California Department of
EDUCATION

2019–2020 School Accountability Report Card

About This School

Contact Information (School Year 2020–2021)

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District Contact Information (School Year 2020–2021)

District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
Email Address	mflau@sjcoe.net
Website	http://www.sjcoe.org

School Contact Information (School Year 2020–2021)

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

Last updated: 1/7/2021

School Description and Mission Statement (School Year 2020–2021)

one.Mission

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

one.Vision

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

Program Description

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

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

The population of the community school programs is comprised of students referred by parents, students who have been expelled or referred through the Student Attendance Review Board/SARB process, and/or students who are on probation or homeless. We serve grades K through young adult. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is 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: 1/28/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 3	1
Grade 4	3
Grade 5	2
Grade 6	7

Grade Level	Number of Students
Grade 7	4
Grade 8	27
Grade 9	143
Grade 10	159
Grade 11	308
Grade 12	376
Total Enrollment	1030
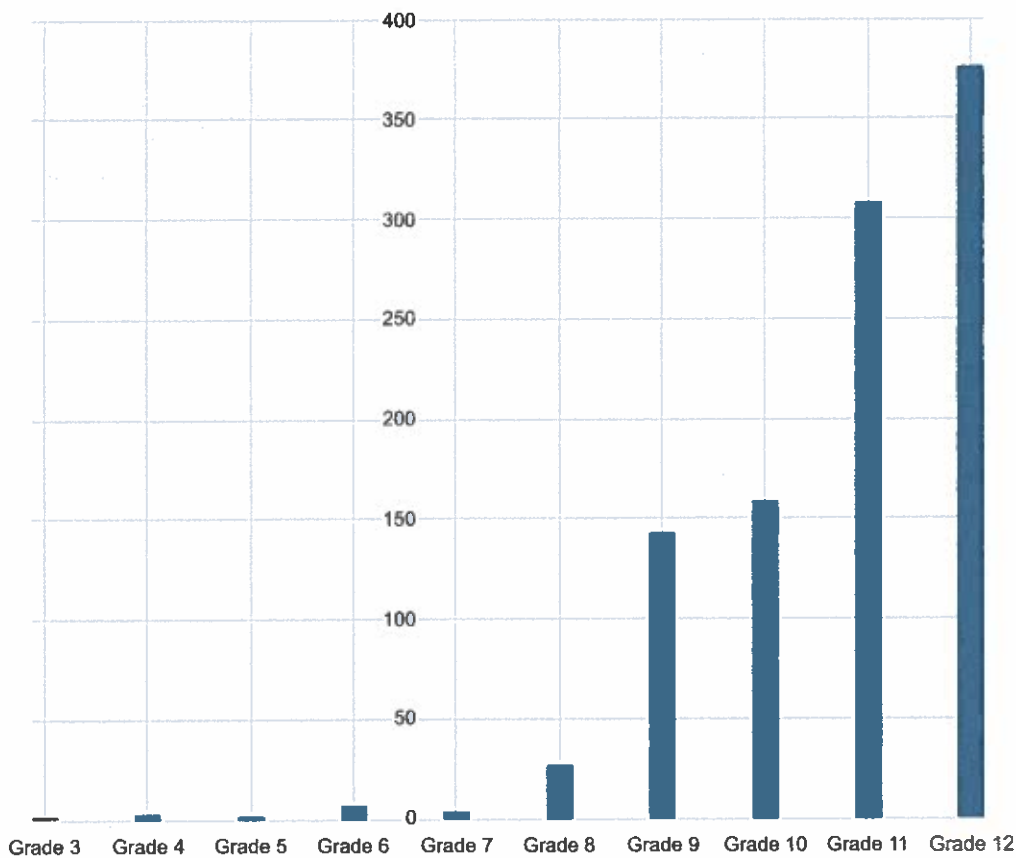
Last updated: 1/7/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	13.20 %
American Indian or Alaska Native	0.70 %
Asian	4.30 %
Filipino	1.50 %

Student Group	Percent of Total Enrollment
Hispanic or Latino	62.40 %
Native Hawaiian or Pacific Islander	0.20 %
White	10.50 %
Two or More Races	6.30 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.30 %
English Learners	15.00 %
Students with Disabilities	8.30 %
Foster Youth	4.00 %
Homeless	9.60 %

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	44	44	43	203
Without Full Credential	15	15	13	57
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0
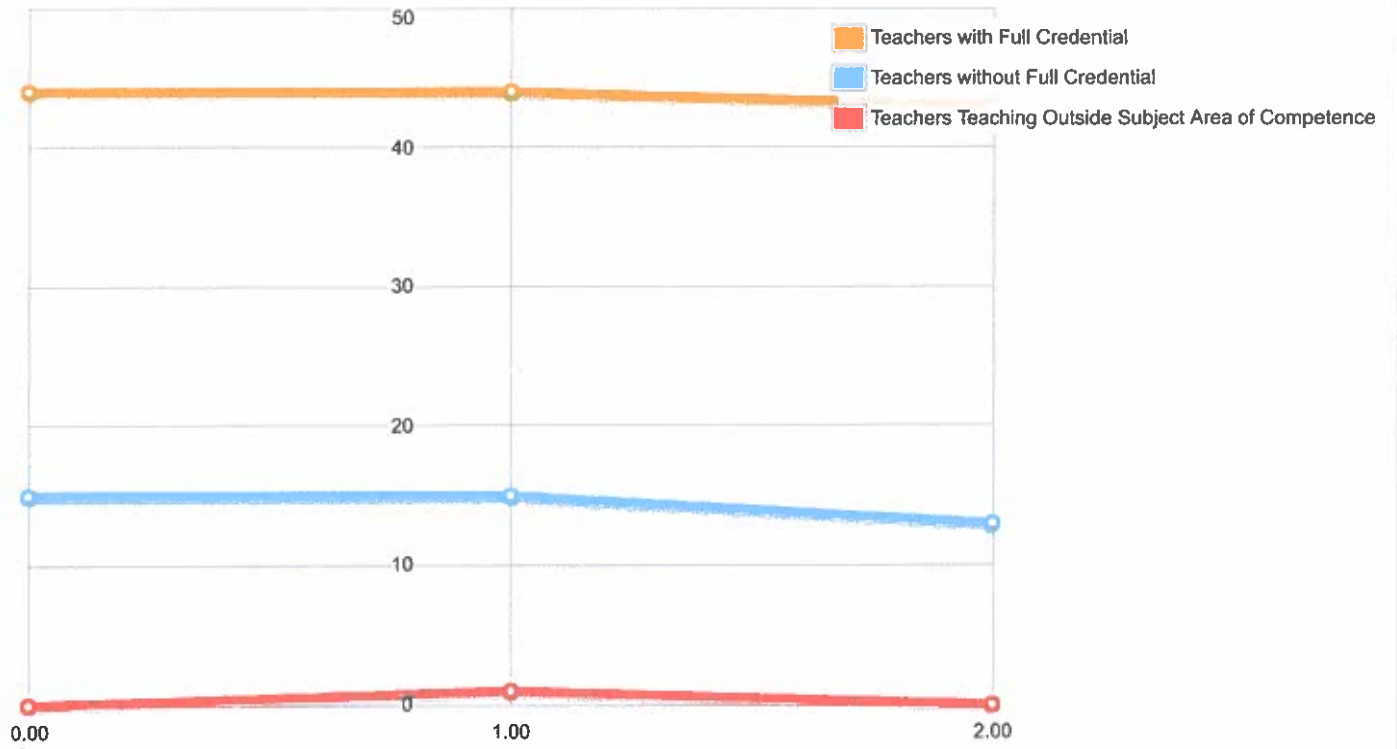
Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	5
Vacant Teacher Positions	0	0	0
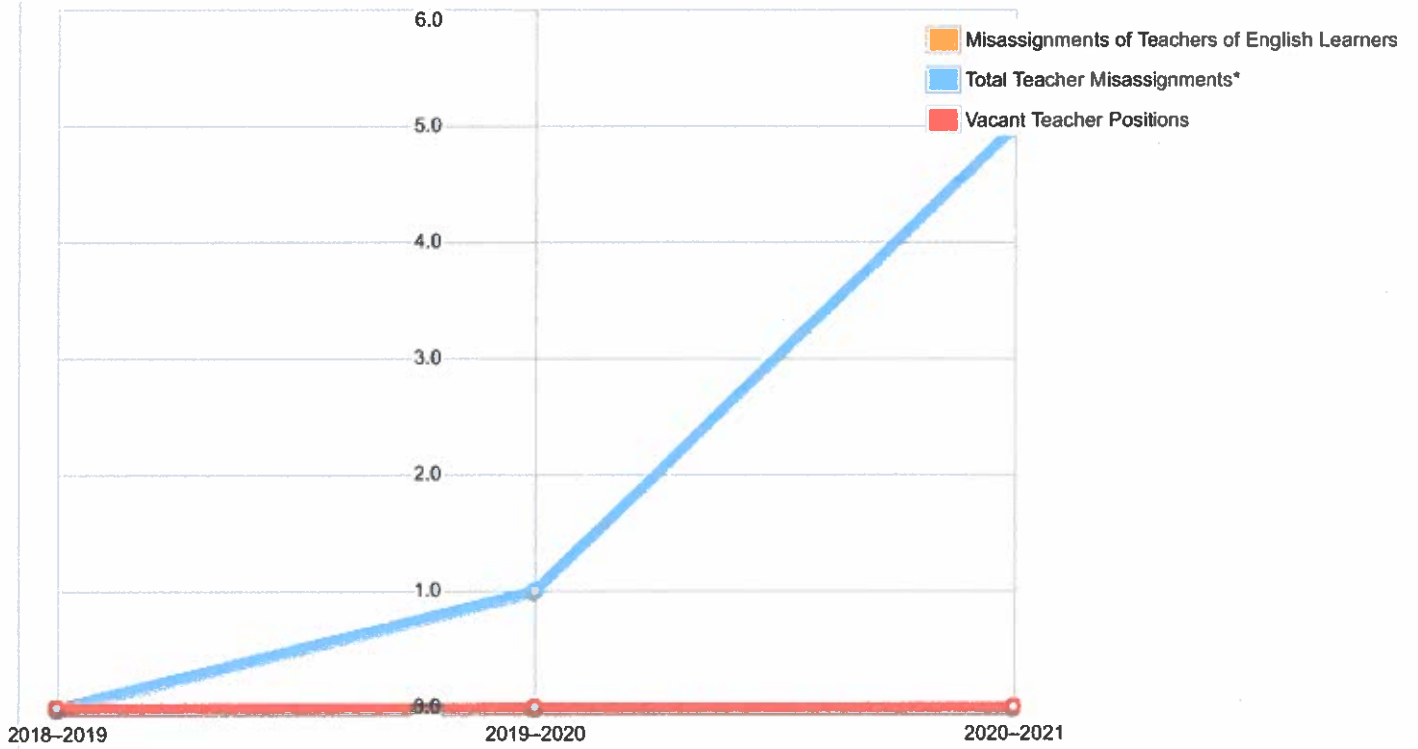
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? K-6: Benchmark Advance, California Edition/ 2016-17/ YES 7-12: SpringBoard by College Board; StudySync (CARE program)/ 2017-18/ YES Supplemental 7-12: PLATO Courseware/ 2016-17/ YES Supplemental ELD: WRITE approach/ 2017-18/ YES	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? K-6: enVision Math/ 2012-13/ YES 7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8/ YES 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I/ 2016-17/ YES Big Ideas Math Algebra (CARE program)/ 2016-17/ YES Supplemental 7-12: PLATO Courseware / 2016-17/ YES	Yes	0.00 %
Science	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? 7-12: PLATO Courseware; 2016-17/ YES Glencoe, Biology, Dynamics of Life/ 2016-17/ NO Glencoe Physical with Earth Science/ 2016-17/ NO	No	0.00 %
History-Social Science	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? K - 12: McGraw Hill, IMPACT California Social Studies McGraw Hill/ 2018-19/ YES Supplemental: PLATO Courseware/ 2016-17/YES	Yes	0.00 %
Foreign Language	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? PLATO Courseware/ 2016-17/ YES	Yes	0.00 %
Health	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? PLATO Courseware/ 2016-17/ YES	Yes	0.00 %
Visual and Performing Arts	Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption? PLATO Courseware/ 2016-17/YES	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2021

School Facility Conditions and Planned Improvements

FACILITY CONDITIONS: Community Schools take great effort to ensure that all school buildings are clean, safe and functional. To assist in this effort, Community Schools use a facility 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: 1/29/2021

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 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The following projects were completed in the fall of 2020: Yale entry door, concrete floor. DCA Portable Georgetown flooring

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No deficiencies
Electrical: Electrical	Good	No deficiencies
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No deficiencies. Georgetown bathrooms upgrades project will be carried over to next year.
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies
Structural: Structural Damage, Roofs	Good	No deficiencies Several sites need louvers for skylights repaired in the cafeteria. However, these skylights are not in use, and louvers remain a low priority.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The following projects are on schedule to be completed by the 20-21 school year: Federal Building perimeter fence: estimated completion March 2021 Georgetown fencing and access control: estimated completion January 2021 Access Control for remaining schools: estimated completion July 2021

Overall Facility Rate

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

Overall Rating	Good
	Last updated: 1/29/2021

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B. Pupil Outcomes

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State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which
  includes the Smarter Balanced Summative Assessments for students in the general education population and the California
  Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight
  and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with
  alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most
  significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the
  University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	N/A	38.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0.0%	N/A	25.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived
the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in
this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or
Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/12/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	5	N/A	16	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/12/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

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.

WHO WE ARE

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

• There are 74 ROCP/CTE centers in California.

• Education, business, and industry leader's work together to develop job training programs to match employer needs.

• Employer advisory committees assure that there is a strong labor market for skills taught.

• Courses provide meaningful career training and pathway opportunities through relevant training.

• CTE teachers and counselors hold appropriate career preparation credentials from the State and work with Workforce Investment Board and San Joaquin County WorkNet Partnerships.

• Students may earn credits to fulfill high school graduation requirements while acquiring job skills to take their place in the "World of Work".

• Community college credits are also available through most CTE courses.

WHAT WE DO

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

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

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

CURRICULUM

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

Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers and students may conference with one another to determine what content areas they will emphasize in the work they do

based upon their needs. However, final determination of specific content areas rest with the teacher and is based on evidence of student progress.

INTERNSHIPS

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

STUDENT SERVICES

General Counseling: A CTE counselor is available to discuss 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: 1/31/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	83
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: 1/29/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/12/2021

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 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/12/2021

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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- 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 2020–2021)

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 2020-21 school year, the Family Engagement team took almost all components to a virtual platform. In response to the COVID-19 pandemic and the subsequent school closures the team found ways to reach out to parents in new ways. A family engagement webpage was added to the SJCOE website to allow parents' easier access to upcoming events and resources within the organization and in the community. All parenting classes and workshops were offered virtually. Using Google Meets or Zoom, the Family Engagement team offered monthly workshops to parents and caregivers including the following topics: resilience, distance learning, self-care, virtual safeguards, and truancy. In addition, five short tutorial videos were created, that were also offered as workshops, that cover a variety of actions that will help parents better communicate with the school as well as stay informed with how their student is performing. The videos included a breakdown of Google Classroom, Google Meet, Gmail setup, Communication with the School, and the Illuminate Parent Portal.The videos will be available indefinitely so families can access them when needed.

Parents and families are invited to virtual events throughout the year such as Back-to-School nights, Open House nights, student showcases, student Graduation by Exploration presentations, and parent/teacher conferences. Parents are also encouraged to participate as members in the school site council, 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.

Due to enrollments going predominately virtual, a new form was added to the 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. Parents are also given dates of workshops and parenting classes. Parents are also given information related to Peachjar and Facebook; two additional ways the team is reaching out to families to keep them up to date on ways to be involved with the school.

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.

Last updated: 1/28/2021

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	43.60%	42.70%	42.30%	33.90%	32.00%	27.90%	9.10%	9.60%	9.00%
Graduation Rate	22.70%	33.30%	36.90%	35.20%	41.10%	46.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
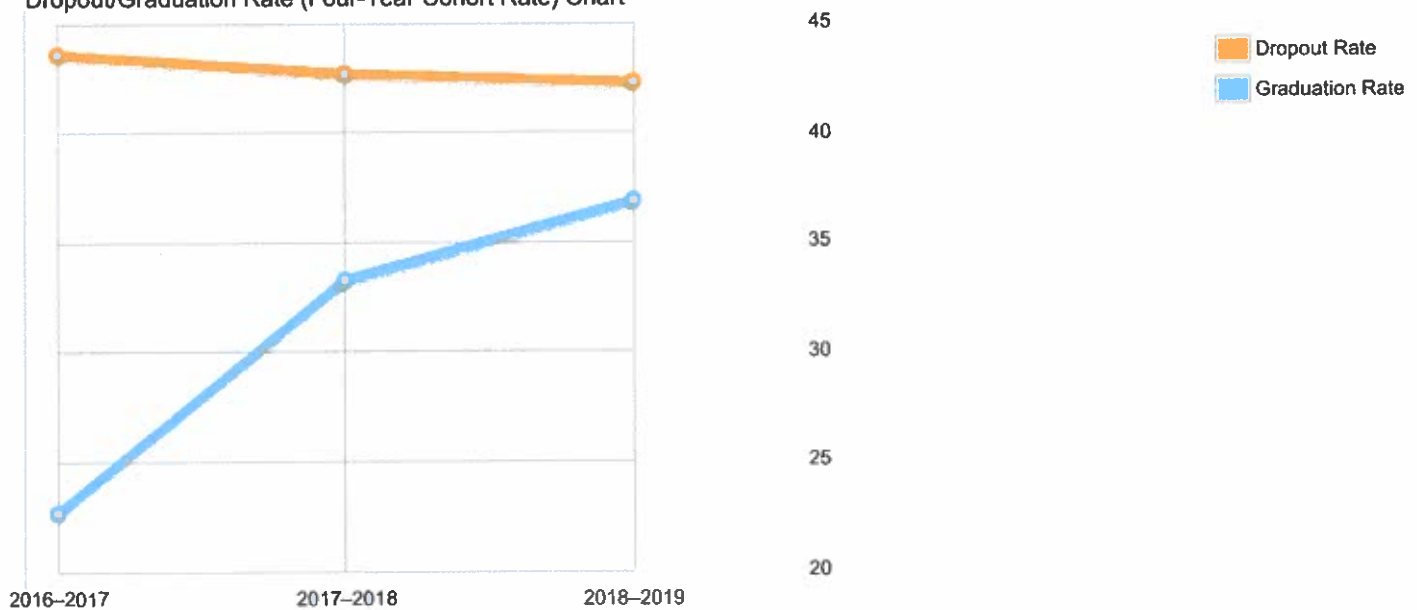
Last updated: 1/12/2021

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 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	17.50%	15.00%	9.40%	6.90%	3.50%	3.50%
Expulsions	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

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%	5.40%	2.50%
Expulsions	0.15%	0.06%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/29/2021

School Safety Plan (School Year 2020–2021)

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 revises 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 provided input on the document on 8/4/2020, 9/2/2020, and 10/1/2020. 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 2020 year, staff also received multiple trainings on COVID safety, supplies, contact tracing, and resources at each site. 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. Staff received virtual professional development opportunities on mental health, first aid, and suicide prevention.

Throughout the 2020-2021 months, staff and students have received virtual support resources ranging from mental health and crisis support, family engagement support, and digital safety basics. Nurses and clinicians provide active virtual hours for all students. Family Engagement specialists have used the digital platform to engage with families. 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 school year, the one.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

Last updated: 1/21/2021

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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1430 N Street
Sacramento, CA 95814

California **Department of**
EDUCATION

San Joaquin County Community

2019–2020 School Accountability Report Card

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.

Translation Disclaimer

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Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9.00	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	7.00	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (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.

Last updated: 1/29/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

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

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

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	
Mathematics	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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	132.1

*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 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.80

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12659.99	$12659.99	$0.00	$64728.00
District	N/A	N/A	$0.00	$64728.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2021

Types of Services Funded (Fiscal Year 2019–2020)

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

Last updated: 1/29/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,787	--
Mid-Range Teacher Salary	$70,335	--
Highest Teacher Salary	$92,883	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$159,378	--
Superintendent Salary	$235,000	--
Percent of Budget for Teacher Salaries	29.37%	--
Percent of Budget for Administrative Salaries	8.60%	--

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

Teacher Salary Chart

Principal Salary Chart

Average Principal Salary (Elementary)	Average Principal Salary (Middle)	Average Principal Salary (High)
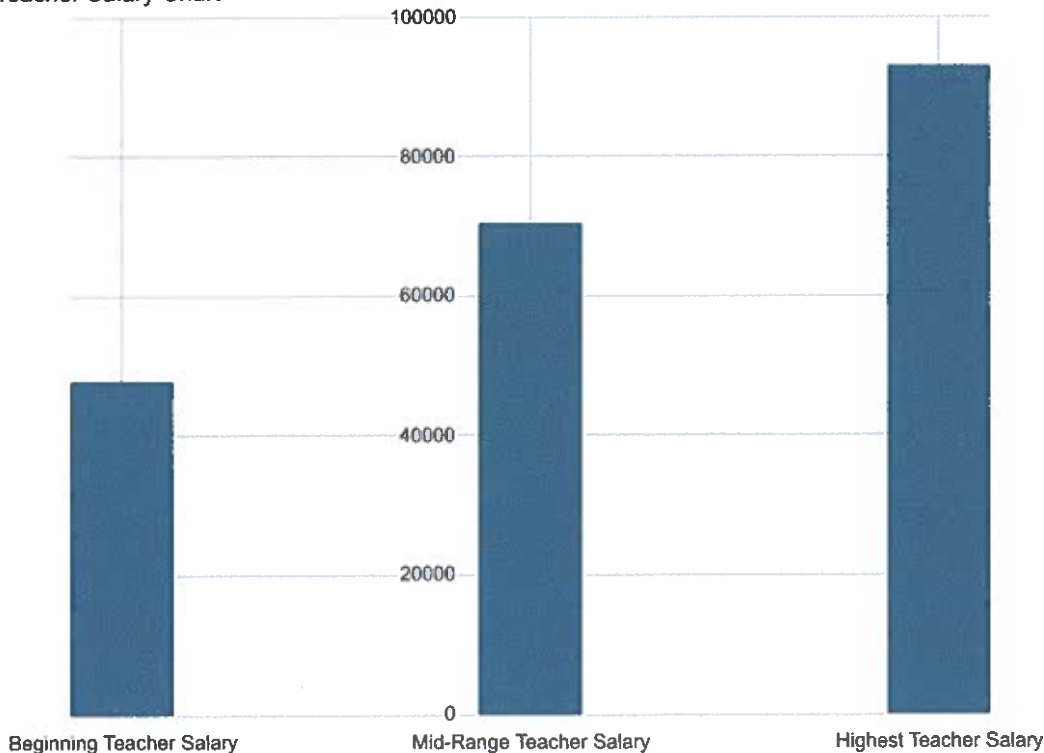
Last updated: 1/28/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

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

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

Last updated: 1/12/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	118	104	151

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