

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

San Joaquin County Community School

CDS: 39-10397-3930468

Address: 2707 Transworld Drive, Stockton, CA 95206
Principal: James Mousalimas

Phone: (209) 468-4847
Grade Span: K- 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Community Schools program uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

The population of the community school programs is comprised of students on parent referral, who have been expelled, are on probation or are homeless. Many students have also been referred through the Student Attendance Review Board (SARB) process.

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students. The average student-to-teacher ratio is 20:1.

Students in the community schools are in grades K-12 and come from a variety of academic, social, and emotional backgrounds. Teachers incorporate Lifeskills and the Concept of one., as well as California State Content Standards in their teaching. Two sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one.Program’s curriculum, methods of assessment, mission, program beliefs, vision and values statements program ethics, and the guiding philosophy of one.

Student Enrollment

Group	Enrollment
Number of students	1028
Black or African American	16.93%
American Indian or Alaska Native	Less than 1%
Asian	6.62%
Filipino	Less than 1%
Hispanic or Latino	55.25%
Native Hawaiian/Pacific Islander	Less than 1%
White (not of Hispanic origin)	15.66%
Two or More Races	3.79%
Socioeconomically Disadvantaged	95%
English Learners	20%
Students with Disabilities	2%

Teachers

Indicator	Teachers
Teachers with full credential	56
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR Program Results
English-Language Arts	5.0%
Mathematics	5.5%
Science	4.0%
History-Social Science	1.7%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	N/A
Statewide Rank (from 2009 Base API Report)	N/A
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 0 of 18
2010–11 Program Improvement Status (PI Year)	Year 5

School Facilities

Summary of Most Recent Site Inspection

An inspection was completed for all sites, using the State of California Facility Inspection Tool/School Facility Conditions Evaluation. There were no deficiencies or extreme deficiencies. All schools received an exemplary school rating.

Repairs Needed

NONE

Corrective Actions Taken or Planned

NONE

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A for County Office of Education
District	N/A for County Office of Education
State	N/A for County Office of Education

School Completion

Indicator	Result
Graduation Rate (if applicable)	73.9%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	.03%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	San Joaquin County Community	District Name	San Joaquin County Office of Education
Street	2707 Transworld Drive	Phone Number	(209) 468-4800
City, State, Zip	Stockton, CA 95206	Web Site	www.sjcoe.org
Phone Number	(209) 468-4847	Superintendent	Mick Founts
Principal	James Mousalimas	E-mail Address	mfounts@sjcoe.net
E-mail Address	jmousalimas@sjcoe.net	CDS Code	39-10397-3930468

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Our mission as a school community is to educate and empower all students. We do this by serving the whole student in a positive learning environment so that all students will become lifelong learners and productive citizens.

The one.Program maintains an academic focus and high expectations of students, staff and parents. All stakeholders participate in the support and education of each child. Staff is committed to high quality staff development, professional growth and serving the whole student. Students are provided quality curriculum, vocational educational opportunities and technology in a positive learning environment. They make positive contributions to their communities as students and graduates of the one.Program. Students complete a course of study that enables them to have educational and career choices beyond high school.

The Concept of one. is the guiding philosophy of the San Joaquin County Office of Education (SJCOE) one.Program. "one." stands for our desire to remind students that each individual is important and can make a difference in the world; we also want to make the point that it is when individuals join together, and work as one. miracles can occur.

We believe that...

- All kids can learn.
- Learning never ends.
- There is a need to celebrate diversity.
- Students bring with them their own reality.
- As educators, we should be eclectic and flexible.
- It is necessary to teach students to learn to learn.
- It is essential to recognize the basic worth in all people.
- There is a need to instill a sense of self-respect in our students.
- Each student should be given the opportunity to fully develop his/her human potential.
- There is a need to facilitate learning by drawing on students' individual strengths and learning styles.

Each student has the right to a physically and emotionally safe environment that is conducive to learning.

The Community Schools program uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

The population of the community school programs is comprised of students on parent referral, who have been expelled, are on probation or are homeless. Many students have also been referred through the Student Attendance Review Board (SARB) process.

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students. The average student-to-teacher ratio is 20:1.

Students in the community schools are in grades K-12 and come from a variety of academic, social, and emotional backgrounds. Teachers incorporate Lifeskills and the Concept of one., as well as California State Content Standards in their teaching. Two sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one.Program’s curriculum, methods of assessment, mission, program beliefs, vision and values statements program ethics, and the guiding philosophy of one.

The one.Program continues to have a diverse student population as follows: 55.25% Hispanic; 15.66% White (non-hispanic); 16.93% Black; 6.62% Asian; 3.79% two or more races; 95% socioeconomically disadvantaged.

The one.Program staff is comprised of teachers, counselors, a school nurse, clerical support, maintenance staff, technology staff, WorkAbility staff, and administrators. All employees are “teachers of students,” and are active in activities such as quests, congresses, career fairs, athletic events, and extended educational opportunities.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

- Parents are involved in the enrollment process, which are held at each school site, to provide individual attention.
- One week per grading period (4 per year), the SJCOE alternative program observes early release days. This allows teachers to schedule student/parent/teacher conferences and discuss student assessment results and credits earned. These weeks are referred to as “one. on one.” days.
- Parents are also encouraged to sign up to participate in other school activities such as School Site council, chaperoning events, volunteering at quests or in the classroom. Parents serve on the site council and have a voice in educational spending and program decisions. Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians.
- Parents are recruited to become part of the School Site council (SSC) and translation is provided.
- Parents are recruited to participate in the District English Learner Advisory Council (DELAC). Notices are sent in Spanish to invite parents to participate. Parents receive training on DELAC responsibilities and rights.
- At SSC and DELAC meetings, parents are provided with training/information regarding:
 - The parents’ role and responsibilities (Needs Assessment, Language Census, advise on School plan)
 - CAHSEE requirements/STAR
 - CELDT assessments and programs/ services for EL students
 - Graduation requirements
 - Intervention strategies
 - College prep & Financial aid
 - ROP/Vocational Education program
 - Job skills preparation
 - Gang awareness
 - Drug prevention
- Parents of special education students are encouraged and provided information related to the Community Advisory Committee which meets at least one time per month with various presenters. Encore video presentations will be offered as an additional opportunity for parent involvement.
- Based upon specific student need, individual training and support will be provided to families for continuity of training from the school to home environment.
- Parents are invited to participate in “Open House” activities at their child’s school site.
- Quarterly newsletters are mailed to parents to keep them informed of school activities (i.e., School Site Council, ELAC, Title I issues, state testing dates, etc.)

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Grade 8	40
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	106
Grade 3	0	Grade 10	198
Grade 4	1	Grade 11	325
Grade 5	2	Grade 12	336
Grade 6	6	Ungraded Secondary	0
Grade 7	13	Total Enrollment	1,028

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	16.93%	White	15.66%
American Indian or Alaska Native	Less than 1%	Two or More Races	3.79%
Asian	6.62%	Socioeconomically Disadvantaged	95%
Filipino	Less than 1%	English Learners	20%
Hispanic or Latino	55.25%	Students with Disabilities	2%
Native Hawaiian/Pacific Islander	Less than 1%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-6	15	3			15	3			15	3		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	54			20	57			20	61		
Mathematics	20	54			20	57			20	61		
Science	20	54			20	57			20	61		
Social Science	20	54			20	57			20	61		

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Each year the counseling staff creates a crisis file for every teacher in the program. Community school teachers are given the file at the beginning of the year, along with instructions how they are to be utilized. The information is reviewed and updated as needed throughout the year. A checklist is completed by site teachers and posted at each site. It includes the location of the fire extinguishers and first aid kits. The emergency evacuation plan is also included. The following information is displayed at each site and included the school site safety plan:

- Directions to follow in case of an emergency, crisis or injury
- 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

In addition, each school site has completed a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised for each school site. Every plan is aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation. The plan review, scheduling of drills, practice and safety trainings occurs annually. Schools are issued first aid kits and “grab and go” emergency packs in the event of an evacuation. 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 Healthcare Plan (ISHP).

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	.2%	20.3%	27%	2.33%	48.37%	53.23%
Expulsions	.2%	.3%	.8%	.2%	.1%	.26%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

MAINTENANCE AND REPAIR:

The condition of the Community Schools facilities, including grounds and restrooms, are good. This is due to the maintenance and cleaning staff who have a regular district painting and maintenance schedule and funding for equipment and supplies. The maintenance and cleaning staff are assigned based on a formula to ensure equity. The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance and cleaning program is administered by Community Schools to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The Director of Student Services works daily with the cleaning staff to develop a schedule that ensures a clean and safe school.

DEFERRED MAINTENANCE BUDGET:

The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air-conditioning, electrical systems, interior or exterior painting and floor systems. As of June 30, 2010, the District Deferred Maintenance Fund Budget was \$283,861. The local match portion is \$165,373 and represents that required to receive the maximum State match, as has been done in all prior years since the start of the State program.

DEFERRED MAINTENANCE PROJECTS: (if applicable)

In the 2009/2010 school year work was completed in the following categories:

- Flooring - \$51,732
- Windows - \$30,990
- HVAC - \$60,593

MODERNIZATION PROJECTS: (if applicable)

N/A

NEW SCHOOL CONSTRUCTION PROJECTS: (if applicable)

N/A

DATA ON SCHOOL FACILITIES:

Data on school facilities was collected for Community Schools during July 2010.

FACILITY CONDITIONS:

Community Schools takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, Community Schools uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the San Joaquin County Office of Education. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at the Community School sites. The table below details the status of each.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			NONE
Interior: Interior Surfaces		X			NONE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			NONE
Electrical: Electrical		X			NONE
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			NONE
Safety: Fire Safety, Hazardous Materials		X			NONE
Structural: Structural Damage, Roofs		X			NONE
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			NONE
Overall Rating	X				NONE

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	44	43	56	132
Without Full Credential	13	17	2	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	70.18%	29.82%
All Schools in District	81.73%	18.27%
High-Poverty Schools in District	N/A for County Office of Education	N/A for County Office of Education
Low-Poverty Schools in District	N/A for County Office of Education	N/A for County Office of Education

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	229
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<ul style="list-style-type: none"> • AGS Exploring Literature (grades 8 thru 12) • AGS English for the World of Work (grades 6-12) • AGS World Literature (grades 8-12) • AGS Basic English Composition • McGraw-Hill Reasoning and Writing – Level D (grades 4-12) • McGraw-Hill Reasoning and Writing – Level E (grades 5-12) • McGraw-Hill Corrective Reading Decoding- Level A • McGraw-Hill Corrective Reading Decoding- Level B1 • McGraw-Hill Corrective Reading Decoding- Level B2 • McGraw-Hill Corrective Reading Decoding- Level C • McGraw-Hill Corrective Reading Comprehension - Level A • McGraw-Hill Corrective Reading Comprehension- Level B1 • McGraw-Hill Corrective Reading Comprehension - Level B2 • McGraw-Hill Corrective Reading Comprehension - Level C • Glencoe Literature: Course 4 (grade 9) • Glencoe American Literature (grade 11) • Holt Literature and Language Arts 9 (grade 7) • Globe Fearon World Tapestries: An Anthology of Global Literature (grades 3-6) • Houghton Mifflin Reading/Language Arts series (Grades K-6) • Integrated Thematic Curriculum 	0	<p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>NO (District board approved)</p> <p>YES</p>
Mathematics	<ul style="list-style-type: none"> • Glencoe – Algebra Readiness (grades 6-8) • Holt - Algebra I (grades 8-12) 	0	<p>YES - 2009</p> <p>YES - 2009</p>

Science	<ul style="list-style-type: none"> • AGS Physical Science (grades 9-12) • AGS Biology (grades 9-12) • Biology: The Dynamics Of Life (grades 9-12) • Glencoe Physical Science with Earth Science (grades 9-12) • Glencoe Life Science (grades 9-12) • Fearon Biology (grades 3-6) • Houghton Mifflin Discovery Works (grade 6) • Integrated Thematic Curriculum 	0	<p>NO (District board approved)</p> <p>NO (District board approved)</p>
History-Social Science	<ul style="list-style-type: none"> • AGS World Geography (grades 9-12) • AGS World History (grades 9-12) • AGS United States History (grades 9-12) • AGS United States Government (grades 9-12) • Glencoe The American Journey (Grades 6 – 9) • Glencoe World History; Modern Times (Grades 9-12) • D.C. Heath World History: Perspectives on the Past (grades 9-12) • Fearon World Geography and Cultures (grades 9-12) • Integrated Thematic Curriculum 	0	NO (District board approved)
Foreign Language	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0	
Health	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0	
Visual and Performing Arts	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0	
Science Laboratory Equipment (grades 9-12) Note: All science classes are integrated		0	

Explanation of Integrated Thematic Curriculum:

The Community Schools Program uses an integrated, thematic curriculum, with subjects taught around a yearly theme delivered in four, two-month units. The integrated thematic curriculum is written each year by a group of teachers. It is developed to address our Expected School wide Learning Results (ESLRs), to work toward the State of California, Department of Education Content Standards, and to address the philosophy of the program.

Subjects such as language arts and history are combined in an effort to make learning more relevant and to help students process and retain information more efficiently. Lessons, assignments, and projects are centered on themes that bring continuity to the learning experience.

What is taught at each school varies by student age, ability levels, the focus of the site, and by the creativity and special skills of the teachers at the specific sites.

Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers, parents, and students may conference with one another to determine what content areas they will emphasize in the work they do based upon the credits they need. However, final determination of credits awarded in a specific content area rests with the teacher and is based on evidence of student progress.

Teachers are supplied with a copy of the thematic units. Each unit contains at least six weeks of lesson plans, suggested materials, and project and field trip ideas. Other resources for curriculum are:

Books, textbooks, novels, videos, and science and technology equipment to be checked out through our library/inventory system and internet access.

Throughout the program, high school credits are earned in many subject areas via direct instruction in math, reading, and writing, and physical education, but many subjects are taught in an integrated approach, with emphasis on one subject over a grading period. Over a period of a few years, students are able to earn credits in a variety of subjects.

The 2010-2011 theme is “Our World: Challenges, Choices and Changes.” Units are as follows:

- Unit 1: Tolerance
- Unit 2: World Religions
- Unit 3: World War I
- Unit 4: World War II

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,730	\$8,730	N/A	\$60,621
District	N/A	N/A	N/A	\$60,621
Percent Difference – School Site and District	N/A	N/A	N/A	0%
State	N/A	N/A	\$5,681	\$66,995
Percent Difference – School Site and State	N/A	N/A	N/A	10%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school’s federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

- CAHSEE tutoring two days per week for students in grades 10-12
- Foster Youth tutoring two days per week for all Foster Youth students
- CAHSEE writing prep for English Learners
- Program-wide MAP testing twice a year
- Program-wide PWA testing twice a year

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,983	\$40,421
Mid-Range Teacher Salary	\$60,322	\$60,038
Highest Teacher Salary	\$79,661	\$79,654
Average Principal Salary (Elementary)	N/A for County Office	N/A for County Office
Average Principal Salary (Middle)	N/A for County Office	N/A for County Office
Average Principal Salary (High)	N/A for County Office	N/A for County Office
Superintendent Salary	\$261,725	
Percent of Budget for Teacher Salaries	10.45%	
Percent of Budget for Administrative Salaries	6.92%	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5inrpts09.pdf>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	8.0%	5.8%	5.0%	19%	22%	22%	45.7%	49.9%	52.3%
Mathematics	6.5%	5.7%	5.5%	14%	16%	16%	42.7%	45.8%	48.1%
Science	3.5%	4.0%	4.0%	11%	12%	12%	46.2%	49.5%	53.6%
History-Social Science	3.1%	2.0%	1.7%	8%	9%	9%	35.7%	41%	44.4%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	9.91%	5.07%	2.64%	1.57%
All Students at the School	5.9%	5.0%	5.0%	1.4%
Male	5%	7%	6%	3%
Female	5%	3%	1%	0%
Black or African American	4%	3%	2%	0%
American Indian or Alaska Native	*	*	*	*
Asian	5	4%	0%	*
Filipino	*	*	*	*
Hispanic or Latino	4%	6%	3%	2%
Native Hawaiian or Pacific Islander	*	*	*	*
White	9%	11%	8%	5%
Two or More Races	9%	5%	2.3%	0%
Socioeconomically Disadvantaged	5%	6%	4%	2%
English Learners	2%	5%	3%	2%
Students with Disabilities	1.2%		*	*
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	11.8%	21.3%	10.40%	8.7%	20.8%	9.7%	52.9%	52.0%	54.0%
Mathematics	5.6%	10.6%	6.6%	8.3%	10.4%	6.9%	51.3%	53.3%	53.4%

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA		10%			9%	
All Students at the School		11%			7%	
Male		8%			9%	
Female		17%			4%	
Black or African American		4%			11%	
American Indian or Alaska Native		0%			0%	
Asian		0%			17%	
Filipino		0%			0%	
Hispanic or Latino		13%			6%	
Native Hawaiian/Pacific Islander		0%			0%	
White		22%			4%	
Two or More Races		0%			0%	
Socioeconomically Disadvantaged		11%			7%	
English Learners		9%			7%	
Students with Disabilities		0%			0%	
Students Receiving Migrant Education Services		0%			0%	

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*
9	*	*	*

Note: “” means data was not available at the time of this report.*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	B - ASAM	B - ASAM	*
Similar Schools	B - ASAM	B - ASAM	*

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

***2009 Base API cannot be reported because for at least one Standardized Testing and Reporting (STAR) content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2009**

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	490	*	*
Black or African American	429	*	*
American Indian or Alaska Native		*	*
Asian		*	*
Filipino		*	*
Hispanic or Latino	476	*	*
Native Hawaiian/Pacific Islander		*	*
White	546	*	*
Two or More Races		*	*
Socioeconomically Disadvantaged	479	*	*
English Learners		*	*
Students with Disabilities		*	*

*** For at least one 2008 Standardized Testing and Reporting (STAR) content area used in the Academic Performance Index (API), this school failed to test a significant proportion of students who were not exempt from testing in 2008.**

***For at least one 2009 Standardized Testing and Reporting (STAR) content area used in the Academic Performance Index (API), this school failed to test a significant proportion of students who were not exempt from testing in 2009.**

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	*	454	767
Black or African American	*	417	685
American Indian or Alaska Native	*		728
Asian	*		889
Filipino	*		851
Hispanic or Latino	*	442	715
Native Hawaiian/Pacific Islander	*		754
White	*	474	838
Two or More Races	*		807
Socioeconomically Disadvantaged	*	450	712
English Learners	*	442	691
Students with Disabilities	*		580

Note: “” Means for at least one 2010 Standardized Testing and Reporting (STAR) content area used in the Academic Performance Index (API), this school failed to test a significant proportion of students who were not exempt from testing in 2010.*

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	NO	NO
Participation Rate - English-Language Arts	NO	NO
Participation Rate - Mathematics	NO	NO
Percent Proficient - English-Language Arts	NO	NO
Percent Proficient - Mathematics	NO	NO
API	NO	NO
Graduation Rate	NO	NO

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2005-2006
Year in Program Improvement	Year 5	Year 3+
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	59.5%	35.9%	35.9%	66.3%	37.6%	40.8%	4.4%	3.9%	5.7%
Graduation Rate	91.3%	73.0%	73.9%	91.3%	73.0%	73.9%	80.6%	80.2%	78.6%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	22.9%	*	*
Black or African American	3.0%	*	*
American Indian or Alaska Native	Less than 1%	*	*
Asian	1.4%	*	*
Filipino	0%	*	*
Hispanic or Latino	13.3%	*	*
Native Hawaiian/Pacific Islander	0%	*	*
White	3.3%	*	*
Two or More Races	Less than 1%	*	*
Socioeconomically Disadvantaged	73.5%	*	*
English Learners	22.9%	*	*
Students with Disabilities	10.8%	*	*

Note: "" means data was not available at the time of this report.*

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Sports Therapy, Careers in Law Enforcement and Graphic Communications

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	375
Percent of pupils completing a CTE program and earning a high school diploma	.03%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	0%
English	0	0%
Fine and Performing Arts	0	0%
Foreign Language	0	0%
Mathematics	0	0%
Science	0	0%
Social Science	0	0%
All courses	0	0%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

A comprehensive professional development plan is in place, which includes the following elements:

- Targeted standards in specific subject areas
- Standards maps in specific subject areas, outlining scope and sequence of what should be taught during each grading period
- Weekly meetings to support teachers with Subject Matter Competency and becoming Highly Qualified Teachers (HQT), through a partnership with the Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS). These subject matter consultants provide training to teachers once a month in the areas of Mathematics and English/Language Arts the consultant observes individual teachers in the classroom and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency. The consultants also provide effective instructional strategies.
- Monthly Rigor, Relevance and Relationships (RRR) training
- Monthly English Learner training through the San Joaquin County Office of Education Multi-lingual Department, which includes observing individual teachers, modeling lessons, peer-to-peer coaching, CAHSEE WRITE training to teachers of English Learners and various additional trainings in order to fully execute the English Language Learner Master Plan
- Teacher participation in textbook adoption, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation
- Professional development for teachers and administrators through AB466/SB472 and AB 75/430
- Review data to develop effective research-based practices targeting various populations and ethnic groups
- Various workshops, conferences and training which include, but are not limited to:
 - o Great Valley Writing Project
 - o West Ed's Strategic Literacy Initiative
 - o Character Based Literacy Training
 - o Northwestern Evaluation Assessment
 - o PLATO