

San Joaquin County Community

School Accountability Report Card Reported Using Data from the 2018—19 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.

Janine Kaeslin, Assistant Superintendent, SJ COSP

Principal, San Joaquin County Community

About Our School

Principal's Message

Welcome to San Joaquin County Community Schools! Our programs serve K – 12 and young-adult students 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
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: 209-468-9265
Email: jkaeslin@sjcoe.net

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | San Joaquin County Office of Education |
| Phone Number | (209) 468-4800 |
| Superintendent | James Mousalimas |
| Email Address | jstanton@sjcoe.net |
| Website | http://www.sjcoe.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| 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, SJ COSP |
| Email Address | jkaeslin@sjcoe.net |
| Website | www.sjcoe.org/cosp |
| County-District-School (CDS) Code | 39103973930468 |

Last updated: 1/9/2020

School Description and Mission Statement (School Year 2019—20)

School Description and Mission Statement (for current year 2019-20)

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 own future.

Program Description

Our programs enable diverse learners to become productive members of the community by providing creative and high quality learning opportunities. Students develop an appreciation of self and others, employ critical thinking and problem solving skills, develop workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

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 community in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students.

The population of the community school programs is comprised of students referred by parents, students who have been expelled or referred through the Student Attendance Review Board/SARB process, and/or students who are on probation or homeless. We serve grades K through young adult. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is united through our mission, vision, curriculum, methods of assessment and the guiding philosophy of one.

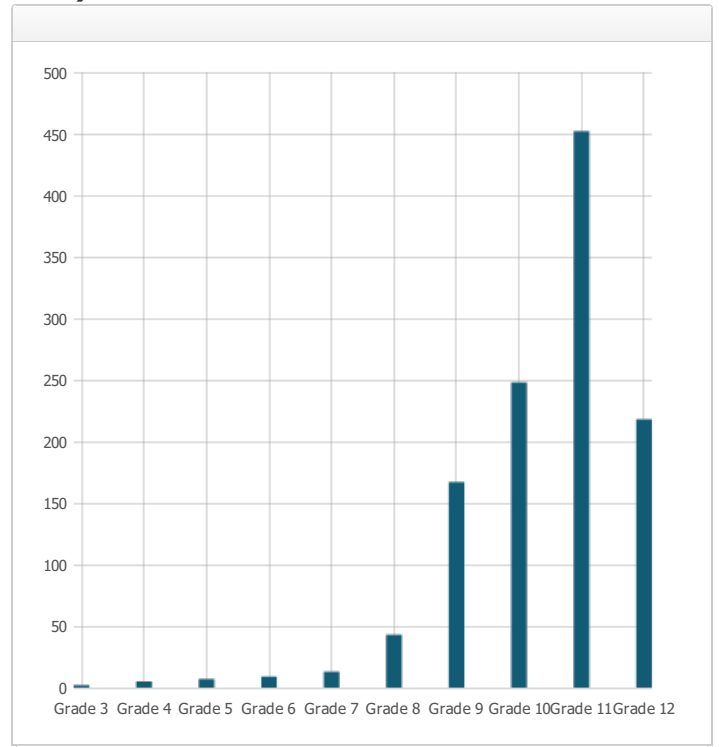
The one.Program staff is comprised of teachers, counselors, school nurse, clerical support, maintenance and technology staff, "WorkAbility" staff and administrators. All employees are "teachers of students" and may participate in activities such as quests, congress, career fairs, athletic events and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

The Community Schools Programs use 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 and earn high school credits. Educational strategies are interactive, and are both process- and product-oriented in the classroom. Teachers incorporate life skills and California State Content Standards in their teaching as well as the "concept of one."

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 3 | 2 |
| Grade 4 | 5 |
| Grade 5 | 7 |
| Grade 6 | 9 |
| Grade 7 | 13 |
| Grade 8 | 43 |
| Grade 9 | 167 |
| Grade 10 | 248 |
| Grade 11 | 452 |
| Grade 12 | 218 |
| Total Enrollment | 1164 |



Last updated: 1/2/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 14.70 % |
| American Indian or Alaska Native | 1.20 % |
| Asian | 4.60 % |
| Filipino | 0.90 % |
| Hispanic or Latino | 58.90 % |
| Native Hawaiian or Pacific Islander | 0.80 % |
| White | 12.00 % |
| Two or More Races | 5.80 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 84.80 % |
| English Learners | 17.00 % |
| Students with Disabilities | 8.80 % |
| Foster Youth | 4.50 % |
| Homeless | 7.80 % |

A. Conditions of Learning

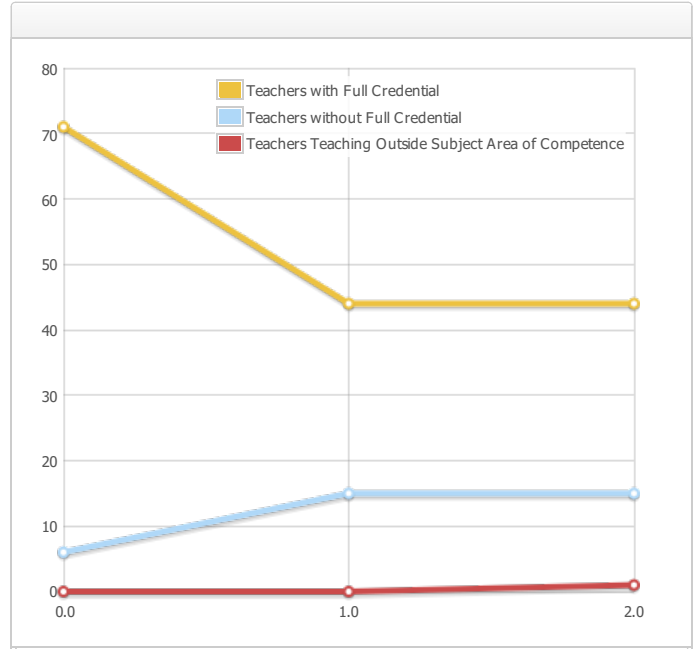
State Priority: Basic

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

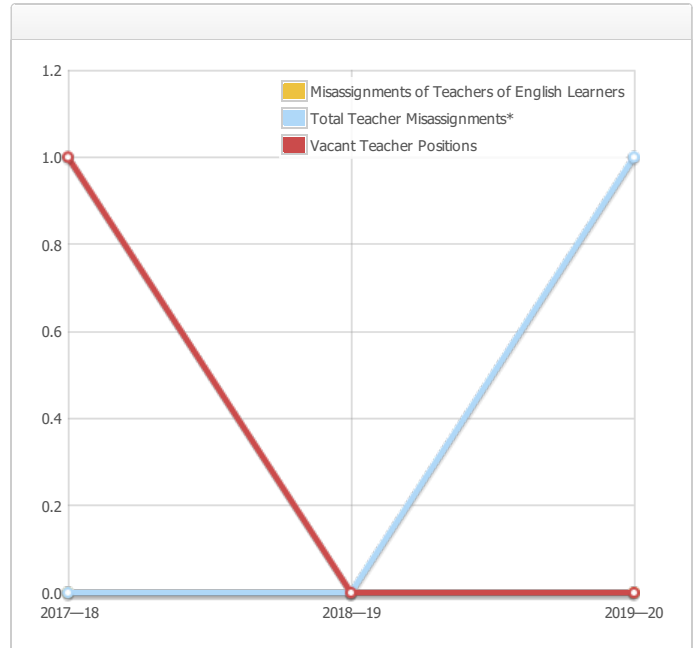
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 71 | 44 | 44 | 182 |
| Without Full Credential | 6 | 15 | 15 | 69 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 1 |



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 1 |
| Vacant Teacher Positions | 1 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K-6: Benchmark Advance, California Edition/ 2016-17/ YES</p> <p>7-12: SpringBoard by College Board; StudySync (CARE program)/ 2017-18/ YES</p> <p>Supplemental 7-12: PLATO Courseware and Accucess Modules/ 2016-17/ NO</p> <p>Supplemental ELD: WRITE approach/ 2017-18/ YES</p> <p>Supplemental K-6: Plato Exact Path/ 2017-18/ YES</p> | Yes | 0.00 % |
| Mathematics | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K-6: enVision Math/ 2012-13/ YES</p> <p>7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8/ YES</p> <p>9-12: Houghton Mifflin Harcourt, Integrated Mathematics I/ 2016-17/ YES</p> <p>Big Ideas Math Algebra (CARE program)/ 2016-17/ YES</p> <p>Supplemental 7-12: PLATO Courseware and Accucess Modules/ 2016-17/ NO</p> <p>Supplemental K-6: Plato Exact Path/ 2017-18/ NO</p> | Yes | 0.00 % |
| Science | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>7-12: PLATO Courseware;</p> <p>Glencoe, Biology, Dynamics of Life/ 2016-17/ NO</p> <p>Glencoe Physical with Earth Science/ 2016-17/ NO</p> | No | 0.00 % |
| History-Social Science | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K - 12:</p> <p>IMPACT/ 2018-19/YES</p> <p>California Social Studies McGraw Hill/ 2018-19/ YES</p> <p>Supplemental: PLATO Courseware/ 2016-17/ NO</p> | Yes | 0.00 % |
| Foreign Language | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>PLATO Courseware/ 2016-17/ NO</p> | No | 0.00 % |
| Health | <p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>PLATO Courseware/ 2016-17/ NO</p> | No | 0.00 % |
| Visual and Performing | | No | 0.0 % |

| Arts | Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? | | |
|------------------------------------|---|-----|-------|
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

FACILITY CONDITIONS: Community Schools take great effort to ensure that all school buildings are clean, safe and functional. To assist in this effort, Community 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 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" overall.

CLEANING PROCESS AND SCHEDULE: 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.

MAINTENANCE AND REPAIR: 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.
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.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | 6 sites had one minor deficiency, involving broken tile, which was repaired. New flooring was installed in Lathrop, Lodi, Shamrock and Yale, between 6/3/19 and 7/31/19. Lathrop and Lodi sites were painted (interior) between 6/3/19 and 7/31/19. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No deficiencies. All sites/classrooms are cleaned on schedule, 3 to 4 times per week. |
| Electrical: Electrical | Good | No deficiencies noted at any of the 7 sites. Lighting was replaced at all 7 sites, between 4/15/19 and 7/31/19. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | No deficiencies noted. |
| Safety: Fire Safety, Hazardous Materials | Good | No deficiencies noted. |
| Structural: Structural Damage, Roofs | Good | Lathrop, Lodi and Pock were painted (exterior) between 6/3/19 and 7/31. Pock and Tracy received seal coat 4/19/19. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | One site, Yale, had vandalized damage to gates and fences, repaired. |

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

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

Last updated: 1/27/2020

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 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 5.0% | 11.0% | 35.0% | 38.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 0.0% | 0.0% | 24.0% | 25.0% | 38.0% | 39.0% |

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: 1/2/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 623 | 424 | 68.06% | 31.94% | 10.50% |
| Male | 407 | 286 | 70.27% | 29.73% | 10.60% |
| Female | 216 | 138 | 63.89% | 36.11% | 10.29% |
| Black or African American | 113 | 75 | 66.37% | 33.63% | 2.70% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 34 | 22 | 65% | 35.29% | 4.76% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 356 | 232 | 65.17% | 34.83% | 10.04% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 60 | 48 | 80.00% | 20.00% | 14.58% |
| Two or More Races | 43 | 33 | 76.74% | 23.26% | 27.27% |
| Socioeconomically Disadvantaged | 551 | 365 | 66.24% | 33.76% | 8.61% |
| English Learners | 133 | 95 | 71.43% | 28.57% | 5.38% |
| Students with Disabilities | 64 | 52 | 81.25% | 18.75% | 7.69% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | 34 | 21 | 61.76% | 38.24% | 4.76% |
| Homeless | 72 | 36 | 50.00% | 50.00% | 11.43% |

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: 1/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 630 | 415 | 65.87% | 34.13% | 0.49% |
| Male | 410 | 273 | 66.59% | 33.41% | 0.75% |
| Female | 220 | 142 | 64.55% | 35.45% | 0.00% |
| Black or African American | 112 | 73 | 65.18% | 34.82% | 0.00% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 34 | 23 | 68% | 32.35% | 0.00% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 362 | 228 | 62.98% | 37.02% | 0.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 60 | 45 | 75.00% | 25.00% | 4.44% |
| Two or More Races | 44 | 31 | 70.45% | 29.55% | 0.00% |
| Socioeconomically Disadvantaged | 557 | 358 | 64.27% | 35.73% | 0.56% |
| English Learners | 136 | 89 | 65.44% | 34.56% | 0.00% |
| Students with Disabilities | 64 | 45 | 70.31% | 29.69% | 0.00% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | 34 | 20 | 58.82% | 41.18% | 5.26% |
| Homeless | 71 | 37 | 52.11% | 47.89% | 0.00% |

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.

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Last updated: 1/2/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The San Joaquin County Office of Education Court and Community schools' 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 15 career pathways organized into 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".

WHAT WE DO

We provide training for high school students 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

CTE Sequenced Courses

Introduction to Graphic Design
Intermediate Graphic Design
Advanced Graphic Design

Sports Medicine 1
Sports Medicine II

Articulated Courses- 0

Professional Development- Fresno County Office of Education provided professional development to align CTE core standards for each industry sector.

CTE Advisory Committee District Representative: Tony Demele

Industry Representatives:

Health Science and Medical Technology- Candace Mcgee, Raymond Gonzales, Linda Hayden, Jessica Davis, and Mary Ann Soria

Arts, Media, and Entertainment- Daniel Menchaca, Chris Anderson, Anthony Enriquez, and Joann Juarez

Thirty-three students (33) were placed in jobs, Forty-eight (48) students submitted internship/job hours during the school year.

Last updated: 1/27/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 288 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00% |

Last updated: 1/27/2020

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 21.00% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

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 2019—20)

Opportunities for parental involvement

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. Student success increases when the school and parents/caregivers work in partnership. 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, a family engagement team was established. The team is responsible to provide support and learning opportunities for families through workshops, seminars, and school events. The program used the Family Engagement Toolkit provided by the California Department of Education as guidance, as well as established a committee to work through the toolkit. The main objectives of the committee include identifying ways to build trusting relationships with the families we serve and to ensure all family engagement efforts are tied to student learning.

During the 2019-20 school year, the family engagement specialists continued to promote family involvement in a variety of ways. Workshops were added to school site council and district English learner advisory committee meetings. In addition, a calendar of workshops are offered at different sites throughout San Joaquin County. Site specific workshops are also available based on the needs of individual sites. Parents can attend any workshop.

In addition to workshops, families are also invited to focus groups that have been scheduled at different sites on different dates and times throughout the school year. Parents in attendance are encouraged to provide feedback related to the program, as well as to make improvement suggestions.

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. The responses from the parents are reviewed and influence topics of workshops as well as discussion points during focus groups.

During weekly enrollments parents and caregivers are given a pamphlet that explains the family engagement program and what is offered. Parents are also given dates of upcoming focus groups, workshops and parenting classes. Parents are also given information related to Peachjar and Facebook; two additional ways the team is reaching out to families to keep them up to date on ways to be involved with the school. By the fall 2020, parents will also be invited to participate on the Family Engagement Committee.

Parents and caregivers who would like to know more about parental involvement opportunities available throughout the program should reach out to Lindsey Clark (209)292-2660 or Jennifer DeAngelo (209) 292-2658.

State Priority: Pupil Engagement

Last updated: 1/14/2020

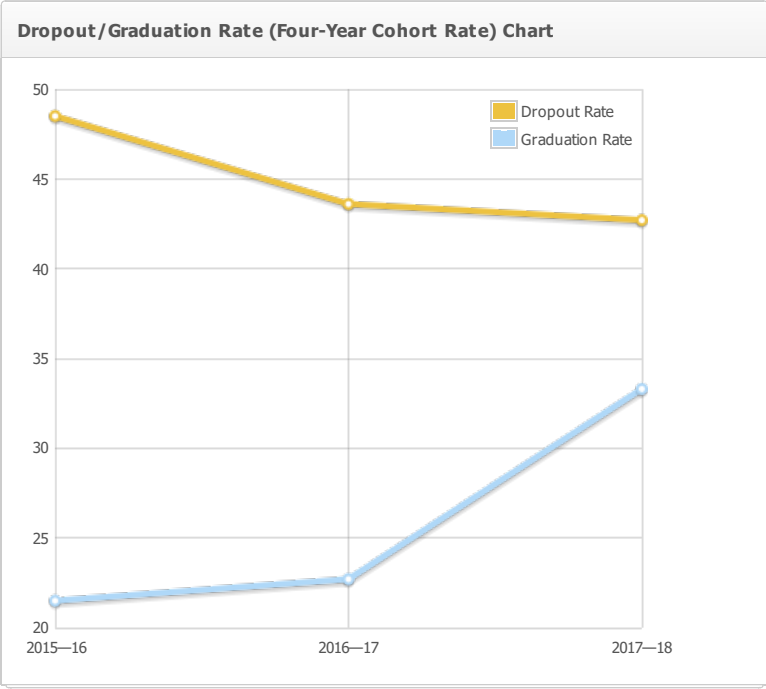
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 48.50% | 50.90% | 9.70% |
| Graduation Rate | 21.50% | -- | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate | 43.60% | 42.70% | 33.90% | 32.00% | 9.10% | 9.60% |
| Graduation Rate | 22.70% | 33.30% | -- | -- | 82.70% | 83.00% |



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/2/2020

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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 12.70% | 17.50% | 15.00% | 7.00% | 9.40% | 6.90% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.10% | 0.10% | 0.10% | 0.00% | 0.10% | 0.10% | 0.10% | 0.10% | 0.10% |

Last updated: 1/2/2020

School Safety Plan (School Year 2019—20)

School Safety Plan

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

At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan. This was addressed on 8/5/19 and 9/12/19. Input was sought from parents, staff, law enforcement, fire representative, and first responders. 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 annually restocked with first aid supplies and teachers are issued a "grab and go" emergency backpack 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. The Site Specific Emergency Plan is a template that all Court, Community, BFA, and one.Charter schools use. The template is amended by each site to include site specific information.

COSP also collaborates with community agencies and county employed clinicians that focus on violence prevention and who provide direct services to students/families; i.e. Child Abuse Prevention Council and 654 Probation.

Emergency preparedness training is offered annually to all staff by the Emergency Preparedness Coordinator at SJCOE. Staff training opportunities are provided on 1/16/2020. Active Shooter Training is offered to all staff annually by Keenan Safe Schools Modules. Staff received training opportunities on 9/11/19. Annual professional development is offered in managing assaultive behavior on 9/9/19, 10/7/19, 11/7/19, and 12/2/19; mental health first aid training on 10/24/19; drug impairment recognition on 10/14-15/2019; and classroom management skill building throughout the year.

Also at the beginning of the school year, the school counselors distribute a crisis file that 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 through PBIS interventions and BASE resources. During the 2019-2020 school year, the one.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

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 (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** | 8.00 | 3 | | |

* 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** | 9.00 | 3 | | |

* 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 (2018—19)

| 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** | 7.00 | 3 | | |

* 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 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 18.00 | 54 | | |
| Mathematics | 14.00 | 53 | | |
| Science | 19.00 | 29 | | |
| Social Science | 24.00 | | 43 | |

* 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)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 15.00 | 72 | | |
| Mathematics | 15.00 | 73 | | |
| Science | 22.00 | 49 | | |
| Social Science | 20.00 | 55 | | |

* 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 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 14.00 | 82 | | |
| Mathematics | 14.00 | 84 | | |
| Science | 20.00 | 57 | | |
| Social Science | 16.00 | 71 | | |

* 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: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 215.60 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/2/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.40 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | 2.70 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.00 |
| Other | |

*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: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11338.00 | \$11388.00 | \$0.00 | \$64347.00 |
| District | N/A | N/A | \$0.00 | \$64347.00 |
| Percent Difference – School Site and District | N/A | N/A | 0.00% | 64347.00% |
| State | N/A | N/A | \$7506.64 | -- |
| Percent Difference – School Site and State | N/A | N/A | 0.00% | -- |

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

Last updated: 1/10/2020

Types of Services Funded (Fiscal Year 2018—19)

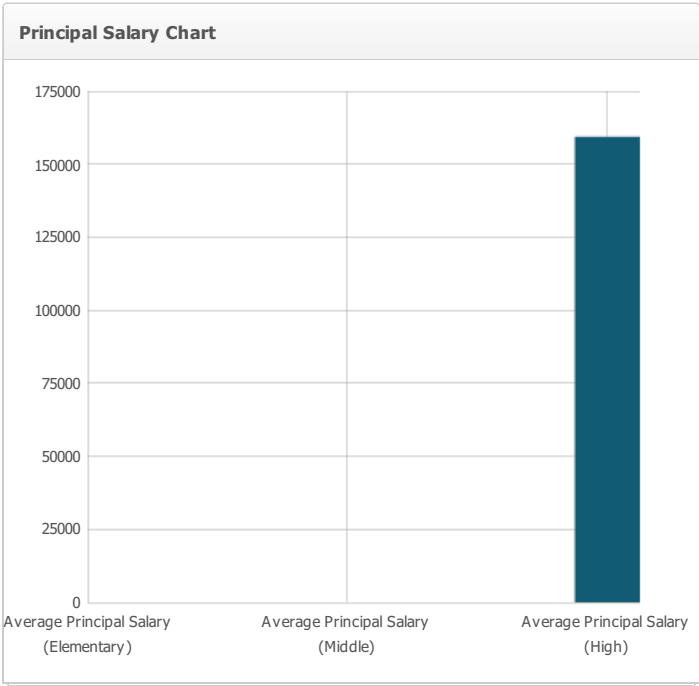
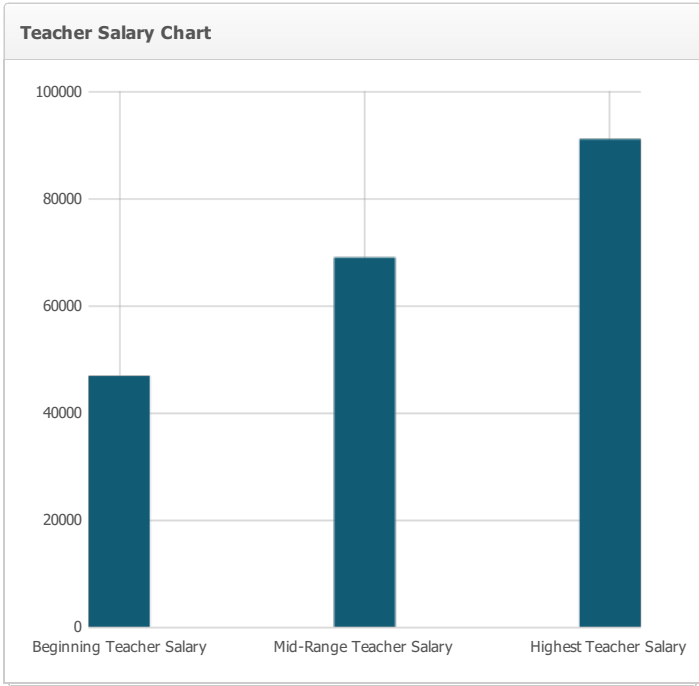
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|--|
| Edmentum Supplemental Courseware and Assessment Program Core Curriculum and materials/supplies Parental Involvement Professional Development Summer School Mental Health Clinicians Truancy Task Force Positive Behavior Intervention Services Restorative Practices |
|--|

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,850 | -- |
| Mid-Range Teacher Salary | \$68,956 | -- |
| Highest Teacher Salary | \$91,062 | -- |
| Average Principal Salary (Elementary) | \$ | -- |
| Average Principal Salary (Middle) | \$ | -- |
| Average Principal Salary (High) | \$159,378 | -- |
| Superintendent Salary | \$235,000 | -- |
| Percent of Budget for Teacher Salaries | 29.37% | -- |
| Percent of Budget for Administrative Salaries | 8.60% | -- |

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



Last updated: 1/10/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| 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 | 0.00% |

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

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

Last updated: 1/2/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 44 | 118 | 104 |