

John F. Cruikshank, Jr.
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:	Doug Silva, Division I 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

Doug Silva, Division I Director - COSP

Principal, John F. Cruikshank, Jr.

About Our School

Contact

John F. Cruikshank, Jr.
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: (209) 468-9265
Email: dosilva@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	John F. Cruikshank, Jr.
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9265
Principal	Doug Silva, Division I Director - COSP
Email Address	dosilva@sjcoe.net
Website	http://www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930195

Last updated: 1/26/22

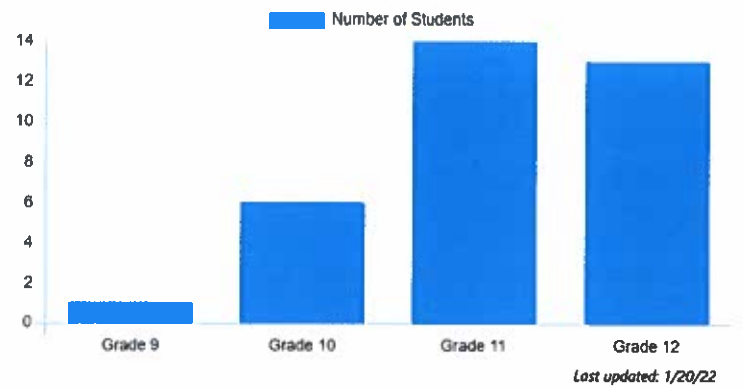
School Description and Mission Statement (School Year 2021—2022)**Program Description and Mission Statement 2021-22**

The San Joaquin County Court School program serves youth at Cruikshank Juvenile Hall. one.Cruikshank serves students who are detained and awaiting adjudication. The one.Camp serves youth who have been adjudicated. Dorothy Biddick School serves foster youth in grades K – 6 residing at Mary Graham Children's shelter. 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 Court Schools Programs use an integrated, thematic approach to instruction. 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." Students identified with special needs are provided services by credentialed special education teachers and paraeducators as specified in the student's IEP. Our curriculum and strategies are designed to help students develop an appreciation of self and others, individual talents, critical thinking and problem-solving skills, workforce readiness and to become productive members of the community.

Last updated: 1/20/22

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

Grade Level	Number of Students
Grade 9	1
Grade 10	6
Grade 11	14
Grade 12	13
Total Enrollment	34

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

Student Group	Percent of Total Enrollment
Female	5.90%
Male	94.10%
Non-Binary	0.00%
American Indian or Alaska Native	2.90%
Asian	5.90%
Black or African American	17.60%
Filipino	0.00%
Hispanic or Latino	50.00%
Native Hawaiian or Pacific Islander	2.90%
Two or More Races	8.80%
White	11.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.50%
Foster Youth	11.80%
Homeless	11.80%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	20.60%

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)	0.3	6	84.7	33.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.5	11	17.8	7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.2	64.2	36.6	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	14	79.2	31.3	12115.8	4.4
Unknown	0.2	4.6	34.3	13.6	18854.3	6.9
Total Teaching Positions	5	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	0.7
Misassignments	2.4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	3.2

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	0.7
Total Out-of-Field Teachers	0.7

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)	45.9
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 YES 7-12: SpringBoard by College Board 2017-18 7-8 YES 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 NO 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 YES Big Ideas Math Algebra (CARE program) 2016-17 YES 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 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 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 Scheduled to be presented for LEA board-approval during 21-22 school year.	No	0%
Health	HEALTH 7-12: Edmentum Courseware 2016-17 NO 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: 1/26/22

School Facility Conditions and Planned Improvements

Cruikshank does not own or maintain its school facilities. They are owned/operated by the County of San Joaquin.

Last updated: 1/31/22

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: 1/20/22

**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	34	12	35.29	64.71	0.00
Female	--	--	--	--	--
Male	29	10	34.48	65.52	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	7	38.89	61.11	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	3	27.27	72.73	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	9	33.33	66.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	6	46.15	53.85	--

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: 1/20/22

**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	34	7	20.59	79.41	--
Female	--	--	--	--	--
Male	29	7	24.14	75.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	6	33.33	66.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	3	27.27	72.73	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	6	22.22	77.78	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	4	30.77	69.23	--

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: 1/20/22

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	--	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: 1/26/22

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	16	4	25.00	75.00	--
Female	--	--	--	--	--
Male	15	4	26.67	73.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	4	36.36	63.64	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	3	27.27	72.73	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/26/22

Career Technical Education (CTE) Programs (School Year 2020—2021)**CTE CRUIKSHANK 2020-21**

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. Students in Cruikshank have access to San Joaquin County CTE programs. However, because Cruikshank students are adjudicated and only temporarily in the program, their access is limited. The San Joaquin County Office of Education's CTE program focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. Courses have been developed in cooperation with local business and industry representatives.

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. 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.

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	--
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: 1/26/22

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

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)

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.

Parental involvement is limited at Cruikshank due to the fact that Cruikshank serves children who are adjudicated or taken from their parents through CPS. Parents may be connected through the Parent/Teacher Conference times and/or through communication home to families from the teachers. There is also information about the academic program that is sent home through probation.

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.

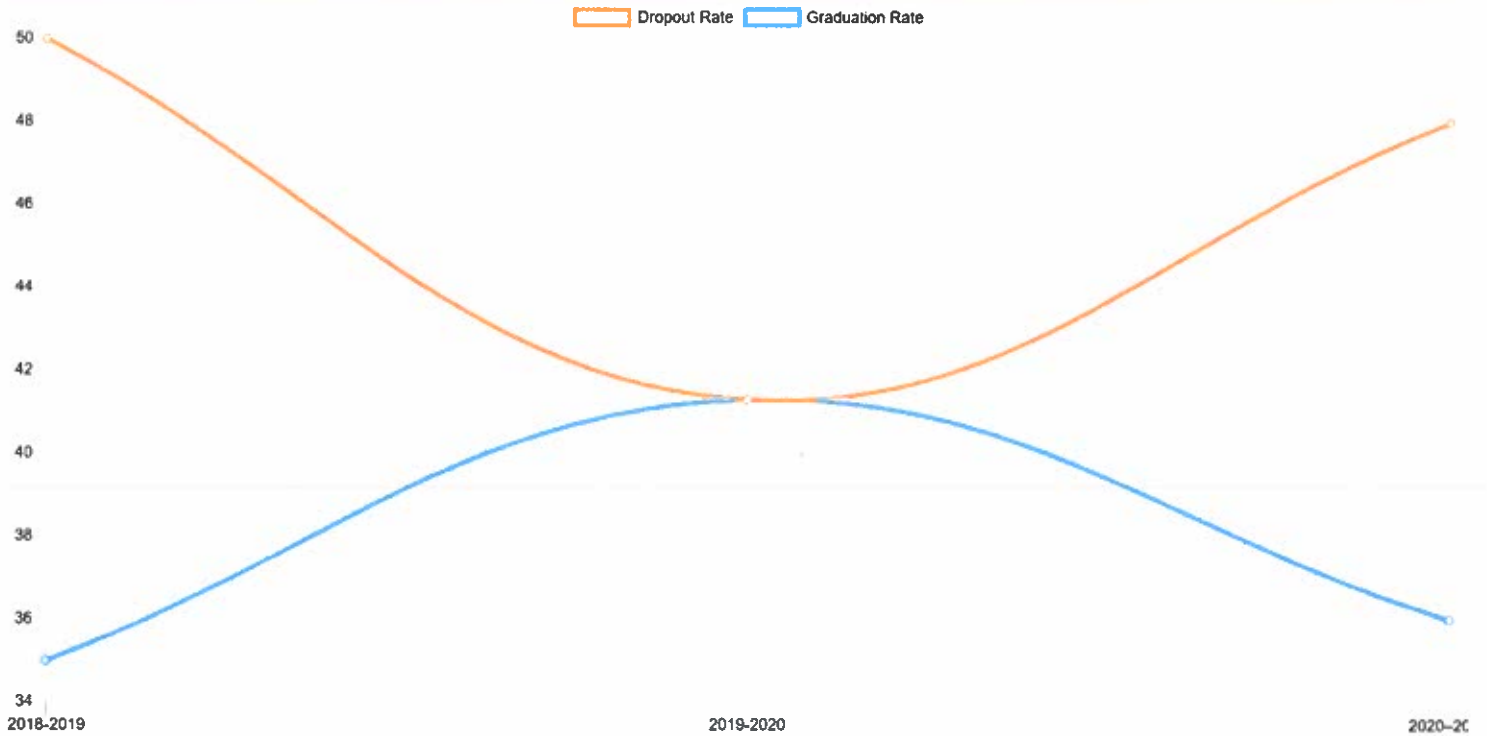
State Priority: Pupil Engagement

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	50.00%	41.30%	48.00%	27.90%	19.60%	35.10%	9.00%	8.90%	9.40%
Graduation Rate	35.00%	41.30%	36.00%	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	25	9	36.0
Female	--	--	--
Male	24	9	37.5
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	37.5
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	12	3	25.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	9	36.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

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	376	89	40	44.9
Female	69	10	6	60.0
Male	307	79	34	43.0
American Indian or Alaska Native	14	4	1	43.0
Asian	6	1	0	0.0
Black or African American	114	20	12	60.0
Filipino	4	0	0	0.0
Hispanic or Latino	164	47	17	36.2
Native Hawaiian or Pacific Islander	3	1	1	100.0
Two or More Races	18	5	3	60.0
White	48	10	5	50.0
English Learners	51	17	6	35.3
Foster Youth	87	25	18	72.0
Homeless	23	9	3	33.3
Socioeconomically Disadvantaged	376	89	40	44.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	33	20	60.6

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	13.22%	11.70%	6.93%	1.14%	3.47%	0.20%
Expulsions	0.17%	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	17.26%	5.41%	2.45%
Expulsions	0.00%	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: 1/20/22

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.7	0
Female	8.7	0
Male	12.38	0
Non-Binary	0	0
American Indian or Alaska Native	7.14	0
Asian	0	0
Black or African American	7.89	0
Filipino	0	0
Hispanic or Latino	14.63	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.11	0
White	12.5	0
English Learners	27.45	0
Foster Youth	17.24	0
Homeless	21.74	0
Socioeconomically Disadvantaged	11.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.69	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**	1.00	1		

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

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

Average Class Size and Class Size Distribution (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**	0.00	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 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**	0.00	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 (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	8		
Math	14.00	8		
Science	16.00	3		
Social Science	14.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	3		
Math	12.00	3		
Science	12.00	3		
Social Science	12.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	10.00	3		
Math	10.00	3		
Science	9.00	3		
Social Science	12.00	3		

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*	85.0

Last updated: 12/31/99

* 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)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 12/31/99

* 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	\$67330.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

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

Types of Services Funded (Fiscal Year 2020–2021)

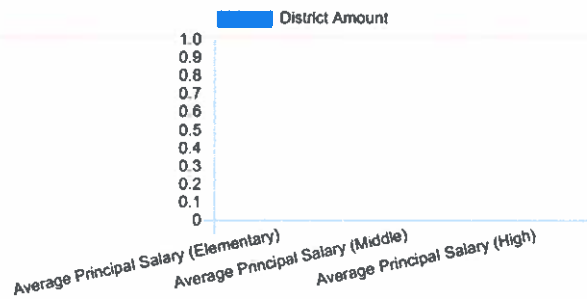
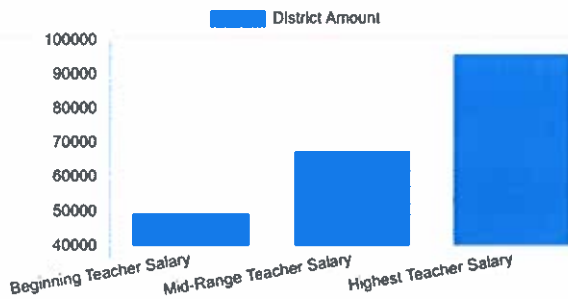
Edmentum Supplemental Courseware and Assessment Program
 Core Curriculum and materials/supplies
 Parental Involvement
 Professional Development
 Summer School
 Truancy Task Force
 Positive Behavior Intervention Services
 Restorative Practices

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: 1/20/22

* 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

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level 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
LEAwide	795	439	55.22	44.78	9.36
Female	268	145	54.10	45.90	8.28
Male	527	294	55.79	44.21	9.90
American Indian or Alaska Native	--	--	--	--	--
Asian	61	34	55.74	44.26	11.76
Black or African American	98	47	47.96	52.04	6.52
Filipino	24	17	70.83	29.17	0.00
Hispanic or Latino	429	235	54.78	45.22	9.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	27	54.00	46.00	14.81
White	124	77	62.10	37.90	10.39
English Learners	167	98	58.68	41.32	3.06
Foster Youth	40	16	40.00	60.00	20.00
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	541	276	51.02	48.98	10.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	403	268	66.50	33.50	4.49

Note: N/T values indicate that the schools in this LEA 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: 2/1/22

**LEA-Level 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
LEAwide	795	416	52.33	47.67	1.69
Female	268	133	49.63	50.37	0.00
Male	527	283	53.70	46.30	2.48
American Indian or Alaska Native	--	--	--	--	--
Asian	61	35	57.38	42.62	0.00
Black or African American	98	45	45.92	54.08	0.00
Filipino	24	16	66.67	33.33	0.00
Hispanic or Latino	429	222	51.75	48.25	0.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	27	54.00	46.00	7.41
White	124	70	56.45	43.55	4.29
English Learners	167	95	56.89	43.11	1.05
Foster Youth	40	13	32.50	67.50	0.00
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	541	258	47.69	52.31	1.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	403	262	65.01	34.99	1.91

Note: N/T values indicate that the schools in this LEA 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: 2/1/22

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 2/1/22