

John F. Cruikshank, Jr.
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	2707 Transworld Dr. Stockton, CA , 95206- 3948	Principal:	Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs
Phone:	(209) 468-9265	Grade	K-12
		Span:	

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

Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs

📍 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: mgreene@sjcoe.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

School Name	John F. Cruikshank, Jr.
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9265
Principal	Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs
Email Address	mgreene@sjcoe.net
Website	www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930195

Last updated: 1/16/24

School Description and Mission Statement (School Year 2023–24)

Program Description and Mission Statement 2023-24

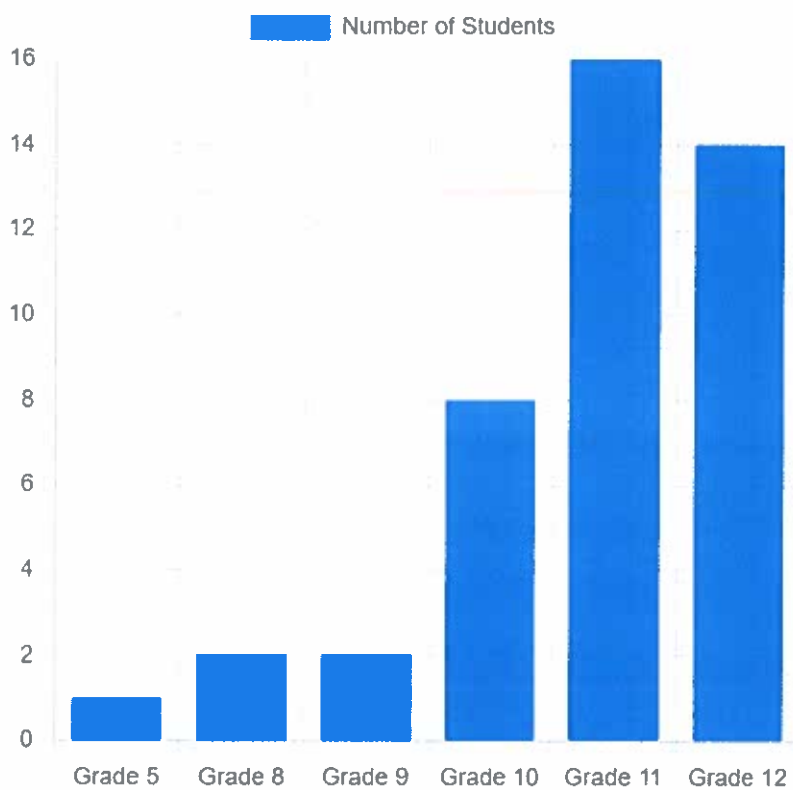
The San Joaquin County Court School program serves youth at Cruikshank Juvenile Detention Facility.. one.Cruikshank serves students who are detained and awaiting adjudication. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is united through our 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: 1/19/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 5	1
Grade 8	2
Grade 9	2
Grade 10	8
Grade 11	16
Grade 12	14
Total Enrollment	43



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	11.60%	English Learners	16.30%

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Male	88.40%	Foster Youth	9.30%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	4.70%	Socioeconomically Disadvantaged	100.00%
Black or African American	27.90%	Students with Disabilities	37.20%
Filipino	0.00%		
Hispanic or Latino	51.20%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	4.70%		
White	9.30%		

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/Incomplete/NA	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: 1/16/24

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%
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/Incomplete/NA	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: 1/16/24

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: 11/2/23

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: 11/2/23

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2023

	Most recent adoption by SBE board*	Most recent adoption by LEA board	Explanation*
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READING/ENGLISH/LANGUAGE ARTS

K-6: Benchmark

Advance, California Edition	2016-17	YES	YES
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7-12: SpringBoard by College Board	2017-18	7-8 YES	YES
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StudySync (CARE program)	2017-18	N/A- high school	YES
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Supplemental 7-12:

Edmentum Courseware	2016-17		
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Supplemental material is not required to be board-approved.

Supplemental ELD: WRITE approach

2017-18			
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Supplemental material is not required to be board-approved.

MATHEMATICS

K-8: Ready Math	2021-22	NO	YES
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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
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Big Ideas Math Algebra (CARE program)	2016-17	YES	YES
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Supplemental 7-12:

Edmentum Courseware	2016-17		
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Supplemental material is not required to be board-approved.

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.

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.

FOREIGN LANGUAGE

9-12: Edmentum Courseware 2016-17 NO Scheduled to be presented for LEA board-approval during 21-22 school year.

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.

VISUAL AND PERFORMING ARTS

9-12: Edmentum Courseware 2016-17 NO Scheduled to be presented for LEA board-approval during 21-22 school year.

SCIENCE LAB EQUIPMENT

N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See Narrative	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics			0
Science		Yes	0
History-Social Science		Yes	0
Foreign Language		No	0
Health		No	0
Visual and Performing Arts		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: 1/31/24

School Facility Conditions and Planned Improvements

The San Joaquin County Office of Education does not own, operate or maintain the Cruikshank facilities. They are owned and operated by the County of San Joaquin (not the Office of Education.) Therefore, this section does not apply for purposes of the SARC Report.

NA

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	0%	7%	19%	20%	47%	46%
Mathematics (grades 3-8 and 11)	0.0%	0%	8%	6%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	14	53.85%	46.15%	7.14%
Female	--	--	--	--	--
Male	22	12	54.55%	45.45%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	12	7	58.33%	41.67%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	10	47.62%	52.38%	--
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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/16/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	9	36.00%	64.00%	--
Female	--	--	--	--	--
Male	21	8	38.10%	61.90%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	4	30.77%	69.23%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	5	25.00%	75.00%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/16/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	--	--	4.53%	1.74%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/16/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0%	0%	0%
Male	--	--	--	--	--
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	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

Career Technical Education (CTE) Programs (School Year 2022–23)

?Career Technical Education

The San Joaquin County Office of Education (SJCCE) is committed to offering a robust

Career Technical Education (CTE) program that aligns with the needs of both secondary

and post-secondary students. The focus on integrating academic instruction with technical and occupational skills is a key strategy to enhance student achievement,

graduation rates, and readiness for postsecondary education and employment.

?Comprehensive CTE Program: The program aims to be comprehensive, providing

a combination of core academic instruction and technical/occupational training.

This holistic approach is designed to equip students with the skills and knowledge needed for success in both education and the workforce.

?Industry Focus: The CTE program prioritizes preparing students for high-skill, high-wage, and high-demand occupations. The incorporation of various learning programs, apprenticeships, and industry partnerships ensures that students gain exposure to real-world applications and are well-prepared for their future careers.

?Alignment with State Standards: The program aligns with state model curriculum

standards for CTE in grades 7-12. This integration ensures that students not only meet academic content standards but also acquire industry-specific knowledge and skills across 15 industry sectors.

?Diverse Career Pathways: The program offers a wide range of career pathways, covering sectors such as construction, green energy, finance, health science, hospitality, information technology, marketing, and transportation. This diversity allows students to explore and choose pathways based on their interests and goals.

?Collaboration with Local Businesses: The involvement of local business and industry representatives in course development demonstrates a commitment to keeping the curriculum relevant and ensuring that students graduate with skills that are in demand in the local job market.

?Flexibility in Program Options: The program offers flexibility for students by allowing them to enroll in individual courses, pursue Career Certificate Programs, and earn Certificates of Achievement. This flexibility accommodates different learning paths and allows students to build a portfolio of marketable skills.

The San Joaquin County Office of Education's CTE program is a well-rounded. It combines academic rigor with practical, industry-specific training to prepare students

for success in the workforce.

?Purpose of CTE: The primary purpose of CTE is to provide training to students

that will prepare them for the workforce. This involves offering courses that not only enhance education but also upgrade and impart new job skills.

?Widespread Reach: There are 74 Regional Occupational Centers/Programs (ROCP) or CTE centers in California. This indicates a widespread network of facilities offering career-focused education and training.

Collaboration with Education, Business, and Industry Leaders: Education, business, and industry leaders collaborate to develop job training programs that align with employer needs. This partnership ensures that the skills taught in CTE courses are relevant and in demand in the job market.

?Strong Labor Market Alignment: Employer advisory committees play a crucial role in assuring a strong alignment between the skills taught in CTE courses and the needs of the labor market. This connection helps in creating programs that address the current and future demands of employers.

?Meaningful Career Training: CTE courses are designed to provide meaningful career training and pathway opportunities. The emphasis is on practical, hands-on learning experiences that equip students with the skills required in their chosen fields.

?Qualified Instructors and Counselors: CTE teachers and counselors hold appropriate career preparation credentials from the State. Their collaboration with the Workforce Investment Board and San Joaquin County WorkNet Partnerships underscores a commitment to professional standards and workforce development.

?Dual Benefits for Students: Students enrolled in CTE courses not only have the opportunity to earn credits towards high school graduation but also acquire job skills that prepare them for the "World of Work." This dual focus supports both academic achievement and career readiness.

?Community College Credits: Many CTE courses offer the added advantage of earning community college credits. This feature enhances the educational value of CTE programs, providing students with an opportunity to further their education beyond high school.

The CTE programs at SJCOE is a collaborative effort involving educators, industry leaders, and employers to provide students with practical and relevant skills for successful entry into the workforce. The emphasis on partnerships, strong labor market alignment, and dual benefits for students makes it a valuable educational program for SJCOE.

?Targeted Training: The CTE program provides training for a diverse audience, including high school students, adults, and out-of-school youth, with the primary goal of preparing them for employment.

?Partnerships with Local Businesses: CTE collaborates with local businesses to offer students practical experience through internships and on-the-job training. This partnership ensures that students gain real-world exposure to the work environment.

?Job Placement Assistance: CTE teachers, counselors, and job developers actively assist students in securing employment after completing their training.

This includes support in job searching and placement.

?Cost-Effective Job Training: The program is highlighted as the most cost-effective job training program in the state. The economic impact of CTE graduates is emphasized, with the return of millions of dollars to the government through taxes that surpass the training costs.

?Realistic Learning Environment: CTE classes are designed to mirror the actual work environment. Students are exposed to policies, procedures, and are expected to take personal responsibility for their actions, creating a realistic and immersive learning experience.

?Curriculum:

?Industry-Related Themes: The curriculum is structured around business-related themes to provide real-world applications for students. Career Preparation Standard Integrated Lessons, assignments, and projects align with these themes.

Individualized Instruction: Students have opportunities to individualize their instruction based on their abilities. Expectations are modified, and teachers may confer with students to determine content emphasis, though the final decision rests with the teacher based on evidence of student progress.

?Internships:

?On-the-Job Training: Many CTE programs use on-the-job training as a teaching method. Written agreements with local businesses allow for supervised, non-paid internships (Community Classroom), while some programs offer paid internships (Cooperative Technical Education) arranged directly between students, industry work sites, and CTE instructors.

?Eligibility Criteria: Students must have successfully completed required coursework and skill development, obtained their instructor's recommendation, attended related classroom instruction weekly during the internship, and arranged their own transportation to and from the training site.

?Student Services:

?1. General Counseling: A dedicated CTE counselor is available to discuss educational, career, and personal plans, providing guidance on making meaningful career choices. The counselor also assists in determining available resources in the county and helps students choose appropriate CTE courses.

?2. Placement Assistance: Job finding skills are incorporated into each CTE training program, covering employment, employability, and employment application skill training. This emphasizes practical skills needed for successful entry into the workforce.

Career Technical Education - Industry Sectors

- Agriculture & Natural Resources
- Arts, Media & Entertainment
- Building & Construction Trades
- Business & Finance
- Hospitality, Tourism, & Recreation
- Information & Communication Technologies
- Manufacturing & Product Development
- Marketing, Sales & Services
- Education, Child Development, & Family Services
- Public Services
- Energy, Environment, & Utilities

- Fashion & Interior Design
- Health Science & Media

Last updated: 1/30/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
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: 1/31/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/16/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 2023–24)

Cruikshank Opportunities for Parental Involvement for 2022-23 SARC

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 Cruikshank serves students who are adjudicated or taken from the 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 should reach out by email to familysupport@sjcoe.net.

State Priority: Pupil Engagement

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

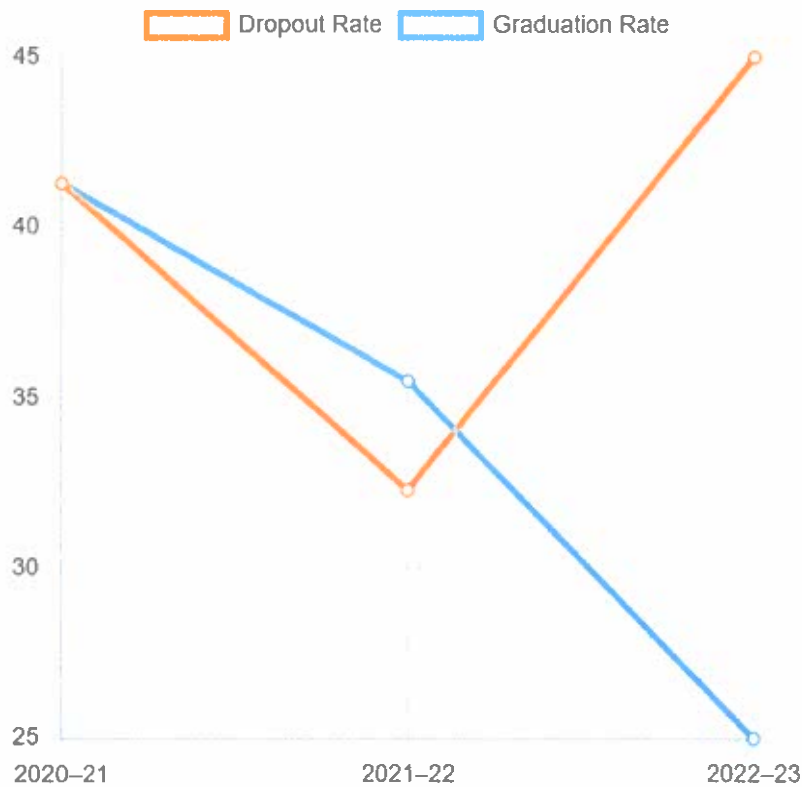
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	41.30%	32.30%	45.0%	19.60%	24.20%	29.8%	9.4%	7.8%	8.2%
Graduation Rate	41.30%	35.50%	25.0%	48.30%	46.60%	39.9%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/16/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

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	20	5	25.0%
Female	--	--	--
Male	18	5	27.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	20	5	25.0%
Students Receiving Migrant Education Services	--	--	--
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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/16/24

Chronic Absenteeism by Student Group (School Year 2022–23)

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	431	110	22	20.0%
Female	96	15	4	26.7%
Male	335	95	18	18.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	4	0	0	0.0%
Asian	26	8	0	0.0%
Black or African American	92	30	6	20.0%
Filipino	3	1	0	0.0%
Hispanic or Latino	221	51	9	17.6%
Native Hawaiian or Pacific Islander	1	0	0	0.0%
Two or More Races	23	6	3	50.0%
White	55	13	4	30.8%
English Learners	63	17	3	17.6%
Foster Youth	92	29	13	44.8%
Homeless	6	2	0	0.0%
Socioeconomically	431	110	22	20.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Disadvantaged				
Students Receiving Migrant Education Services	1	0	0	0.0%
Students with Disabilities	90	41	11	26.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	11.70%	15.42%	12.99%	1.14%	5.30%	5.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.99%	0.00%
Female	2.08%	0.00%
Male	16.12%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	15.38%	0.00%
Black or African American	15.22%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	14.48%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.70%	0.00%
White	5.45%	0.00%
English Learners	14.29%	0.00%
Foster Youth	16.30%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	12.99%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	25.56%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/16/24

School Safety Plan (School Year 2023–24)

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.

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 and in-person active shooter training bi-annually as well as on-site drills. Staff received virtual professional development opportunities on mental health, first aid, and suicide prevention.

Throughout the 2023-2024 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 throughout 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

- 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 annual school site council meetings and required signatures are acquired. 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. For the 23-24 school year, staff and families were informed as soon as the California Department of Public Health (CDPH) released updated COVID guidelines. To highlight a few examples, COVID standards and mitigating safety measures were provided upon student enrollment, school site meetings held every quarter, teacher in-service days at the start of the school year and ConnectEd email and text messaging.

Last updated: 1/25/24

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 2020–21)

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	1.00	1	0	0
6	0.00	0	0	0
Other**	0.00	0	0	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 2020–21)
(HIGH SCHOOL)**

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)
(HIGH SCHOOL)**

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Last updated: 1/16/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	53.75

* 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: 1/16/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.10

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	2.50

* 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: 1/16/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15270.00	\$15270.00	\$0.00	\$73435.00
District	N/A	N/A	\$0.00	\$73435.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/24

Types of Services Funded (Fiscal Year 2022–23)

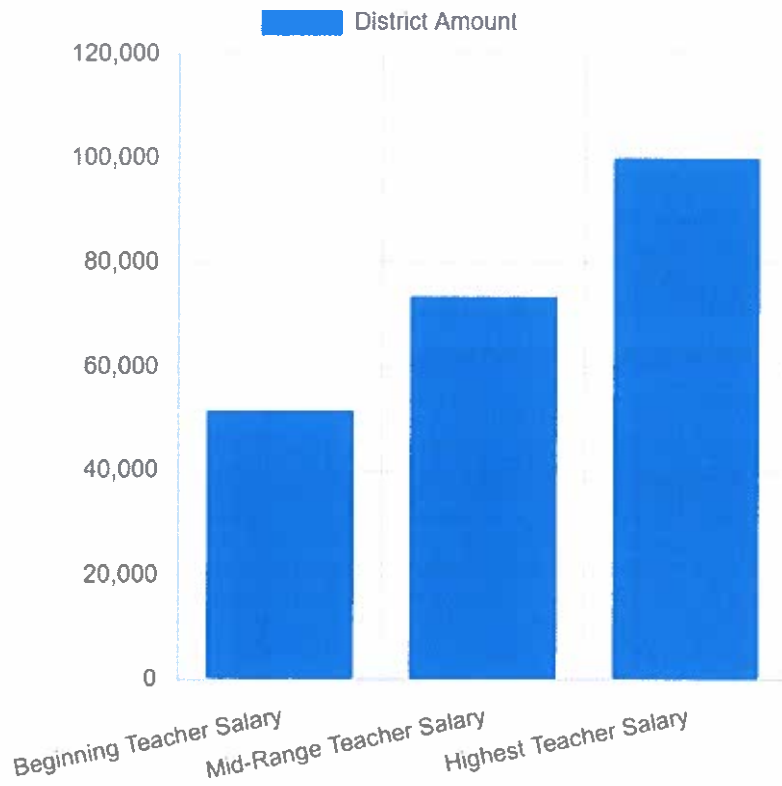
Edmentum Supplemental Courseware and Assessment Program
 Core Curriculum and materials/supplies
 Parental Involvement
 Professional Development
 Summer School
 Truancy Task Force
 Positive Behavior Intervention Services
 Restorative Practices
 Career and Technical Education

Last updated: 1/19/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51485.00	\$0.00
Mid-Range Teacher Salary	\$73435.00	\$0.00
Highest Teacher Salary	\$100017.00	\$0.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$284169.00	\$0.00
Percent of Budget for Teacher Salaries	30.00%	0.00%
Percent of Budget for Administrative Salaries	7.00%	0.00%

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



Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)

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: 1/16/24

Professional Development

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.

2023-2024

The vast majority of trainings and professional development are held in person. Professional Development includes teacher in service days, program wide PLC's, region-based PLC's, mentor and 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	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	51	57	30

Last updated: 1/31/24