

John F. Cruikshank, Jr.
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	2707 Transworld Dr. Stockton, CA , 95206-3948	Principal:	Doug Silva
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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Doug Silva

📍 Principal, John F. Cruikshank, Jr.

About Our School

Children educated through Cruikshank usually spend a short time with us, as they are transitioning back to their home school or into another school district. We strive to give our students as much stability and core curriculum as possible during their short stay.

Contact

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

Phone: [\(209\) 468-9265](tel:(209)468-9265)

Email: dosilva@sjcoe.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

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
Email Address	smorrill@sjcoe.net
Website	www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930195

Last updated: 1/19/23

School Description and Mission Statement (School Year 2022–23)

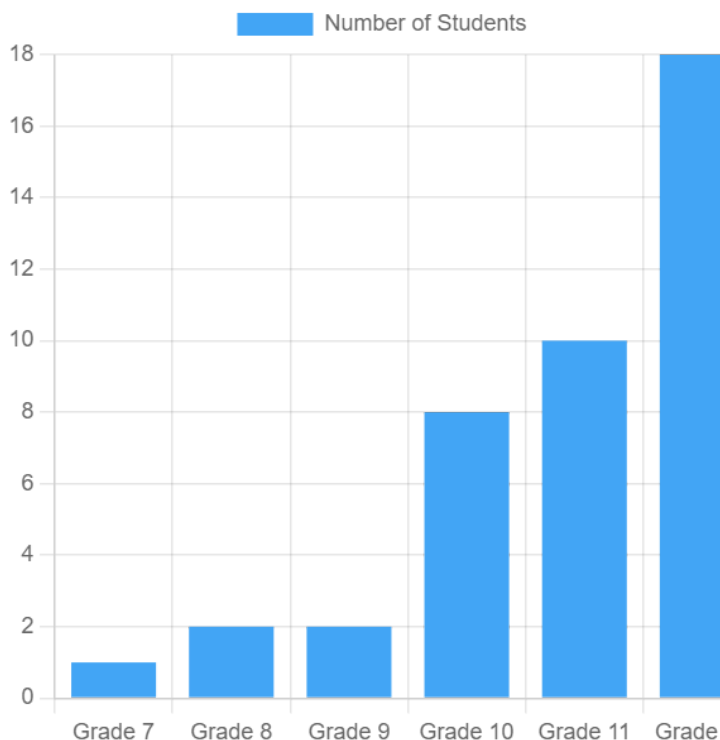
Program Description and Mission Statement 2022-23

The San Joaquin County Court School program serves youth at Cruikshank Juvenile Detention Facility. The one.Cruikshank serves students who are detained and awaiting adjudication. The one.Camp serves youth who have been adjudicated. 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 utilizing social-emotional curriculum, mindful strategies, Edmentum and core curriculum. 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, problem-solving skills, workforce readiness and to become productive members of the community.

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 9	2
Grade 10	8
Grade 11	10
Grade 12	18
Total Enrollment	41



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/19/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	10.00%
Male	90.00%
Non-Binary	0.00%
American Indian or Alaska Native	2.00%
Asian	5.00%
Black or African American	12.00%
Filipino	0.00%
Hispanic or Latino	61.00%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.00%
Foster Youth	10.00%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	37.00%

Student Group	Percent of Total Enrollment
Two or More Races	7.00%
White	13.00%

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 2020–21)

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)	0.30	6.00	84.70	33.52	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	11.00	17.80	7.05	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	64.20	36.60	14.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	14.00	79.20	31.35	12115.80	4.41
Unknown	0.20	4.60	34.30	13.58	18854.30	6.86
Total Teaching Positions	5.00	100.00	252.80	100.00	274759.10	100.00

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 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: 1/11/23

Teacher Preparation and Placement (School Year 2021–22)

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)	2.30	46.40	116.40	42.45	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	27.30	9.97	4853.00	1.74

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	7.60	28.20	10.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	33.40	74.20	27.06	11953.10	4.28
Unknown	0.60	12.20	28.00	10.22	15831.90	5.67
Total Teaching Positions	5.00	100.00	274.20	100.00	279044.80	100.00

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 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: 1/11/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.70	0.30
Misassignments	2.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.20	0.30

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	1.60
Total Out-of-Field Teachers	0.70	1.60

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	45.90	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	81.10	0

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2022-23

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 by SBE board*	Most recent adoption by LEA board	Explanation*		0%
?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.		
Mathematics	Subject Textbooks and Instructional Materials	Year Adopted	Most recent adoption by SBE board*	Most recent adoption by LEA board	Explanation*		0%
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.		

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy	
	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.		
Science	<p>Subject Textbooks and Instructional Materials</p> <p>SCIENCE</p> <p>K - 12: HMH, Science Dimensions</p> <p>Supplemental 7-12: Edmentum Courseware</p>	<p>Year Adopted</p> <p>2021-22</p> <p>2016-17</p>	<p>Most recent adoption by SBE board*</p> <p>YES</p>	<p>Most recent adoption by LEA board</p> <p>YES</p>	<p>Explanation*</p> <p>Supplemental material is not required to be board-approved.</p>		0%
History-Social Science	<p>Subject Textbooks and Instructional Materials</p> <p>HISTORY-SOCIAL SCIENCE</p> <p>K - 12: McGraw Hill, IMPACT California Social Studies</p> <p>Supplemental: Edmentum Courseware</p>	<p>Year Adopted</p> <p>2018-19</p> <p>2016-17</p>	<p>Most recent adoption by SBE board*</p> <p>YES</p>	<p>Most recent adoption by LEA board</p> <p>YES</p>	<p>Explanation*</p> <p>Supplemental material is not required to be board-approved.</p>		0%
Foreign Language	Subject Textbooks and Instructional Materials	Year Adopted	Most recent adoption by SBE	Most recent adoption by LEA board	Explanation*		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption			From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p style="text-align: center;">board*</p> <p>FOREIGN LANGUAGE</p> <p>9-12: Edmentum Courseware 2016-17</p> <p style="text-align: center;">Scheduled to be presented for LEA NO board-approval during 21-22 school year.</p>				
Health	<p>Subject Textbooks and Instructional Materials</p> <p style="text-align: center;">Year Adopted</p> <p style="text-align: center;">Most recent adoption by SBE board*</p> <p style="text-align: center;">Most recent adoption by LEA board</p> <p>HEALTH</p> <p>7-12: Edmentum Courseware 2016-17</p> <p style="text-align: center;">Scheduled to be presented for LEA board-approval during 21-22 NO NO school year.</p> <p style="text-align: center;">Textbook and instructional materials are still under review by SBE.</p>				0%
Visual and Performing Arts	<p>Subject Textbooks and Instructional Materials</p> <p style="text-align: center;">Year Adopted</p> <p style="text-align: center;">Most recent adoption by SBE board*</p> <p style="text-align: center;">Most recent adoption by LEA board</p> <p>VISUAL AND PERFORMING ARTS</p> <p>9-12: Edmentum Courseware 2016-17</p> <p style="text-align: center;">Scheduled to be presented for LEA NO board-approval during 21-22 school year.</p>				0%
Science Lab Eqpmt (Grades 9-12)	N/A			N/A	0%

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

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

The San Joaquin County Office of Education does not own or operate the Cruikshank facilities. They are owned and maintained by San Joaquin County.

Last updated: 1/19/23

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).
- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	0%	N/A	19%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0.0%	N/A	8%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/19/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	9	60.00	40.00	--
Female	--	--	--	--	--
Male	13	8	61.54	38.46	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	6	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	0	0	100	
Female	--				
Male	13	0			
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	0	0		
Filipino	0	0	0	0	0
Hispanic or Latino	--	0	0		
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	0	0		
English Learners	--	0	0		
Foster Youth	--	0	0		
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12		0		
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	0	0		

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	--	--			28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/19/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	4	30.77	69.23	--
Female	--	--	--	--	--
Male	11	4	36.36	63.64	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/19/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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.

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: 1/30/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--

Measure	CTE Program Participation
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: 1/31/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/19/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	100%	%
7	100%	100%	100%	100%	100%
9	40%	40%	40%	64%	40%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/31/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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

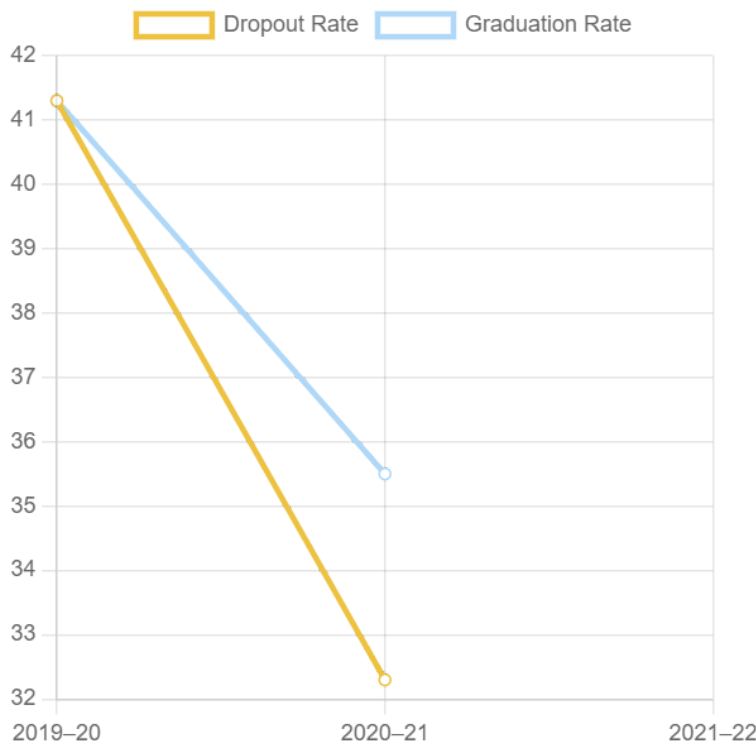
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Students in Cruikshank are either adjudicated, or are temporarily in the care of the state. They are usually in these programs less than a year. Thus, the dropout and graduation rates are misleading, and not informative regarding program quality..

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		41.30%	32.30%		19.60%	24.20%	8.9%	9.4%	7.8%
Graduation Rate		41.30%	35.50%		48.30%	46.60%	84.2%	83.6%	87.0%



Last updated: 1/19/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Students in Cruikshank are either adjudicated, or are temporarily in the care of the state. They are usually in these programs less than a year. Thus, the dropout and graduation rates are misleading, and not informative regarding program quality..

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	11	35.5
Female	0	0	0.0
Male	31	11	35.5
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0.00
Hispanic or Latino	19	8	42.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	31	11	35.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	15	6	40.0

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: 1/19/23

Chronic Absenteeism by Student Group (School Year 2021–22)

Cruikshank students typically spend less than the full school year in our program. There are hundreds of transfers in and out of the program over the course of the year. Thus, the term "chronic absenteeism" is not appropriate for for these programs.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	105	45	42.9
Female	91	14	8	57.1
Male	311	91	37	40.7
American Indian or Alaska Native	6	1	0	0.0
Asian	19	3	0	0.0
Black or African American	99	20	9	45.0
Filipino	5	1	0	0.0
Hispanic or Latino	203	60	23	38.3
Native Hawaiian or Pacific Islander	2	0	0	0.0
Two or More Races	15	7	4	57.1
White	43	11	8	72.7
English Learners	65	19	8	42.1
Foster Youth	96	28	17	60.7
Homeless	5	3	1	33.3
Socioeconomically Disadvantaged	402	105	45	42.9
Students Receiving Migrant Education Services	1	0	0	0.0
Students with Disabilities	93	47	22	46.8

Last updated: 1/19/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	17.26%	5.41%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	11.70%	15.42%	1.14%	5.30%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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.

Last updated: 1/19/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.42	0.00
Female	10.99	0.00
Male	16.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	10.53	0.00
Asian	0.00	0.00
Black or African American	14.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	17.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	13.95	0.00
English Learners	12.31	0.00
Foster Youth	20.83	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	15.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	27.96	0.00

Last updated: 1/19/23

School Safety Plan (School Year 2022–23)

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. The plans are developed using the compliance tool for a Comprehensive School Safety Plan as required by the California Education Code sections 32280–32289.5 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 during the professional development days just prior to the start of school. . Parents, staff, law enforcement, fire representative, and first responders provide input on the document. The plan is shared at the school site council meetings and required signatures are acquired. The SSC meeting took place September 14, 2022. 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 2022-23 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 2022-2023 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 2022-23 school year, the **one**.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246

Last updated: 1/18/23

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 2019–20

During the 2021-22 school year, Cruikshank had only 1 student in grade 7 and 2 students in grade 8. These students were incorporated into the secondary numbers for class size data.

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	12		
Mathematics	7.00	5		
Science	7.00	5		
Social Science	6.00	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	8		
Mathematics	7.00	4		
Science	7.00	4		
Social Science	4.00	7		

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

Last updated: 1/25/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	102

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

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

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

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13251.00	\$13251.00	\$0.00	\$70917.00
District	N/A	N/A	\$13251.00	\$70917.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

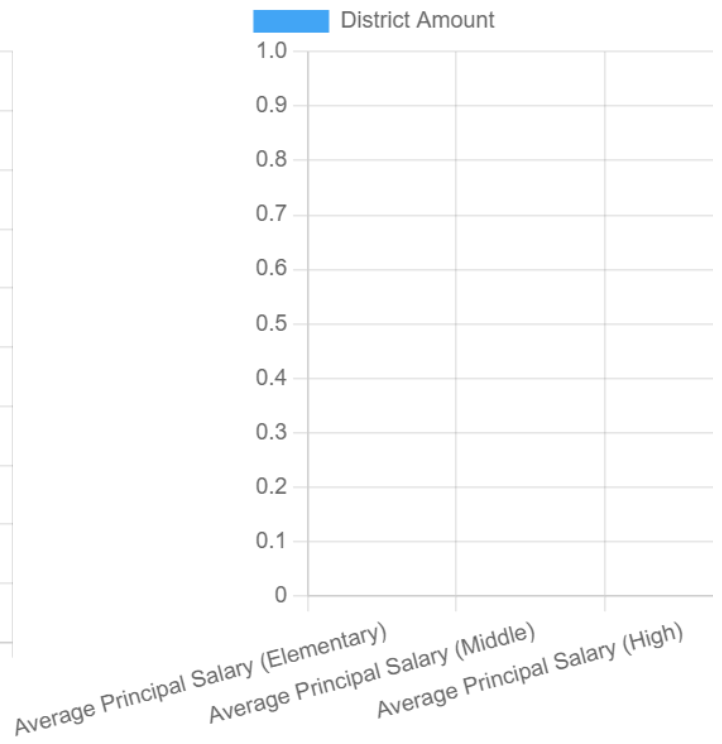
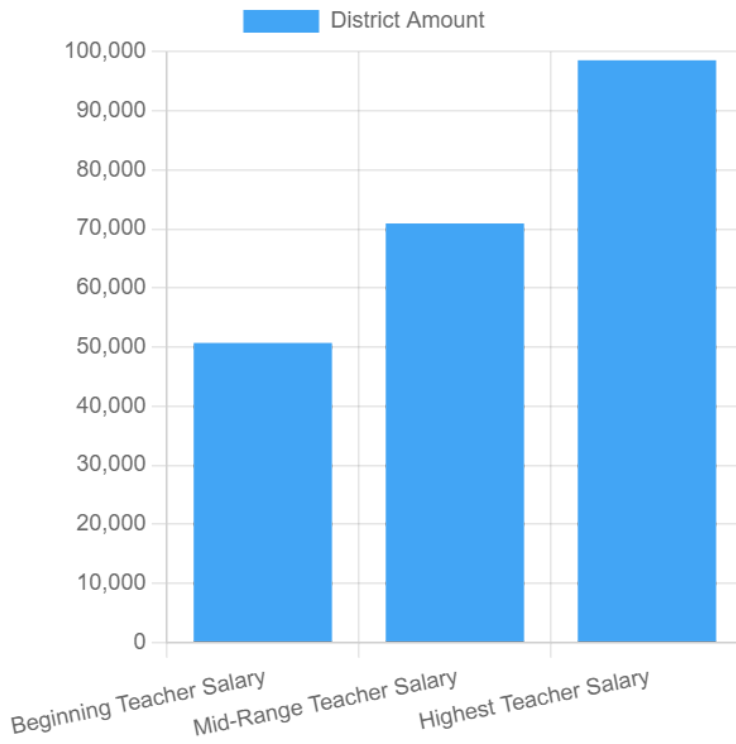
Types of Services Funded (Fiscal Year 2021–22)CRUIKSHANK

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

*Last updated: 1/30/23***Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50698.00	--
Mid-Range Teacher Salary	\$70917.00	--
Highest Teacher Salary	\$98539.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$262042.00	--
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: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses** 0 %

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: 1/19/23

Professional Development

In 20-21 all trainings/meetings/professional development were virtual. Many teachers participated in asynchronous, self-paced online modules. These are not able to be identified in the count since they are outside of the workday/school week, however the meeting check-in days during the school week are accounted for (i.e: Google certification and LEC).

The dates listed above are provided from the one.Events calendar, as well the instructional coaching calendar. This includes curriculum trainings, CAP, region meetings, staff meetings, teacher in-service at the beginning of the year, mentor and new teacher meetings, and assessment trainings. These do NOT include conferences. Also, important to note is that some of the PD is running through holiday breaks and summer breaks.

2022-2023 The vast majority of trainings and professional development transitioned back to in-person. Professional Development includes: teacher in service days, program wide PLC's, region based PLC's, new teacher meetings, contracted professional development trainings, and staff meetings. These do NOT include conferences. Also, important to note is that some of the PD is running through holiday breaks and summer breaks.

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	82	51	57

Last updated: 1/30/23

