

Executive Summary School Accountability Report Card, 2010–11

For San Joaquin County Community

Address:	PO Box 213030, Stockton, CA, 95213-9030	Phone:	(209) 468-9265
Principal:	Janine Cuaresma, Director	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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 based on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom. Teachers incorporate life skills and the "Concept of one.," as well as California State Content Standards in their teaching.

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, or students 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. Students in the community schools are in grades K – 12, and two sites serve grades K – 6 exclusively.

Though our students come from a variety of academic, social and emotional backgrounds, the diversity of students and locations is unified through the one. Program curriculum, mission, program beliefs, vision and values statements, program ethics and the guiding philosophy of "one."

Student Enrollment

Group	Enrollment
Number of students	1,221

Black or African American	20.7%
American Indian or Alaska Native	0.5%
Asian	6.2%
Filipino	0.6%
Hispanic or Latino	51.9%
Native Hawaiian or Pacific Islander	0.4%
White	15.9%
Two or More Races	3.8%
Socioeconomically Disadvantaged	94.8%
English Learners	21.0%
Students with Disabilities	5.2%

Teachers

Indicator	Teachers
Teachers with full credential	60
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	4
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	8%
Mathematics	11%
Science	4%
History-Social Science	5%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	N/A
Statewide Rank (from 2010 Base API Report)	N/A
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 0 of 21
2011–12 Program Improvement Status (PI Year)	Year 5

School Facilities

Summary of Most Recent Site Inspection

The Community Schools facilities were inspected in July and August, 2011. All facilities rated "good to excellent," with no repairs indicated.

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	73.71

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	9.2%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	San Joaquin County Community	District Name	San Joaquin County Office of Education
Street	PO Box 213030	Phone Number	(209) 468-4800
City, State, Zip	Stockton, CA, 95213-9030	Web Site	www.sjcoe.org
Phone Number	(209) 468-9265	Superintendent	Mick Founts
Principal	Janine Cuaresma, Division Director	E-mail Address	mfounts@sjcoe.net
E-mail Address	jcuaresma@sjcoe.net	CDS Code	39103973930468

School Description and Mission Statement (School Year 2010–11)

one.Mission

We ensure that ALL students attain the skills and confidence to make a positive difference and thrive in our ever-changing world.

one.Vision

We maintain high expectations and an academic focus that is rigorous, relevant, and founded on relationships. We inspire and empower our students to be tomorrow’s leaders. They are innovative thinkers who transcend boundaries to achieve the extraordinary. They are resilient and self-aware, able to overcome all obstacles in their pursuit of excellence. Our students have a strong sense of self-worth and value working with others to make miracles occur.

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, and/or students 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.

Students in the community schools are in grades K-12 and come from a variety of academic, ethnic, social, and emotional backgrounds. Teachers incorporate life skills 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 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 2010–11)

- Parents are considered part of the team in promoting a student’s success.
- Parents are involved in the enrollment process, 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. Translation is provided where necessary.
- Parents are recruited to participate in the District School Leadership Team, which focuses on restructuring policy.
- 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 to participate in the Community Advisory Committee which meets at least one time per month with various presenters.
- 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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	5	Grade 8	53
Grade 1	1	Ungraded Elementary	0
Grade 2	10	Grade 9	98
Grade 3	2	Grade 10	223
Grade 4	6	Grade 11	321
Grade 5	7	Grade 12	467
Grade 6	16	Ungraded Secondary	0
Grade 7	12	Total Enrollment	1,221

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
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Black or African American	20.7%
American Indian or Alaska Native	0.5%
Asian	6.2%
Filipino	0.6%
Hispanic or Latino	51.9%
Native Hawaiian or Pacific Islander	0.4%
White	15.9%
Two or More Races	3.8%
Socioeconomically Disadvantaged	94.8%
English Learners	21.0%
Students with Disabilities	5.2%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K – 6	15	3			15	3			15	3		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	57			20	61			20	58		
Mathematics	20	57			20	61			20	58		
Science	20	57			20	61			20	58		
Social Science	20	57			20	61			20	58		

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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, the plan is reviewed and revised annually for each school site. Site safety plans are 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.

At the beginning of each school year, COSP school site staff update their site specific Emergency Plan. The site specific Emergency plan includes the site safety plan, 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. 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 Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review.

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 on how they are to be utilized. The information is reviewed and updated as needed throughout the year. The following information is displayed at each site and is also included in the crisis file:

- 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
- Community Resources

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	20.3%	27%	72.56%	48.3%	53.23%	68.10%
Expulsions	.3%	.8%	.09%	.1%	.26%	.05%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

MAINTENANCE AND REPAIR:

The condition of the Community Schools facilities, including grounds and restrooms, is rated "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 \$280,745 for the 2010-11 school year. 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 2010/2011 school year work was completed in the following categories:

- Paving - \$51,586
- Roofing - \$5,745
- HVAC - \$24,354
- Wall Systems - \$9,960

Total \$91,645

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 and August 2011.

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 2011-12)

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	X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	43	56	60	138
Without Full Credential	17	2	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90%	10%
All Schools in District	94%	6%
High-Poverty Schools in District	NA for County Office of Education	NA for County Office of Education
Low-Poverty Schools in District	NA for County Office of Education	NA for County Office of Education

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	4.5	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	.5	
Psychologist		
Social Worker		

Nurse	1.0	
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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) • <u>McGraw-Hill</u> Corrective Reading Levels A through C • <u>McGraw-Hill</u> Corrective Reading Comprehension - Levels A through C • Glencoe California Treasures grades 1 through 6 • Glencoe Literature: Course 1 through Course 6 (grades 6 through 11) • 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 • COSP adopted a new English/Language Arts program for implementation in the 2011-12 school year. 	<p>All materials are LEA Board adopted</p> <p>SBE/Yes LEA Board adopted 03/11</p>	0
Mathematics	<ul style="list-style-type: none"> • Glencoe – Algebra Readiness (grades 6-8) • Holt - Algebra I (grades 8-12) 	SBE/Yes 2009	0

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 	All Materials are LEA Board approved	0
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 	All Materials are LEA Board approved	0
Foreign Language	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	LEA Board approved	0
Health	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	LEA Board approved	0
Visual and Performing Arts	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	LEA Board approved	0
Science Laboratory Equipment (grades 9-12)	NA		

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 2011-2012 theme is “Roots of the Modern World.” Units are as follows:

Unit 1: The Renaissance and the Scientific Revolution

Unit 2: The Enlightenment and the Social Contract

Unit 3: Nations, Industry, and Social Movements

Unit 4: Catalysts of Change to the Modern World

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,844	\$7,844	NA (County Office)	\$60,604
District			NA (County Office)	\$60,072
Percent Difference – School Site and District			NA	0%
State			\$8,452	\$67,932
Percent Difference – School Site and State			NA	9%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

- **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**
- **PLATO**

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,983	\$40,277
Mid-Range Teacher Salary	\$60,604	\$67,932
Highest Teacher Salary	\$79,661	\$78,848
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	NA
Percent of Budget for Teacher Salaries	10.99%	
Percent of Budget for Administrative Salaries	7.58%	

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.

- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	6%	5%	8%	20%	22%	24%	49%	52%	54%
Mathematics	6%	6%	11%	14%	16%	18%	46%	48%	50%
Science	4%	4%	4%	12%	12%	18%	50%	54%	57%
History-Social Science	4%	2%	5%	10%	9%	11%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	24%	18%	18%	11%
All Students at the School	8%	11%	4%	5%

Male	7%	13%	6%	5%
Female	10%	8%	0%	6%
Black or African American	7%	9%	3%	5%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	6%	12%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	6%	10%	3%	2%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	13%	15%	11%	17%
Two or More Races	23%	26%	0%	8%
Socioeconomically Disadvantaged	8%	12%	4%	6%
English Learners	1%	7%	2%	2%
Students with Disabilities	2%	12%	0%	0%
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.**

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	16%	11%	12%	20%	21%	19%	52%	54%	59%
Mathematics	11%	7%	8%	17%	19%	13%	53%	54%	56%

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	81%	12%	6%	87%	9%	3%
All Students at the School	88%	10%	2%	92%	7%	1%
Male	86%	12%	2%	91%	7%	2%
Female	92%	5%	3%	94%	6%	0%
Black or African American	88%	6%	6%	95%	5%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	86%	14%	0%	92%	8%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	90%	9%	1%	93%	5%	2%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	90%	5%	5%	77%	23%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	89%	9%	2%	93%	7%	1%
English Learners	92%	8%	0%	89%	9%	2%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%
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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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	50.00%	12.50%	12.50%
7	27.30%	9.10%	9.10%
9	23.90%	14.10%	2.20%

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	*	2	*

Similar Schools	NA	NA	NA
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**2010 Base API cannot be reported because this school had fewer than 11 valid test scores in at least one Standardized Testing and Reporting (STAR) content area used in API calculations.*

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	B	B
Black or African American	B	B	B
American Indian or Alaska Native	B	B	B
Asian	B	B	B
Filipino	B	B	B
Hispanic or Latino	B	B	B
Native Hawaiian or Pacific Islander	B	B	B
White	B	B	B
Two or More Races	N/D	B	B
Socioeconomically Disadvantaged	B	B	B
English Learners	B	B	B
Students with Disabilities	B	B	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			540	441	4,683,676	778
Black or African American			103	392	317,856	696
American Indian or Alaska Native			6		33,774	733

Asian			36	418	398,869	898
Filipino			5		123,245	859
Hispanic or Latino			292	436	2,406,749	729
Native Hawaiian or Pacific Islander			2		26,953	764
White			75	491	1,258,831	845
Two or More Races			16	587	76,766	836
Socioeconomically Disadvantaged			509	434	2,731,843	726
English Learners			110	419	1,521,844	707
Students with Disabilities			43	429	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	No
Met Participation Rate – Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No

Met API Criteria	No	No
Met Graduation Rate	No	No

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		1
Percent of Schools Currently in Program Improvement		33.33%

Note: Cells shaded in black do not require data.

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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	35.9	65.5	43.1	37.6	40.8	33.4	4.9	5.7	4.6
Graduation Rate	73.90	73.55	73.71	73.90	73.55	73.71	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting 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 2011		
	School	District	State
All Students	107	138	N/D
Black or African American	10	16	N/D
American Indian or Alaska Native	0	0	N/D
Asian	12	15	N/D
Filipino	2	2	N/D
Hispanic or Latino	52	61	N/D
Native Hawaiian or Pacific Islander	0	1	N/D
White	18	23	N/D
Two or More Races	13	20	N/D
Socioeconomically Disadvantaged	81	107	N/D
English Learners	20	20	N/D

Students with Disabilities	7	10	N/D
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Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

Currently, the Graduation by Exhibition (GBE) Post-Grad plan is being updated to require students to research two career paths. Students are encouraged to research a variety of pathways to fulfill their career goals. This includes ROCP/CTE focuses as well as careers that require higher education.

Our program has infused ROCP/CTE throughout the program. This past summer the ROCP/CTE teachers attended a training with the academic teachers from their site to further integrate career and technical education and a-g course work. The courses are aligned to the ROCP/CTE standards and are reviewed/revised annually. The ROCP/CTE offerings within our program are:

- Careers in Law Enforcement
- Computer Essentials/Graphic Communications
- Culinary Arts
- Graphic Communications
- Pre-Engineering
- Medical Terminology
- Sports Medicine
- Theater & Performing Arts

CTE classes are available to all students. Students can either attend focus sites or be released to attend ROCP/CTE classes elsewhere throughout the county.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	619
Percent of pupils completing a CTE program and earning a high school diploma	9.2%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

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.

San Joaquin County Community Schools devote 5 full school days and 24 two to two and a half hour sessions to professional development. 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 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 and engaging instructional strategies
- Rigor, Relevance and Relationships (RRR) training began in 2008. Consultants from the *International Center for Leadership in Education* were brought in to train the teaching staff and administrators. The RRR focus was supported through monthly meetings led first by teams of administrators and teachers, then through teacher leaders and continues with teacher leaders and our curriculum coordinator. The teachers have yearly professional goals that are tied to RRR.
- Monthly English Learner training through the San Joaquin County Office of Education Multi-lingual Department. These trainings have included *Structures and Strategies*, along with *A Look At Learning (ALL)*. Teachers were initially trained in the concepts of Structures and Strategies. The following year, the strategies were woven into our curriculum and lessons were modeled at the monthly meetings. In addition, the consultants work with individual teaching using a coaching strategy. Teachers participate in CAHSEE WRITE training, and creation of curriculum, pacing guides and assessments for English Learners through the leadership of our consultants.
- Teacher participation in textbook adoption, which includes review, pilot and subsequent program alignment training to ensure effectiveness of implementation.
- Site Data Team discussions occur the first Tuesday of each month. A data team leader, who is trained in extracting, examining and drawing conclusions, facilitates the meetings. These trainings occur monthly. The sites examine best practice using multiple measures to ensure student achievement. Goals are set and reviewed at each meeting.
- Professional development for teachers and administrators through Leadership Cadres sponsored by San Joaquin County Office of Education.
- Various workshops, conferences and training which include, but are not limited to:
 - Great Valley Writing Project
 - West Ed's Strategic Literacy Initiative

- Character Based Literacy Training
- Northwestern Evaluation Assessment
- PLATO
- CTAP Regional Workshops
- Asilomar Curriculum Conference
- ROCP/CTE Standards Integration into Core Subject Areas