American	32.6%	39.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	42.9%	43.5%	94.4%
Filipino	40.0%	61.5%	93.8%
Hispanic or Latino	30.7%	51.0%	84.6%
Native Hawaiian or Pacific Islander	50.0%	100.0%	86.6%
White	41.5%	62.4%	91.0%
Two or More Races	23.1%	67.4%	90.6%
Socioeconomically Disadvantaged	33.5%	50.5%	85.5%
English Learners	18.8%	30.6%	55.4%
Students with Disabilities	24.2%	24.5%	63.9%
Foster Youth	38.9%	23.5%	68.2%

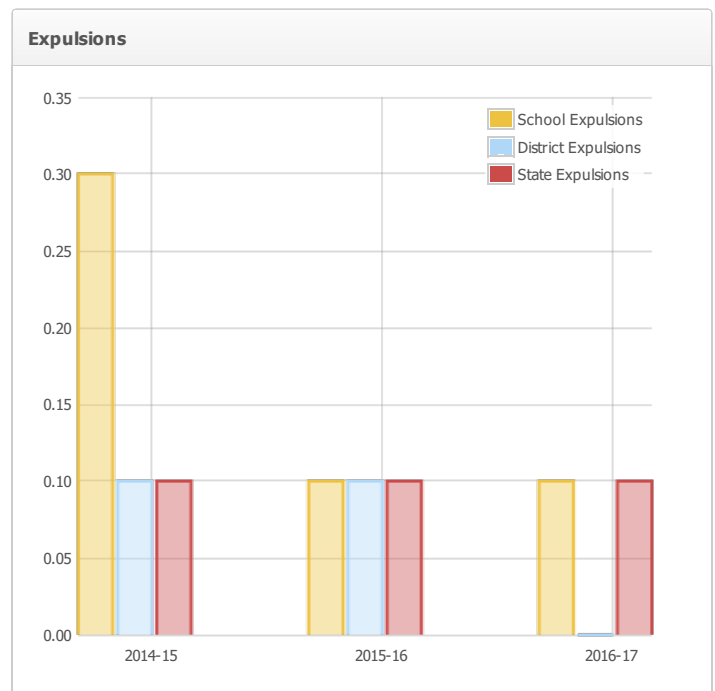
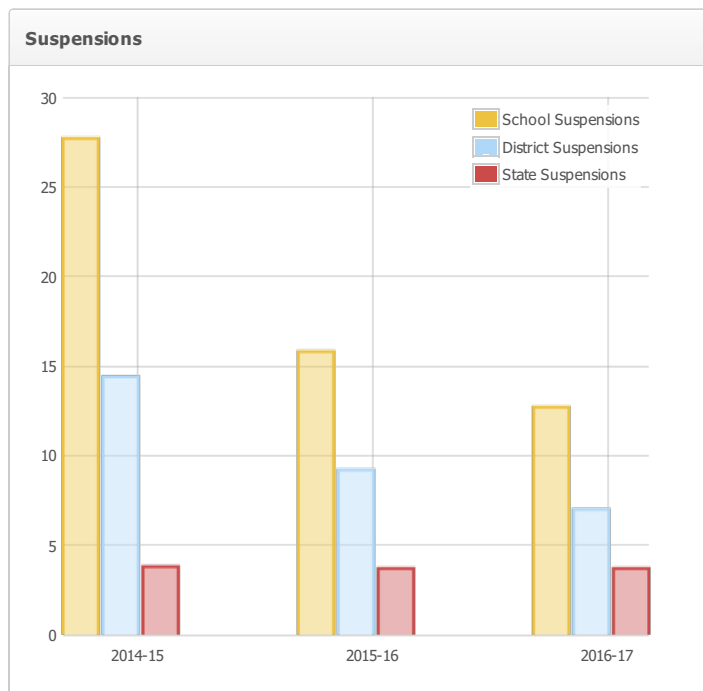
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	27.7%	15.8%	12.7%	14.4%	9.2%	7.0%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

School Safety Plan (School Year 2017-18)

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their site specific Emergency Plan. The site specific Emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority, EMSA emergency first aid guidelines of California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review. COSP also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention Council, Fathers, Families, Peacekeepers.

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

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

? Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus ? COSP Emergency Hotline phone number ? A bomb threat checklist ? Listing of emergency phone numbers ? Tips for de-escalating a conflict ? Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information ? Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information) ? Child abuse prevention information

? CPS reporting form ? State laws pertaining to unlawful conduct and sexual intercourse with a minor ? Smoking cessation resource list ? Community Resources In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills and positive relationship building activities though out the school year. During the 2017-2018 school year the one. school staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

Last updated: 1/18/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2005-2006
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/15/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	17.0	3		8.0	3		8.0	3				

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

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	55	0	0	9.0	58	0	0	18.0	54	0	0
Mathematics	20.0	50	0	0	13.0	26	0	0	14.0	53	0	0
Science	20.0	35	0	0	12.0	27	0	0	19.0	29	0	0
Social Science	20.0	40	0	0	12.0	36			24.0	0	43	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: 1/24/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.7	220.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.6	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: 1/16/2018

Types of Services Funded (Fiscal Year 2016-17)

NWEA Assessment
Accusess
PLATO Supplemental Curriculum
Parent Involvement
Professional Development
Summer School

Last updated: 1/24/2018

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

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

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

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

Last updated: 1/16/2018

Professional Development

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

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

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

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

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

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

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

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

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

- 5 Collaboration and Planning Workshops (supporting teachers with the implementation of WRITE. State standard training is included):
Teachers/Administrators

- 7 Regional Meetings (Data, program issues, and site concerns are identified and discussed): Teachers/Administrators
- Program-wide writing assessment scoring (teachers spend two days/twice a year calibrating on a modified CAASPP rubric and scoring student pre/post essays) : Teachers
- Teacher participation in textbook adoptions, which includes review, pilot, and subsequent program alignment training to ensure effectiveness of implementation: Teachers/Administrators
- New Teacher Academy (meets six times a year to provide immediate assistance and support for new teachers. Teachers observe other classrooms on a regular basis): New Teachers
- New Teacher Mentor program (new teachers not in a teaching program are matched with qualified veteran teachers. The mentors and the teachers meet at least 30 minutes per week): New teachers/veteran teachers
- Leadership Academy that focuses on the Five Dimensions of Teaching and Learning Framework with the objective to develop consistent leadership practices among administrators, as well as a critical understanding of pedagogy: Administrators

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

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

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

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

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

- 1-day Houghton Mifflin Integrated Math 1 training
- 1-day Benchmark Advance curriculum training
- 1-day Thematic curriculum training
- 1-day PLATO Courseware training

- 1-day Accucess training
- 1-day Exact path training
- 1-day ELPAC training
- 1-day CAASPP training

Last updated: 1/5/2018