San Joaquin County Community
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2707 Transworld Dr. Stockton, CA , 95206-3948	**Principal:**	Melanie Greene, Division Director COSP
Phone:	(209) 468-9265	**Grade Span:**	K-12

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/fg/aa/lc/.

* For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Melanie Greene, Division Director COSP

◊ Principal, San Joaquin County Community

About Our School

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 dramtically increase students' academic, social-emotional, and behavioral outcomes. 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.

Melanie Greene, Division Director - COSP

Contact

San Joaquin County Community
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: (209) 468-9265
Email: mgreene@sjcoe.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	Brown, Troy A.
Email Address	trbrown@sjcoe.net
Website	www.sjcoe.org

School Contact information (School Year 2021—2022)

School Name	San Joaquin County Community
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9265
Principal	Melanie Greene, Division Director COSP
Email Address	mgreene@sjcoe.net
Website	http://www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930468

Last updated: 1/20/22

School Description and Mission Statement (School Year 2021—2022)

School Description and Mission Statement

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

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 celebrated through our mission, vision, curriculum, methods of assessment and the guiding philosophy of one.

The one.Program staff is comprised of teachers, counselors, school nurses, mental health clinicians, 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: 1/20/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 2	1
Grade 3	1
Grade 4	2
Grade 5	2
Grade 6	4
Grade 7	11
Grade 8	15
Grade 9	110
Grade 10	152
Grade 11	270
Grade 12	364
Total Enrollment	932
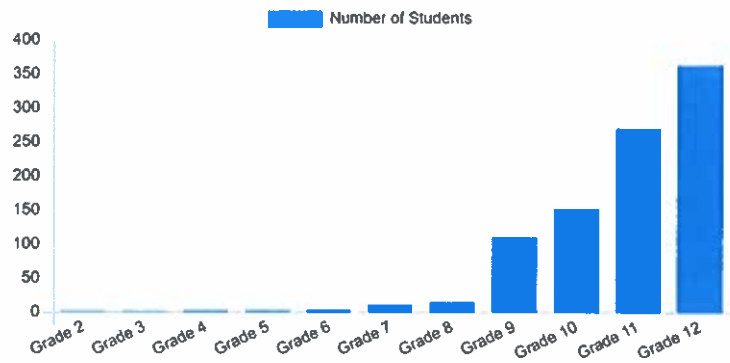
Last updated: 1/18/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	36.90%
Male	63.10%
Non-Binary	0.00%
American Indian or Alaska Native	1.30%
Asian	4.10%
Black or African American	13.90%
Filipino	0.60%
Hispanic or Latino	62.90%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	5.80%
White	9.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.90%
Foster Youth	4.00%
Homeless	11.80%
Migrant	0.60%
Socioeconomically Disavantaged	87.00%
Students with Disabilities	7.00%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.5	22.2	84.7	33.5	228366.1	83.1
Intern Credential Holders Properly Assigned	1.8	3.3	17.8	7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.1	10.9	36.6	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	29.7	52.9	79.2	31.3	12115.8	4.4
Unknown	5.9	10.6	34.3	13.6	18854.3	6.9
Total Teaching Positions	56.2	100	252.8	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	1
Misassignments	5.1
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	6.1

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	29.7
Total Out-of-Field Teachers	29.7

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	READING/ENGLISH/LANGUAGE ARTS K-6: Benchmark Advance, California Edition 2016-17 YES 7-12: SpringBoard by College Board 2017-18 7-8 YES StudySync (CARE program) 2017-18 N/A- high school YES Supplemental 7-12: Edmentum Courseware 2016-17 Supplemental material is not required to be board-approved. Supplemental ELD: WRITE approach 2017-18 Supplemental material is not required to be board-approved.	Yes	0%
Mathematics	MATHEMATICS K-8: Ready Math 2021-22 N0 YES Schools are not mandated to use SBE-adopted programs, per CA Education Code Section 60210. The adoption process included review of materials for state-standard alignment. 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I 2016-17 NO Big Ideas Math Algebra (CARE program) 2016-17 YES Supplemental 7-12: Edmentum Courseware 2016-17 Supplemental material is not required to be board-approved.	No	0%
Science	SCIENCE K - 12: HMH, Science Dimensions 2021-22 YES Supplemental 7-12: Edmentum Courseware 2016-17 Supplemental material is not required to be board-approved.	Yes	0%
History-Social Science	HISTORY-SOCIAL SCIENCE K - 12: McGraw Hill, IMPACT California Social Studies 2018-19 YES Supplemental: Edmentum Courseware 2016-17 Supplemental material is not required to be board-approved.	Yes	0%
Foreign Language	FOREIGN LANGUAGE 9-12: Edmentum Courseware 2016-17 NO Scheduled to be presented for LEA board-approval during 21-22 school year.	No	0%
Health	HEALTH 7-12: Edmentum Courseware 2016-17 NO Scheduled to be presented for LEA board-approval during 21-22 school year. Textbook and instructional materials are still under review by SBE.	No	0%
Visual and Performing Arts	VISUAL AND PERFORMING ARTS 9-12: Edmentum Courseware 2016-17 NO Scheduled to be presented for LEA board-approval during 21-22 school year.	No	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

COMMUNITY

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 instrument developed by the state of California Office of Public School Construction: The FIT Report. Our FIT Reports cover only the 6 sites owned and maintained by San Joaquin County Operated Programs. The buildings are located in different parts of San Joaquin County. Our 6 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 quality and 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 LEA sets aside approximately .5% of the general budget for deferred maintenance.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	Some flooring repairs in cafeteria are noted (in order to make all the flooring match.) Also floor drains need to be filled in.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Three sites, Lathrop, Tracy and Lodi need updated LED lighting in carfeteria.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	Several roof gutters need repair. Concrete work was completed at several sites in 20-21. Many of the classrooms were re-painted 20-21
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The Lathrop site needs work on the school grounds. Planned for 21-22 school year.

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good

Last updated: 1/28/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/18/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	415	183	44.10	55.90	16.39
Female	156	74	47.44	52.56	13.51
Male	259	109	42.08	57.92	18.35
American Indian or Alaska Native	--	--	--	--	--
Asian	18	5	27.78	72.22	--
Black or African American	62	24	38.71	61.29	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	252	112	44.44	55.56	16.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	11	42.31	57.69	9.09
White	47	28	59.57	40.43	21.43
English Learners	74	31	41.89	58.11	3.23
Foster Youth	21	6	28.57	71.43	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	153	42.74	57.26	15.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	18	40.91	59.09	5.56

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/18/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	415	170	40.96	59.04	1.18
Female	156	66	42.31	57.69	0.00
Male	259	104	40.15	59.85	1.94
American Indian or Alaska Native	--	--	--	--	--
Asian	18	5	27.78	72.22	--
Black or African American	62	24	38.71	61.29	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	252	104	41.27	58.73	0.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	11	42.31	57.69	0.00
White	47	24	51.06	48.94	4.17
English Learners	74	30	40.54	59.46	0.00
Foster Youth	21	7	33.33	66.67	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	141	39.39	60.61	1.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	19	43.18	56.82	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/18/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	8.33	N/A	7.19	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/18/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	148	48.05	51.95	8.33
Female	102	44	43.14	56.86	4.65
Male	206	104	50.49	49.51	9.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	30	11	36.67	63.33	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	202	102	50.50	49.50	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	11	40.74	59.26	0.00
White	32	15	46.88	53.12	20.00
English Learners	52	22	42.31	57.69	0.00
Foster Youth	13	3	23.08	76.92	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	123	47.31	52.69	6.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	16	69.57	30.43	6.25

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/18/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

The San Joaquin County Office of Education 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 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.

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 students educational, career, and personal plan to help them make meaningful career choices. The counselor can also help students determine what other resources are available in the county. If students need assistance in deciding which CTE course is appropriate for them, the CTE counselor can help them 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

1. Agriculture and Natural Resources
2. Arts, Media, & Entertainment
3. Building & Construction Trades
4. Business & Finance
5. Education, Child Development, & Family Services
6. Energy, Environment, & Utilities
7. Engineering & Architecture
8. Fashion & Interior Design
9. Health Science & Medical Technology
10. Hospitality, Tourism, & Recreation
11. Information & Communication Technologies
12. Manufacturing & Product Design
13. Marketing, Sales, & Services
14. Public Services
15. Transportation

Last updated: 1/31/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/20/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/18/22

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 2021-2022)

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 2021-22 school year, the Family Engagement team continued to offer families virtual options for meetings and workshops due to the COVID 19. A Parent Leader's committee was formed where families meet periodically and discuss relevant items pertaining to their student's school site and educational experiences. The Family Engagement team also offered site specific support for hosting and implementing family events.

Parents and families are invited to in-person and virtual events throughout the year such as Back-to-School nights, Open House nights, student showcases, student Graduation by Exploration presentations, Student Awards Nights, Resource Events, i.e.; Resources for Spanish Speaking families, Preparing Our Kids for Success (Truancy Workshop for Parents), Parenting Classes: Changing Destructive Adolescent Behavior, rapport building events, i.e.; Paint Nights, Holiday events and quarterly Family-Teacher conferences. Families are given an option as to whether they would like to conduct their conference over the phone, virtually, or in-person. Parents are also encouraged to participate as members in the school site council, district English learner advisory committee, and attend LCAP meetings. 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.

Parents are given a form in the initial enrollment packet that allows parents to share their interest in the parenting workshops and programs available. During weekly enrollments, parents and caregivers are given a pamphlet that

explains the family engagement program and what is offered. This includes information regarding all events and resources previously stated and includes dates and times of additional parent workshops and classes. These events are communicated thru two main platforms, Peachjar, an on-line flyer system, and on the one.Program's Facebook page. Subsequent to enrollments, parents and students are provided an orientation date where they visit the school site, meet their student's teachers and campus safety technician, are provided a schedule of their classes, and also an opportunity to survey the campus

Parents and caregivers who would like to know more about parent involvement opportunities available should reach out to Lindsey Clark (209) 292-2660 or Jennifer DeAngelo (209) 292-2658 or by email at familysupport@sjcoe.net.

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
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	42.30%	27.60%	41.30%	27.90%	19.60%	35.10%	9.00%	8.90%	9.40%
Graduation Rate	36.90%	39.60%	29.10%	46.50%	48.30%	42.20%	84.50%	84.20%	83.60%
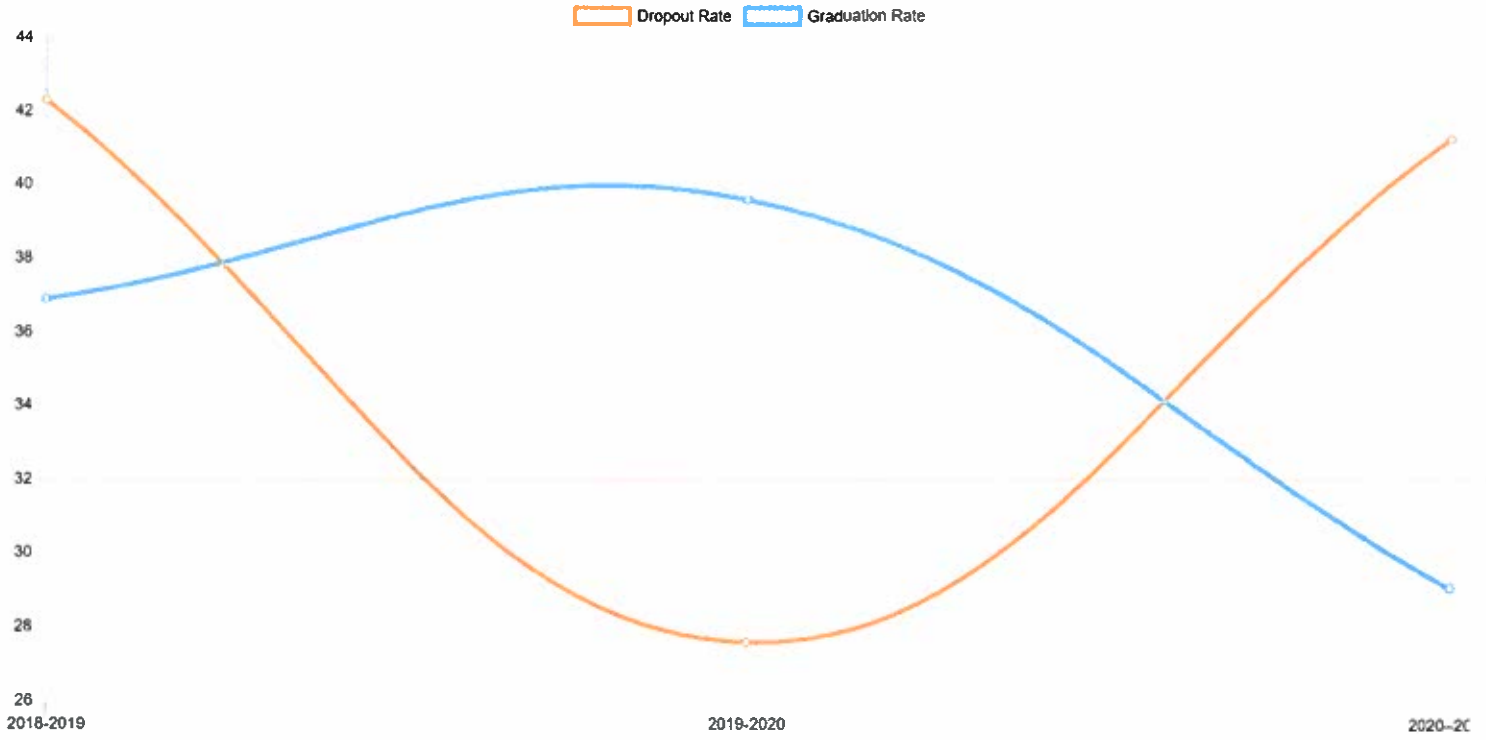
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	419	122	29.1
Female	137	46	33.6
Male	282	76	27.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	11	2	27.0
Asian	--	--	--
Black or African American	43	9	20.9
Filipino	--	--	--
Hispanic or Latino	270	75	27.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	7	36.8
White	48	21	43.8
English Learners	79	13	16.5
Foster Youth	26	8	30.8
Homeless	96	14	14.6
Socioeconomically Disadvantaged	399	110	27.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	17	33.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1477	1265	847	67.0
Female	532	459	312	68.0
Male	944	806	535	66.4
American Indian or Alaska Native	62	50	36	66.4
Asian	15	13	10	76.9
Black or African American	220	180	129	71.7
Filipino	12	10	5	50.0
Hispanic or Latino	879	775	518	66.8
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	76	67	51	76.1
White	164	127	76	59.8
English Learners	232	202	139	68.8
Foster Youth	101	63	47	74.6
Homeless	196	168	130	77.4
Socioeconomically Disadvantaged	1240	1079	749	69.4
Students Receiving Migrant Education Services	8	8	5	62.5
Students with Disabilities	143	111	63	56.8

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	14.98%	1.15%	6.93%	1.14%	3.47%	0.20%
Expulsions	0.13%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	11.30%	5.41%	2.45%
Expulsions	0.15%	0.06%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0
Female	0.56	0
Male	1.48	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.73	0
Filipino	0	0
Hispanic or Latino	0.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.22	0
English Learners	0.86	0
Foster Youth	1.98	0
Homeless	1.53	0
Socioeconomically Disadvantaged	0.89	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.8	0

Last updated:

School Safety Plan (School Year 2021-2022)

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, COSP sites review and revise it annually. Site safety plans are in alliance with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for employees to use at specific school sites for emergency, disaster, or crisis.

At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan. Parents, staff, law enforcement, fire representative, and first responders provide input on the document. The Site Specific Emergency Plan includes the site safety plan with language on tactical response, 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. This 2021-22 year, staff also received multiple trainings on COVID safety and have been provided with the recommended PPE for students and staff. Additionally, schools have first aid supplies stocked annually. Teachers continue to hold on to a "grab and go" emergency backpack for evacuation purposes. 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 centrally located at each school site, COSP Director's office, and available for parent/guardian review. The Site Specific Emergency Plan is a template that all Court, Community, BFA, and one.Charter schools use. Each site amends this template annually to include site-specific information.

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

The Emergency Preparedness Coordinator at SJCOE offers emergency preparedness training annually to all staff. All staff participate in annual Active Shooter Keenan Safe Schools Modules as well as on-site drills. Staff received virtual professional development opportunities on mental health, first aid, and suicide prevention.

Throughout the 2021-2022 months, staff and students have received virtual or in-person support resources ranging from mental health and crisis support, family engagement support, and digital safety basics. Nurses and clinicians provide active virtual or in-person hours for all students. Family Engagement specialists have used the digital platform to engage with families as needed. County Operated Schools and Programs provided the following staff resources this year:

• 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
- Keenan COVID trainings

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 2021-22 school year, the one.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

Last updated: 1/26/22

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 2018—2019

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		0

* 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 2019—2020

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**	5.00	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 2020–2021

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**	5.00	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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	82		
Math	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	13.00	60	10	
Math	13.00	67	7	
Science	13.00	44	16	
Social Science	10.00	60	8	

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	73	7	
Math	12.00	51	5	
Science	10.00	39	4	
Social Science	10.00	80	5	

Last updated: 1/26/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	111.0

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.70
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.80

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12456.00	$12456.00	$0.00	$67330.00
District	N/A	N/A	$12456.00	$12456.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2020–2021)

Edmentum Supplemental Courseware and Assessment Program
Core Curriculum and materials/supplies
Family engagement
Professional Development
Summer School
Mental Health Clinicians
Truancy Task Force
Positive Behavior Intervention Services
Restorative Practices
Chrome Books
MiFi Units

Last updated: 1/26/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49221.00	--
Mid-Range Teacher Salary	$67330.00	--
Highest Teacher Salary	$95669.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	$254410.00	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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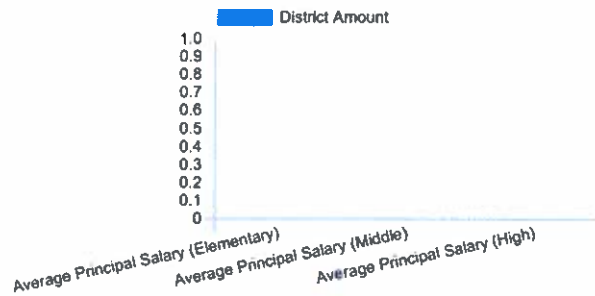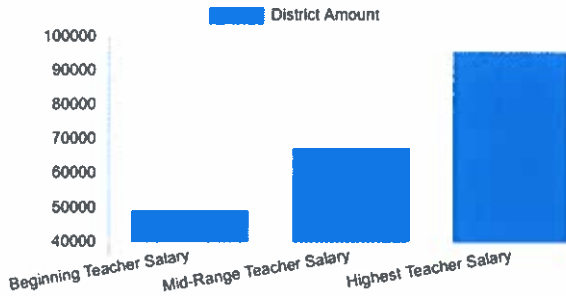
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/19/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	104	82	51