

John F. Cruikshank, Jr.
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 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 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

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

📍 Principal, John F. Cruikshank, Jr.

Contact

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

Phone: [\(209\) 468-9265](tel:(209)468-9265)
Email: mgreene@sjcoe.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

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
Grade Span	K-12
County-District-School (CDS) Code	39103973930195

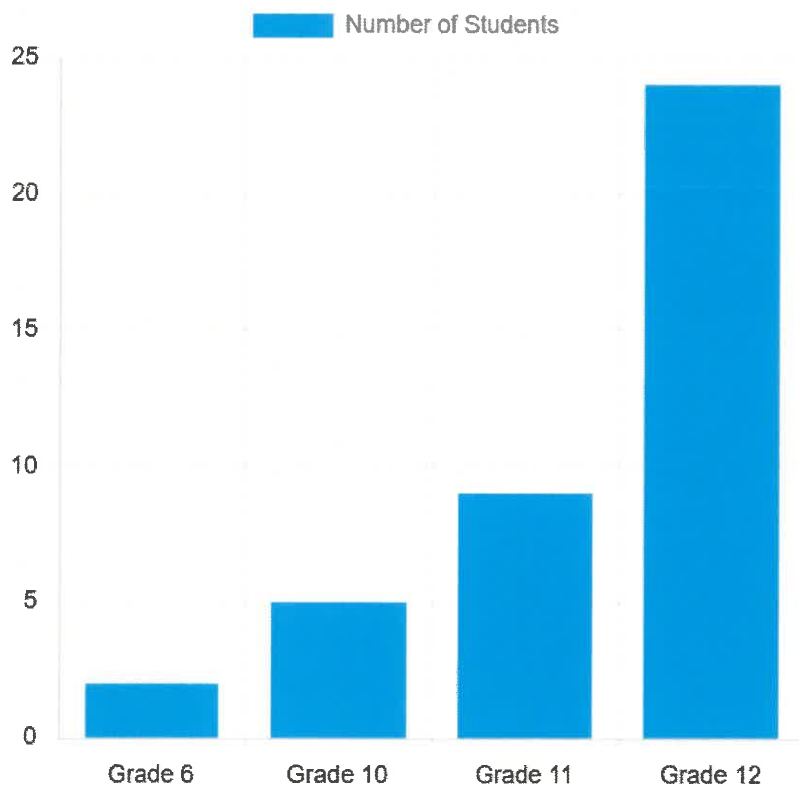
School Description and Mission Statement (School Year 2024–25)

Program Description and Mission Statement

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	2
Grade 10	5
Grade 11	9
Grade 12	24
Total Enrollment	40



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	10.00%
Male	90.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	22.50%
Filipino	0.00%
Hispanic or Latino	57.50%
Native Hawaiian or Pacific Islander	2.50%
Two or More Races	7.50%
White	7.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.00%
Foster Youth	5.00%
Homeless	7.50%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	37.50%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	2.00	33.33%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	33.33%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	33.33%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	6.00	100.00%	301.10	100.00%	277698.00	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.

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

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.70	0.30	2
Misassignments	2.40	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.20	0.30	2

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.70	1.60	2
Total Out-of-Field Teachers	0.70	1.60	2

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	45.90%	0%	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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Data collected January 2024

Subject Textbooks and Instructional Materials	Year Adopted	Most recent adoption by SBE board*	Most recent adoption by LEA board	Explanation*
READING/ENGLISH/LANGUAGE ARTS				
K-6: Benchmark Advance, California Edition	2016-17	YES	YES	
K-6: Curriculum Associates (iReady)	2024-25			Supplemental material is not required to be board-approved.
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				
K-8: Ready Math	2021-22	NO	YES	Schools are not mandated to use SBE-adopted programs, per CA Education Code Section 60210. The adoption process included review of materials for state-standard alignment.
9-12: Houghton Mifflin Harcourt, Integrated Mathematics I	2016-17	NO	YES	
Big Ideas Math Algebra (CARE program)	2016-17	YES	YES	
Supplemental 7-12: Edmentum Courseware	2016-17			Supplemental material is not required to be board-approved.
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

Year and month in which the data were collected: January 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	7%	0%	20%	21%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	6%	7%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	9	50.00%	50.00%	--
Female	--	--	--	--	--
Male	16	7	43.75%	56.25%	--
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	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	8	61.54%	38.46%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	9	52.94%	47.06%	--
Female	--	--	--	--	--
Male	15	8	53.33%	46.67%	--
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	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	7	58.33%	41.67%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	--	--	1.74%	4.55%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

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	12	4	33.33%	66.67%	--
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	--	--	--	--	--
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.

Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education Cruikshank for 23-24 SARC

The San Joaquin County Office of Education (SJCOE) is dedicated to providing a comprehensive Career Technical Education (CTE) program that meets the needs of both secondary and post-secondary students. By integrating academic instruction with technical and occupational skills, the program aims to enhance student achievement, increase graduation rates, and improve readiness for higher education and the workforce.

The program emphasizes preparing students for high-skill, high-wage, and high-demand careers. Through various learning programs, apprenticeships, and industry partnerships, students gain valuable real-world experience and career readiness.

Career Technical Education - Industry Sectors

For the 2023-24 year, Cruikshank students participated in the culinary arts CTE program.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	238
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 2023–24)

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
9	45.5%	45.5%	45.5%	45.5%	45.5%

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

Cruikshank Opportunities for Parental Involvement for 2023-24 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

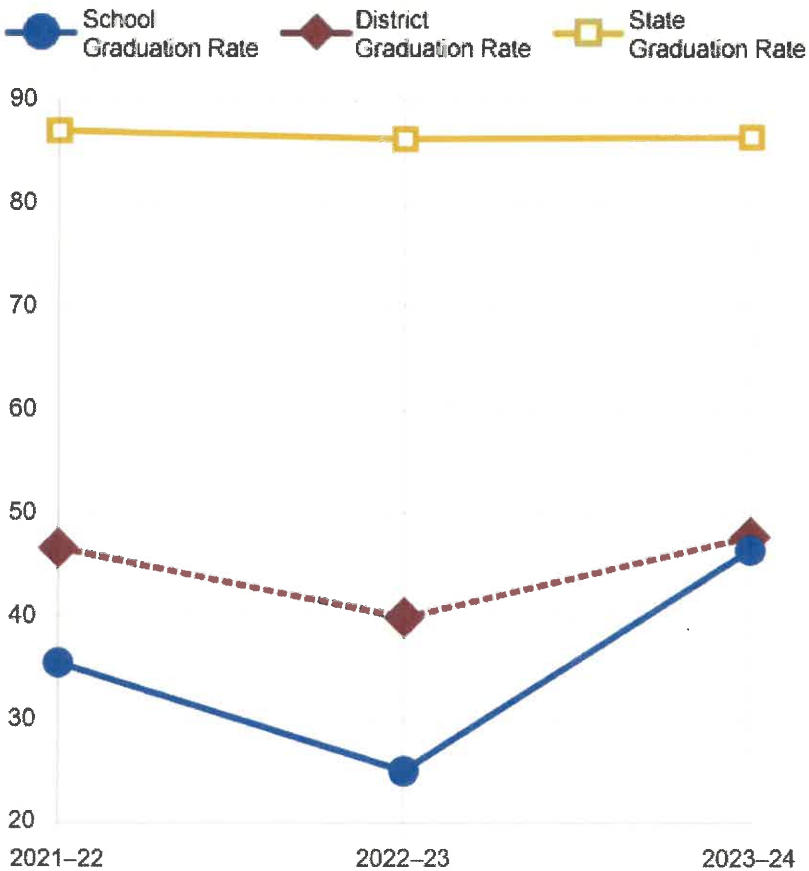
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

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..

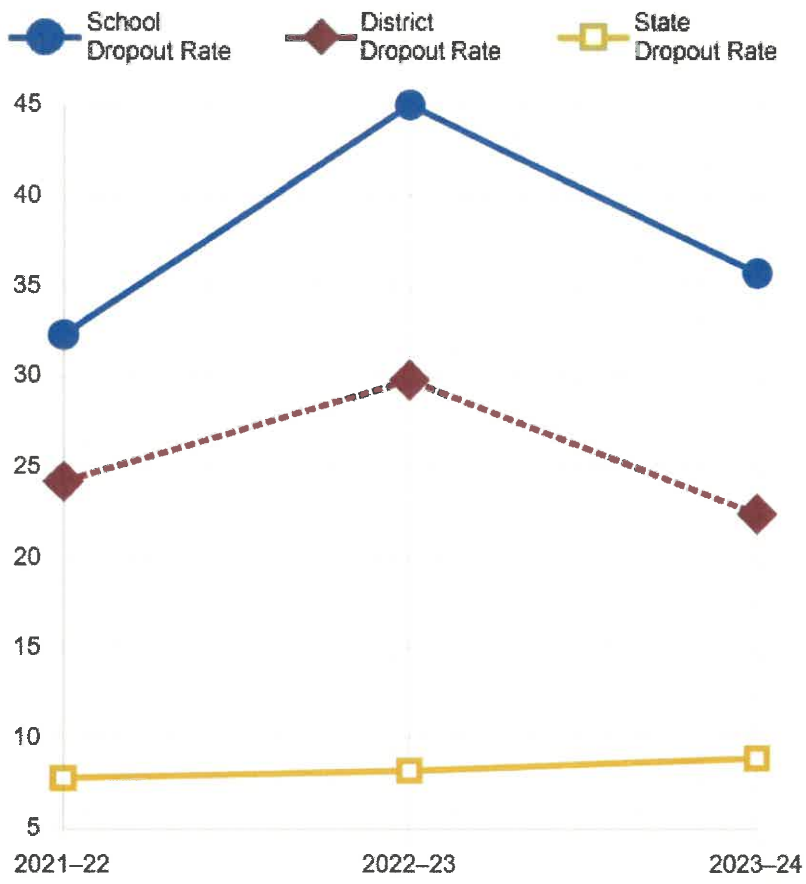
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	35.50%	25.0%	46.4%	46.60%	39.9%	47.7%	87.0%	86.2%	86.4%
Dropout Rate	32.30%	45.0%	35.7%	24.20%	29.8%	22.4%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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	28	13	46.4%
Female	--	--	--
Male	26	12	46.2%
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	14	9	64.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	28	13	46.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	5	35.7%

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.

Chronic Absenteeism by Student Group (School Year 2023–24)

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	393	110	18	16.4%
Female	91	12	4	33.3%
Male	302	98	14	14.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	--	--	--
Black or African American	91	22	3	13.6%
Filipino	--	--	--	--
Hispanic or Latino	192	54	7	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	16	4	25.0%
White	44	13	2	15.4%
English Learners	52	16	1	6.3%
Foster Youth	63	17	5	29.4%
Homeless	20	11	0	0.0%
Socioeconomically Disadvantaged	393	110	18	16.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	34	5	14.7%

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.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	15.42%	12.99%	15.01%	5.30%	5.81%	4.56%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.01%	0%
Female	3.3%	0%
Male	18.54%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	14.29%	0%
Filipino	0%	0%
Hispanic or Latino	16.15%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	19.35%	0%
White	11.36%	0%
English Learners	13.46%	0%
Foster Youth	17.46%	0%
Homeless	20%	0%
Socioeconomically Disadvantaged	15.01%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	26.39%	0%

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.

School Safety Plan (School Year 2024–25)

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 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.

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

Throughout the 2024-2025 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 2024-25 school year, the **one**.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246

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 2021–22)

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 2022–23)

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	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 (Elementary) (School Year 2023–24)

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	2.00	1		
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 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.

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

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	20		
Mathematics	8.00	8		
Science				
Social Science	4.00	4		

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	100

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

Student Support Services Staff (School Year 2023–24)

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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16707.75	\$16707.75	\$0.00	\$77145.00
District	N/A	N/A	\$0.00	\$77145.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$10770.62	--
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 2023–24)CRUIKSHANK

Edmentum Supplemental Courseware and Assessment Program

Core Curriculum and materials/supplies

Parental Involvement

Professional Development

Summer School

Truancy Task Force

Positive Behavior Intervention Services

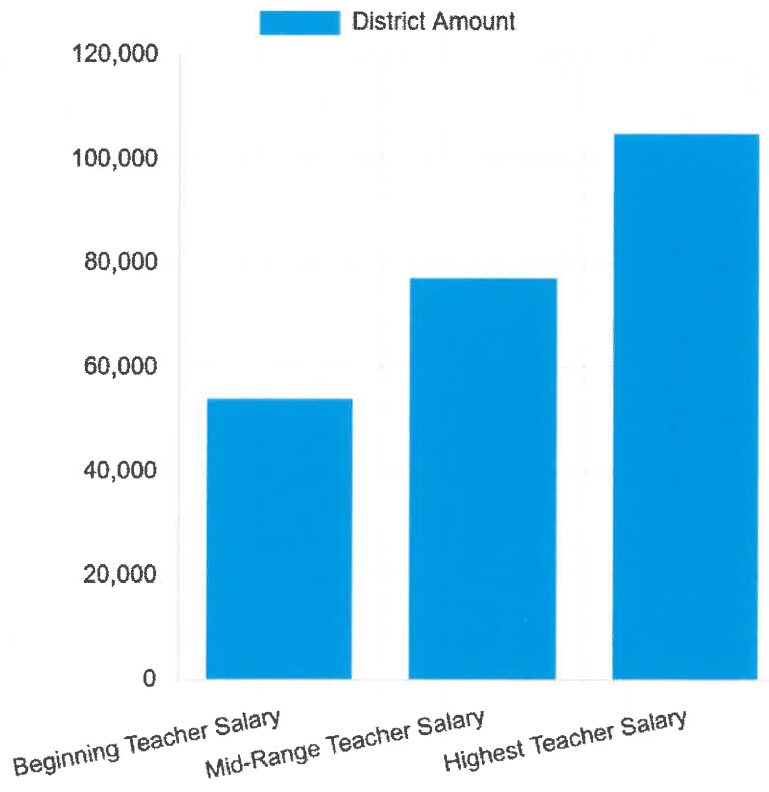
Restorative Practices

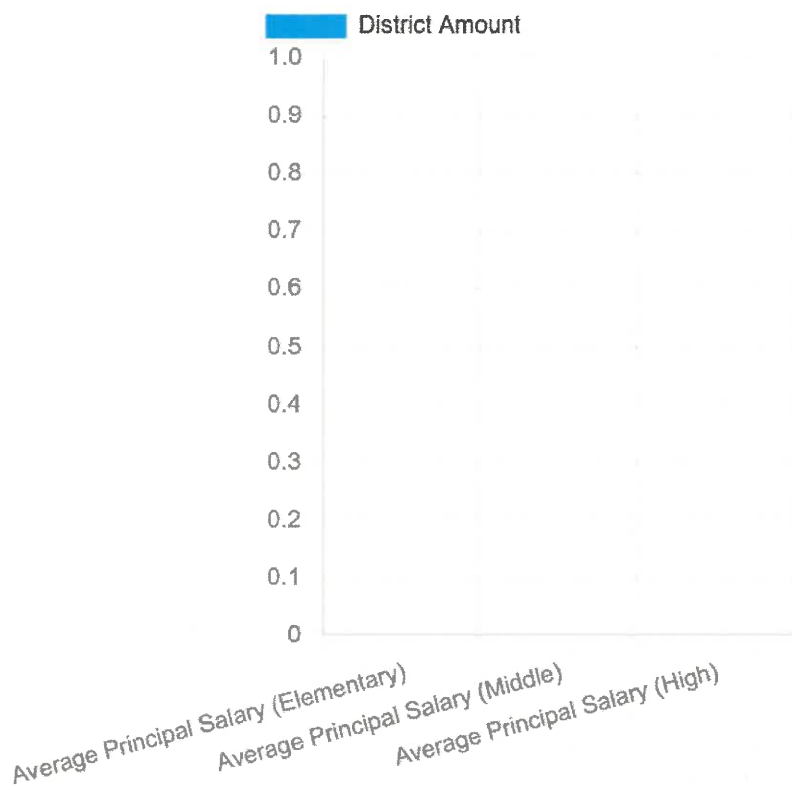
Career and Technical Education

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53969.00	--
Mid-Range Teacher Salary	\$77145.00	--
Highest Teacher Salary	\$104898.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$265000.00	--
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/>.





Advanced Placement (AP) Courses (School Year 2023–24)**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.

Professional Development**2022-2023**

Partial days: 27

Full days: 30

2023-2024

Partial Days: 26

Full Days: 4

2024-2025

Partial Days: 46

Full Days: 14

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.

2024-2025

Professional development includes both in-person and virtual training with the vast majority being held in-person. Professional development includes: teacher in-service days, region based PLCs, new teacher academy meetings, contracted professional development training, and staff meetings. These do not include conferences. It is also important to note that some professional development is offered through holiday breaks and summer breaks

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	57	30	60