

## one.Charter

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## Mrs. Janine Kaeslin, Assistant Superintendent

 Principal, one.Charter

### About Our School

Welcome to one.Charter! Our staff have worked hard to improve student achievement and success in the classroom. Teachers are able to

celebrate accomplishments including increased enrollment and attendance at the new Come Back Kids program in both the south and north County, mentoring new teachers at the various sites (5 new teachers to the one.Charter program this year!), learning the new parent portal and gradebook program-Illuminate, completing Accusess testing (beginning and mid-year), embracing the new school-wide WRITE program, enhancing the art program by working closely

with the Enrichment Artists, providing incentives and encouraging students from difficult home lives to attend school daily, and building a collaborative partnership with parents. After reviewing the Schoolwide Action Plan, staff understand that we will celebrate so many good things that are happening at one.Charter; we must always be prepared to challenge ourselves and grow to meet the needs of all our students, parents, and stakeholders.

Staff are encouraged to set personal goals in their teaching, seek to understand first and carry a growth mindset when asked to embrace changes in the program. We continue to look for innovative ideas and resources to assist our students and their

families. We must be prepared to wear multiple hats as required in alternative education. Teachers must take risks in areas that may be hard for because we know we are asking similarly that of our students. Teachers will learn to analyze, ask questions, and review student data from many sources and be prepared to assist all students with their learning. Staff will need to provide opportunities for students to see the world outside of San Joaquin County (including Quest and field trips). Teachers need to take time to lesson plan and learn Common Core Standards with colleagues. Staff must provide opportunities for our students' voices to be heard, and most importantly; staff will listen to students and their ideas for a shared vision for a successful school journey at the one.Charter program.

Building relationships with students is essential to individual student success. We try to provide students with opportunities through

the arts and credit recovery programs. Earning a high school diploma is at the heart of student goal planning but students also have an innate desire to be social and prosperous. Staff try to build student motivation by seeking out the very best in our students and finding out what makes each student in our program valued and appreciated.

There are many reasons why students come to the one.Charter program but all students hope for the same thing... acceptance, an opportunity to grow and learn, and a chance to earn a high school diploma. The arts are a tool to assist

students in bridging their school work together, which was often not found for many of our students in a traditional, comprehensive high school setting. We provide students a chance to learn in a smaller classroom setting with teachers who wish to work with the alternative student population. We provide parents with a chance to connect to school through quarterly showcases, Back to School Nights, conferences, and school performances. Online learning gives parents a chance to see what their child is being taught. We encourage parents to ask their children questions and teachers are available through many communication tools to discuss any concerns parents may have with the school, students, or staff.

#### About Our School

We can always do better and be better! We are thankful to have the pleasure of working with so many students who not only have a love for the arts but also inspire staff to embrace the challenges that come with 21st century learning skills.

We will continue to evaluate the needs of our program but we listen as a team and make adjustments as a team. We will evaluate the Action Plan, Schoolwide Learner Outcomes, LCAP goals, and critical areas of need at each Region meeting and site level meeting. We are thankful for feedback and appreciate the support of our one.Charter program stakeholders!

### Principal's Comment

---

Welcome to one.Charter!

### Contact

---

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

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

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Superintendent</b>	James Mousalimas
<b>E-mail Address</b>	<a href="mailto:jstanton@sjcoe.net">jstanton@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	one.Charter
<b>Street</b>	2707 Transworld Dr.
<b>City, State, Zip</b>	Stockton, Ca, 95206-3948
<b>Phone Number</b>	209-468-9265
<b>Principal</b>	Mrs. Janine Kaeslin, Assistant Superintendent
<b>E-mail Address</b>	<a href="mailto:jkaeslin@sjcoe.net">jkaeslin@sjcoe.net</a>
<b>Web Site</b>	<a href="http://sjcoe.org/onecharter/">http://sjcoe.org/onecharter/</a>
<b>County-District-School (CDS) Code</b>	39103970120717

*Last updated: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

One.Charter

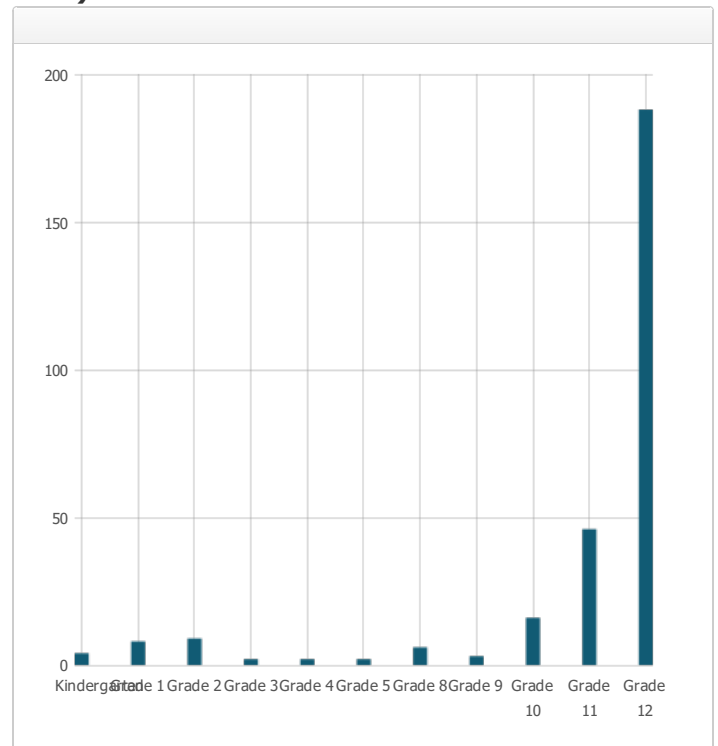
Mission: Through rigorous learning and creative opportunities, we inspire students to discover self-confidence and develop their unique potential and purpose.

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

*Last updated: 1/31/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	4
Grade 1	8
Grade 2	9
Grade 3	2
Grade 4	2
Grade 5	2
Grade 8	6
Grade 9	3
Grade 10	16
Grade 11	46
Grade 12	188
<b>Total Enrollment</b>	<b>286</b>



Last updated: 1/31/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	23.1 %
American Indian or Alaska Native	1.4 %
Asian	3.1 %
Filipino	1.0 %
Hispanic or Latino	48.6 %
Native Hawaiian or Pacific Islander	%
White	15.4 %
Two or More Races	7.0 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.2 %
English Learners	7.3 %
Students with Disabilities	7.0 %
Foster Youth	1.7 %

## A. Conditions of Learning

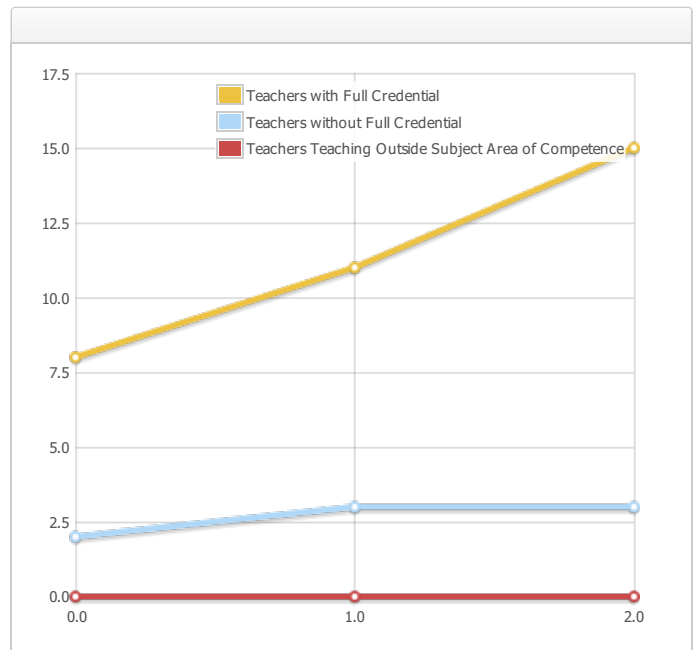
### State Priority: Basic

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

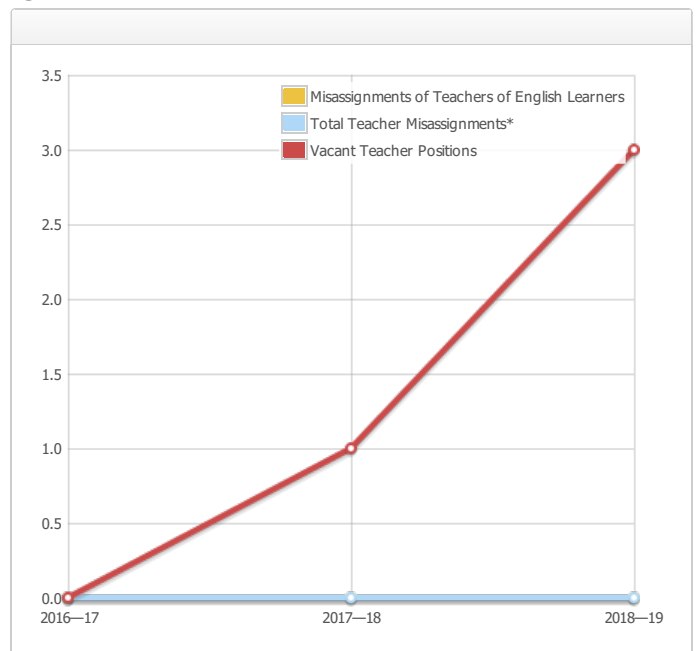
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	11	15	174
Without Full Credential	2	3	3	60
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	3



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: 1/31/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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, W RIT E Approach	Yes	0.0 %
Mathematics	K-6: enVision Math 7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I (2016-17); PLATO Courseware; Big Ideas Math Algebra (CARE program) Supplemental: PLATO Accucess Modules, Exact Path Modules	Yes	0.0 %
Science	7-12: PLATO Courseware; Glencoe, Biology, Dynamics of Life; Physical with Earth Science Supplemental: Thematic Curriculum		0.0 %
History-Social Science	K-12: IMPACT California Social Studies McGraw Hill (2018-19) Supplemental: Thematic Curriculum; PLATO Courseware	Yes	0.0 %
Foreign Language	PLATO Courseware		0.0 %
Health	PLATO Courseware one.FIT Curriculum		0.0 %
Visual and Performing Arts	PLATO Courseware Thematic Curriculum		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: 2/1/2019

## School Facility Conditions and Planned Improvements

one.Charter Schools take great pride ensuring that all school buildings are clean, safe and functional. To assist in this effort, one.Charter Schools use a facility survey instrument developed by the State of California Office of Public School Construction: The FIT REPORT . Note that our FIT reports covers only the sites owned and maintained by San Joaquin County Operated Programs. The buildings are located in different parts of San Joaquin County. Our one.Charter sites are all rated "good" overall.

*Last updated: 2/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	LEA maintenance staff ensure 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.
<b>Interior:</b> Interior Surfaces	Good	LEA maintenance staff ensure 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.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	LEA maintenance staff ensure 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.
<b>Electrical:</b> Electrical	Good	LEA maintenance staff ensure 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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	LEA maintenance staff ensure 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. Our cleaning services are contracted out. The Director of Student Services works on a continuing basis with the contractor to ensure a regular cleaning schedule. Each facility is cleaned 3 to 4 times per week.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	LEA maintenance staff ensure 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. Our cleaning services are contracted out. Our cleaning services are contracted out. The Director of Student Services works on a continuing basis with the contractor to ensure a regular cleaning schedule. Each facility is cleaned 3 to 4 times per week.
<b>Structural:</b> Structural Damage, Roofs	Good	LEA maintenance staff ensure 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. Our cleaning services are contracted out. Our cleaning services are contracted out. The Director of Student Services works on a continuing basis with the contractor to ensure a regular cleaning schedule. Each facility is cleaned 3 to 4 times per week.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	LEA maintenance staff ensure 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. Our cleaning services are contracted out. We do not currently have playground structures on her facilities.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

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

*Last updated: 2/1/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	12.0%	33.0%	35.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	2.0%	22.0%	24.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/31/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	59	67.05%	11.86%
Male	45	32	71.11%	6.25%
Female	43	27	62.79%	18.52%
Black or African American	20	15	75.00%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	44	27	61.36%	11.11%
Native Hawaiian or Pacific Islander				
White	11	--	72.73%	12.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	79	52	65.82%	7.69%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	60	66.67%	1.69%
Male	47	33	70.21%	
Female	43	27	62.79%	3.85%
Black or African American	20	12	60.00%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	45	28	62.22%	3.57%
Native Hawaiian or Pacific Islander				
White	12	--	83.33%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	81	53	65.43%	1.92%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

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.

#### 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.

#### 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.

#### 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

*Last updated: 1/31/2019*

### **Career Technical Education (CTE) Participation (School Year 2017—18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
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: 1/31/2019*

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 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

## 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 (School Year 2018—19)

The San Joaquin County Office of Education Alternative Programs recognizes that parents, guardians, and families are some of the most important members of the team that helps a student succeed. Parent involvement and family engagement are targeted and emphasized in goals found in the aligned LCAP, WASC, and SPSA plans.

During the 2018-19 school year, two family engagement specialists were hired to develop a family engagement program and increase the opportunity for parent and family involvement at the school. The objectives of the program are to improve the trust and relationships among school staff and families, as well as provide support and learning opportunities through workshops, seminars, and school events. The program is being designed with guidance from the Family Engagement Toolkit provided by the California Department of Education.

Parents and families are invited to events throughout the year such as Back-to-School nights, Open House nights, student showcases, student Graduation by Exploration presentations, and parent/teacher conferences. Parents are also encouraged to participate as members in the school site council and district English learner advisory committee, attend LCAP meetings, and volunteer at quests or in the classroom. During student enrollment, parents and families are active participants and receive a 'Parent Involvement' magnet that lists important school event dates. Translation services are provided when needed and/or requested. Parents are also invited to take a parent survey to gather feedback and input related to programs and services offered by SJCOE. The survey questions focus on communication, school safety, parent involvement, and access to community resources.

# State Priority: Pupil Engagement

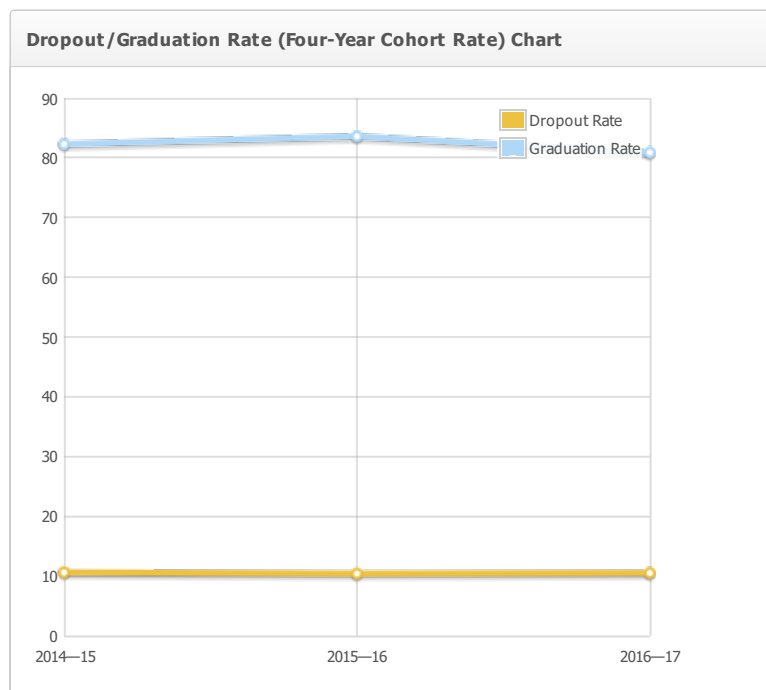
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	10.6%	10.4%	10.6%	10.4%	10.7%	9.7%
Graduation Rate	82.3%	83.6%	82.3%	83.6%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	10.5%	10.5%	9.1%
Graduation Rate	80.9%	80.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	31.3%	50.1%	88.7%
Black or African American	28.0%	38.9%	82.2%
American Indian or Alaska Native	0.0%	16.7%	82.8%
Asian	0.0%	24.4%	94.9%
Filipino	0.0%	80.0%	93.5%
Hispanic or Latino	39.1%	50.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	15.4%	61.8%	92.1%
Two or More Races	25.0%	61.1%	91.2%
Socioeconomically Disadvantaged	31.9%	46.2%	88.6%
English Learners	0.0%	29.8%	56.7%
Students with Disabilities	25.0%	37.7%	67.1%
Foster Youth	100.0%	63.0%	74.1%



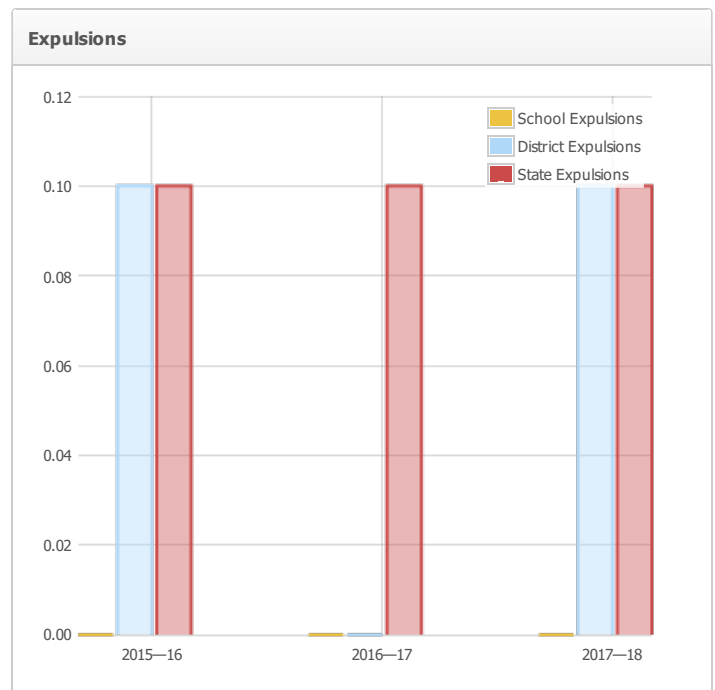
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.4%	8.1%	5.3%	9.2%	7.0%	9.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

## School Safety Plan (School Year 2018—19)

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, 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 2018-2019 school year, specifically 8/27/18 and 8/28/18. Annual professional development is offered in managing assaultive behavior and was offered 8/23/18, mental health first aid offered 10/23/18, and classroom management skill building throughout the year.

Also at the beginning of the school year the school counselors distribute 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 2018-2019 school year the one. school staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

*Last updated: 1/31/2019*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	1		
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).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	14.0	1		

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	7.0	27		
Mathematics				
Science	9.0	7	2	
Social Science	11.0	14	3	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	24.0	11		
Mathematics	24.0	11		
Science	43.0	6		
Social Science	29.0	9		

\* 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: 1/31/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	3.0	127.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/1/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	\$224.0	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	1.0%	0.0%
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/31/2019*

## Types of Services Funded (Fiscal Year 2017—18)

NWEA and other assessment  
Accusess  
Curriculum and materials/supplies  
PLATO Supplemental Curriculum  
Parent Involvement  
Professional Development  
Summer School

*Last updated: 1/31/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

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: 1/31/2019*

**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 2018-19 school year, the school will continue to implement WRITE, a school-wide writing and literacy intervention program to address the reading comprehension needs of students as indicated. 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. Student assessment data, both state and local, still show that the majority of students are not meeting standards and are below grade-level in both reading and writing. The 2017-18 Accuaccess data shows that more than 5% of students increased by at least one grade level in reading and in math from 2016-17, however students continue to perform below grade level on all assessments. The average reading level is 6th-grade and the average math performance is at a 5th-grade level as reported by Accuaccess assessment data. The 2017-18 CAASPP scores report that 5.33% of students met standards in ELA and 0.27% of students met standards in math.

Another area of focus is the continued implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Trauma-Informed Care. The program began a series of PBIS workshops with teachers in an effort to move all school sites into Tier 1. Existing Tier 1 school sites, moved into Tier 2. Full implementation of PBIS will help improve suspension and attendance rates, as well as relationships with families and the community. Data supports that 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.)?

The professional development program for teachers shifted to a choice-based model in 2018-19. Dedicated professional learning days known as Collaboration and Planning (CAP) increased from five in 2017-18 to 10 in 18-19. These training sessions are for all teachers and include curriculum collaboration and planning, as well as trainings and/or sessions in various topics, such as classroom management, formative assessment, online learning, history/social science, STEM, math, WRITE, and ELA/ELD. Four CAPs will be dedicated to review scope and sequences for content-areas. Other CAP sessions will be organized in a passport fashion and will allow teachers choice in their professional learning. Teachers will register for the sessions prior to the meeting time through EventBrite.

A week after each CAP meeting, teachers attend a region meeting which reinforces the topics reviewed and discussed. Teachers share lessons and review assessment data. Teachers also participate in five WRITE trainings which focus on the writer's workshop and on modeling writing for and with students.

Six days are dedicated to PBIS-specific trainings for all teachers. These trainings are led by PBIS coaches and the MTSS Coordinator.

In addition to the all-staff professional learning days, new teachers also receive additional support. Three WRITE review days are offered for teachers to calibrate the WRITE rubrics. Five New Teacher Academy days are offered. Veteran teachers facilitate the New Teacher Academy meetings and support new teachers in program-specific needs, as well as classroom management and instructional strategies.

There is also a Mentor Teacher program to support all first-year teachers and teachers participating in induction. Mentor Teachers meet with their assigned new teacher at least once-a-week and also meet with other mentor teachers five times throughout the year. 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.)?

Teachers are supported in a variety of ways including coaching, mentorships, region meetings, and teacher-principal meetings. 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 2018-19 school year, San Joaquin County devoted the following time for professional development:

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

Name Attendees

10 Collaboration and Planning Workshops Teachers

Administrators

10 Region Meetings Teachers

Administrators

Teacher participation in history/social science textbook adoption Teachers

Administrators

New Teacher Academy New teachers

Veteran teachers

New Teacher Mentor program New teachers

Mentor teachers

6 Leadership Academies 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

3 Organized Binder trainings (piloted this year) Teachers

Administrators

PBIS trainings Teachers

Administrators

ELA/ELD textbook adoption training Teachers

Administrators

WRITE trainings (writer's workshop) Teachers

Administrators

ELPAC trainings (offered for teachers to administer the assessment) Teachers

Administrators

Proctors

Integrated lesson design and study Teachers

Administrators

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

- 1-day ELPAC Academy
- 1-day FRISK workshop
- 3-day professional learning workshop for mentor teachers
- 2-day CA Way
- 2-day Parent Involvement workshop
- 2-day Drug Impairment
- 1-day Special Education symposium
- 1-day Latino Literacy project

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

- 1-day Illuminate DnA training
- 1-day SJCoe Tech Summit
- 3-day PBIS conference
- 1-day Trauma-informed schools
- 1-day Educational neuro-science
- 1-day CAASPP CAST conference
- 2-day CAASPP institute
- 2-day CEDR conference
- 2-day Effective response to student threats
- 1-day CASBO
- 3-day SIRC
- 1-day Ed Law Tech conference
- 3-day IIRP World conference
- 3-day NAEHCY
- 4-day Dropout prevention
- 3-day AAPF
- 3-day CCIS
- 2-day CA Charter schools
- 2-day Strong workforce program
- 3-day CAASFP institute
- 3-day illuminate conference
- 3-day ACSA
- 6-day CSNO
- 2-day Learning and the Brain
- 3-day CISC
- 3-day CADA



- 3-day CASCWA
- 2-day School Climate and Culture
- 3-day JCCASAC

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

- 6-day Improvement Science
- 1-day ELPAC initial training
- 3-day ELD institute
- 1-day ELPAC summative training
- 1-day SEIS management
- 1-day T3 training
- 2-day Restorative practices learning tour
- 3-day Parent project training

*Last updated: 1/31/2019*