

John F. Cruikshank, Jr.

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Mrs. Janine Kaeslin, Assistant Superintendent

 Principal, John F. Cruikshank, Jr.

About Our School

Contact

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

Phone: 209-468-9265

E-mail: jkaeslin@sjcoe.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)

District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
E-mail Address	jstanton@sicoe.net
Web Site	http://www.sicoe.org

School Contact Information (School Year 2018—19)

School Name	John F. Cruikshank, Jr.
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9265
Principal	Mrs. Janine Kaeslin, Assistant Superintendent
E-mail Address	jkaeslin@sicoe.net
Web Site	www.sicoe.org/cosp
County-District-School (CDS) Code	39103973930195

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

One.Mission

As a community of learners built on meaningful relationships, we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world.

One.Vision

We will continually create learning environments and provide opportunities so that diverse learners can own their own future.

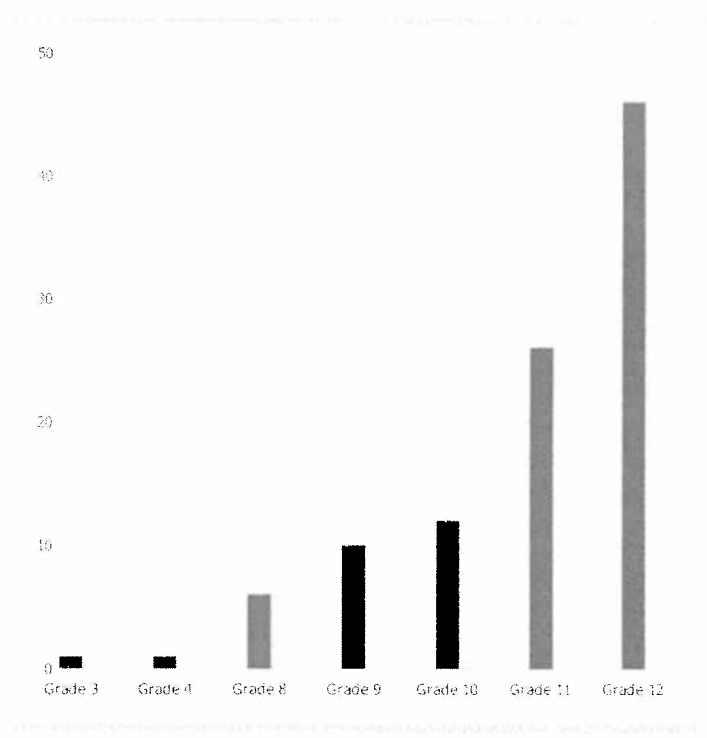
Program Description

The San Joaquin County Court School program serves youth at Peterson Juvenile Hall. one.Cruikshank serves students who are detained and awaiting adjudication. The one.Camp serves youth who have been adjudicated. Dorothy Biddick School serves foster youth in grades K – 6 residing at Mary Graham Children's shelter. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is united through our mission, vision, curriculum, methods of assessment and the guiding philosophy of one. The average length of stay in one.Cruikshank is approximately 16 days; for Biddick approximately 10 days; and for one.Camp is 6 to 9 months.

The Court Schools Programs use an integrated, thematic approach to instruction. Students complete grade-appropriate, standards-based academic courses and work on basic skills to complete requirements and earn high school credits. Educational strategies are interactive, and are both process- and product-oriented in the classroom. Teachers incorporate life skills and California State Content Standards in their teaching as well as the "concept of one." Students identified with special needs are provided services by credentialed special education teachers and paraeducators as specified in the student's IEP. Our curriculum and strategies are designed to help students develop an appreciation of self and others, individual talents, critical thinking and problem-solving skills, workforce readiness and to become productive members of the community.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 3	1
Grade 4	1
Grade 8	6
Grade 9	10
Grade 10	12
Grade 11	26
Grade 12	46
Total Enrollment	102



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	32.4 %
American Indian or Alaska Native	%
Asian	3.9 %
Filipino	1.0 %
Hispanic or Latino	56.9 %
Native Hawaiian or Pacific Islander	%
White	3.9 %
Two or More Races	2.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	20.6 %
Students with Disabilities	27.5 %
Foster Youth	13.7 %

A. Conditions of Learning

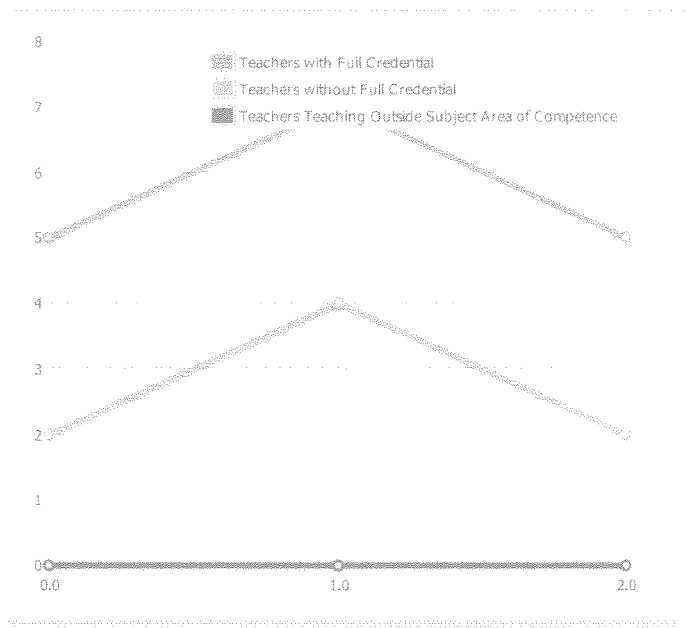
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

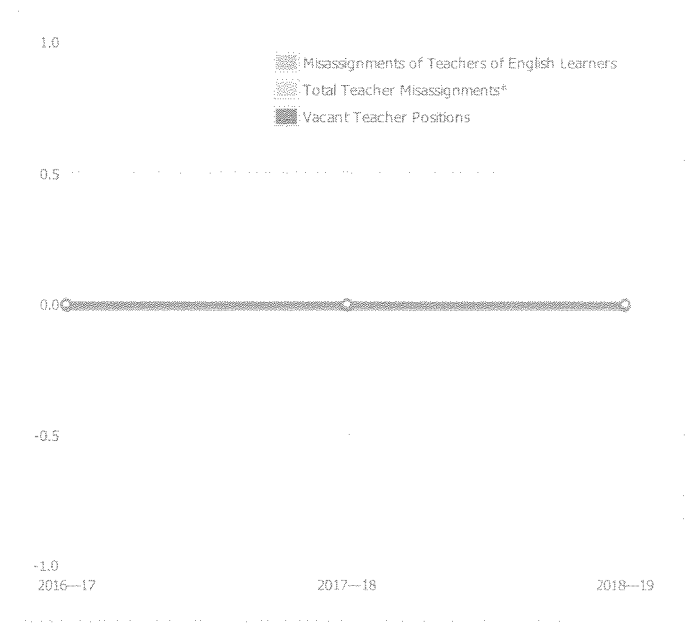
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	7	5	174
Without Full Credential	2	4	2	60
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, California Edition (2016-17) 7-12: SpringBoard by College Board (2017-18); StudySync (CARE program) Supplemental: PLATO Courseware; PLATO Accucess Modules, Exact Path Modules, course novels, EDGE (Fundamentals and Levels A-C); WRITE Approach	Yes	0.0 %
Mathematics	K-6: enVision Math 7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I (2016-17); PLATO Courseware; Big Ideas Math Algebra (CARE program) Supplemental: PLATO Accucess Modules, Exact Path Modules	Yes	0.0 %
Science	7-12: PLATO Courseware; Glencoe, Biology, Dynamics of Life; Physical with Earth Science Supplemental: Thematic Curriculum	No	0.0 %
History-Social Science	K-12: IMPACT California Social Studies McGraw Hill (2018-19) Supplemental: Thematic Curriculum; PLATO Courseware	Yes	0.0 %
Foreign Language	PLATO Courseware	No	0.0 %
Health	PLATO Courseware; one.FIT Curriculum	No	0.0 %
Visual and Performing Arts	PLATO Courseware; Thematic Curriculum	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	0.0%	33.0%	35.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	22.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/10/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	33	68.75%	
Male	43	31	72.09%	
Female	--	--	--	
Black or African American	16	--	62.50%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	22	18	81.82%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	33	68.75%	
English Learners	11	--	90.91%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/10/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	24	51.06%	
Male	42	22	52.38%	
Female	--	--	--	
Black or African American	16	--	43.75%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	12	57.14%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	47	24	51.06%	--
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/10/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/10/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

CTE Programs are not offered at Court schools.

Last updated: 1/18/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/18/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Cruikshank teachers and agency staff communicate with parents as appropriate. Cruikshank students have limited visitation rights with parents. Dorothy Biddick students have been removed from their home, and placed in protective care at the children's shelter.

Parents of students with special needs are involved with IEP meetings for their student.

State Priority: Pupil Engagement

Last updated: 1/31/2019

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

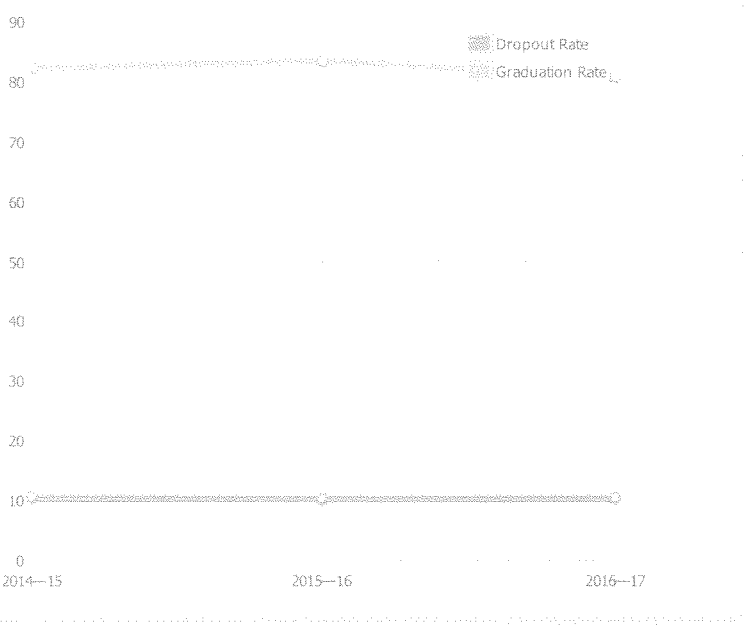
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	10.6%	10.4%	10.6%	10.4%	10.7%	9.7%
Graduation Rate	82.3%	83.6%	82.3%	83.6%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	10.5%	10.5%	9.1%
Graduation Rate	80.9%	80.9%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	19.6%	50.1%	88.7%
Black or African American	13.3%	38.9%	82.2%
American Indian or Alaska Native	0.0%	16.7%	82.8%
Asian	0.0%	24.4%	94.9%
Filipino	0.0%	80.0%	93.5%
Hispanic or Latino	24.0%	50.8%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	0.0%	61.8%	92.1%
Two or More Races	0.0%	61.1%	91.2%
Socioeconomically Disadvantaged	10.9%	46.2%	88.6%
English Learners	33.3%	29.8%	56.7%
Students with Disabilities	27.3%	37.7%	67.1%
Foster Youth	0.0%	63.0%	74.1%

State Priority: School Climate

Last updated: 1/22/2019

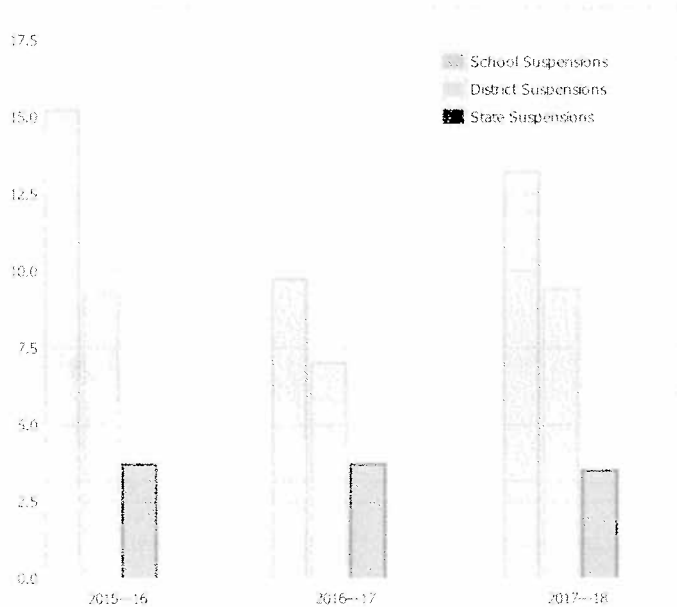
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

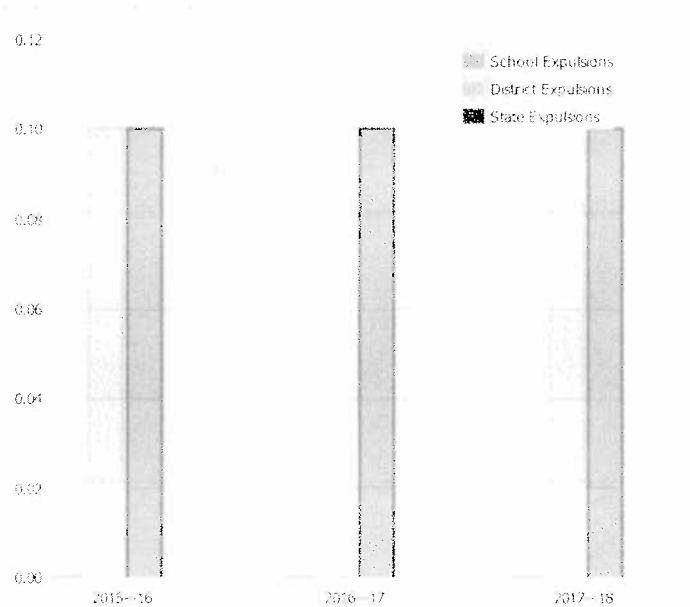
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	15.2%	9.7%	13.2%	9.2%	7.0%	9.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

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.

COSP also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention Council, Fathers, Families, Peacekeepers.

ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) update professional development was provided for all Administrative, Support and Teaching staff at the beginning of the 2018-2019 school year, specifically 8/27/18 and 8/28/18. Annual professional development is offered in managing assaultive behavior and was offered 8/23/18, mental health first aid offered 10/23/18, and classroom management skill building throughout the year.

Also at the beginning of the school year the school counselors distribute a crisis file and provides on-line resources for teaching and support staff. County Operated Schools and Programs staff resources include:

- Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus
- COSP Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers
- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information

- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills and positive relationship building activities though out the school year. During the 2018-2019 school year the one. school staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

Last updated: 1/10/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCOFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	4.0	1		
4				
5				
6	2.0	1		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8.0	3		

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	2.0	1		

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	7.0	27		
Mathematics	17.0	8		
Science	15.0	6		
Social Science	16.0	8		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	33.0			6
Mathematics	19.0	7		
Science	19.0	3		
Social Science	33.0			7

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	20.0	6		
Mathematics	20.0	6		
Science	20.0	6		
Social Science	20.0	6		

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

Last updated: 1/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	102.0
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)	0.8	N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$0.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

Types of Services Funded (2017-18)

NWEA and other assessment
 Accusess
 Curriculum and materials/supplies
 PLATO Supplemental Curriculum
 Professional Development
 Summer School

Last updated: 1/30/2019

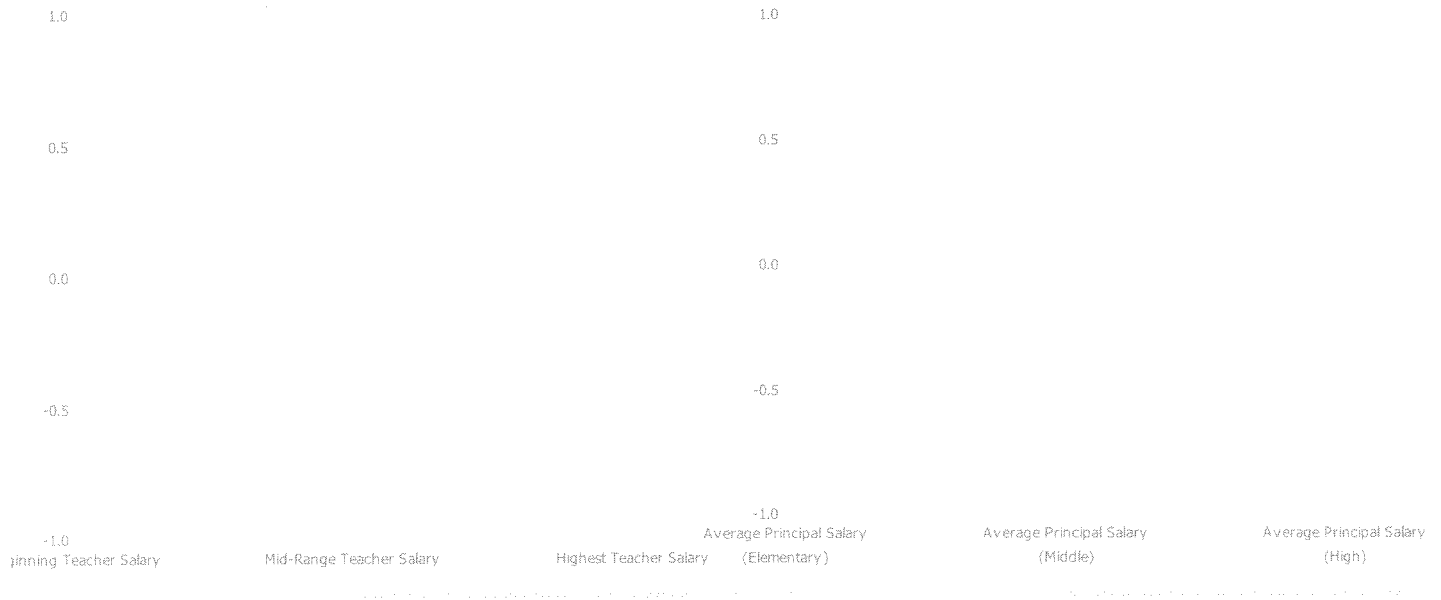
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development

1. What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

For the 2018-19 school year, the school will continue to implement WRITE, a school-wide writing and literacy intervention program to address the reading comprehension needs of students as indicated. The WRITE curriculum is an approach that uses strategies appropriate for both English learners and English-speaking students, and emphasizes literacy across all content areas. Student assessment data, both state and local, still show that the majority of students are not meeting standards and are below grade-level in both reading and writing. The 2017-18 Accucess data shows that more than 5% of students increased by at least one grade level in reading and in math from 2016-17, however students continue to perform below grade level on all assessments. The average reading level is 6th-grade and the average math performance is at a 5th-grade level as reported by Accucess assessment data. The 2017-18 CAASPP scores report that 5.33% of students met standards in ELA and 0.27% of students met standards in math.

Another area of focus is the continued implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Trauma-Informed Care. The program began a series of PBIS workshops with teachers in an effort to move all school sites into Tier 1. Existing Tier 1 school sites, moved into Tier 2. Full implementation of PBIS will help improve suspension and attendance rates, as well as relationships with families and the community. Data supports that PBIS and Restorative Practices are proven methods that help build positive relationships and improve student behavior.

2. What are the methods by which professional development is delivered (e.g. after school workshops, conference attendance, individual mentoring, etc.)?

The professional development program for teachers shifted to a choice-based model in 2018-19. Dedicated professional learning days known as Collaboration and Planning (CAP) increased from five in 2017-18 to 10 in 18-19. These training sessions are for all teachers and include curriculum collaboration and planning, as well as trainings and/or sessions in various topics, such as classroom management, formative assessment, online learning, history/social science, STEM, math, WRITE, and ELA/ELD. Four CAPs will be dedicated to review scope and sequences for content-areas. Other CAP sessions will be organized in a passport fashion and will allow teachers choice in their professional learning. Teachers will register for the sessions prior to the meeting time through EventBrite.

A week after each CAP meeting, teachers attend a region meeting which reinforces the topics reviewed and discussed. Teachers share lessons and review assessment data. Teachers also participate in five WRITE trainings which focus on the writer's workshop and on modeling writing for and with students.

Six days are dedicated to PBIS-specific trainings for all teachers. These trainings are led by PBIS coaches and the MTSS Coordinator.

In addition to the all-staff professional learning days, new teachers also receive additional support. Three WRITE review days are offered for teachers to calibrate the WRITE rubrics. Five New Teacher Academy days are offered. Veteran teachers facilitate the New Teacher Academy meetings and support new teachers in program-specific needs, as well as classroom management and instructional strategies.

There is also a Mentor Teacher program to support all first-year teachers and teachers participating in induction. Mentor Teachers meet with their assigned new teacher at least once-a-week and also meet with other mentor teachers five times throughout the year. Teachers, administrators, and other staff receive professional development in a variety of ways, including, after-school workshops, conference attendance, training attendance, coaching, and individual mentoring. The majority of the professional development is delivered through after-school workshops and conference/training attendance.

Teachers are supported in a variety of ways including coaching, mentorships, region meetings, and teacher-principal meetings. Teacher-principal meetings include collaboration time and feedback about the strategies and approaches being used in the classroom. Some teachers also receive in-class coaching provided by a WRITE and/or PBIS/Restorative Practice/Trauma-informed Care coach.

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data and a teacher/staff needs-assessment. During the 2018-19 school year, San Joaquin County devoted the following time for professional development:

Program-specific professional development workshops, programs, and academies:

Name Attendees

10 Collaboration and Planning Workshops Teachers

Administrators

10 Region Meetings Teachers

Administrators

Teacher participation in history/social science textbook adoption Teachers

Administrators

New Teacher Academy New teachers

Veteran teachers

New Teacher Mentor program New teachers

Mentor teachers

6 Leadership Academies that focuses on the Five Dimensions of Teaching and Learning Framework with the objective to develop consistent leadership practices among administrators, as well as a critical understanding of pedagogy. Administrators

3 Organized Binder trainings (piloted this year) Teachers

Administrators

PBIS trainings Teachers

Administrators

ELA/ELD textbook adoption training Teachers

Administrators

WRITE trainings (writer's workshop) Teachers

Administrators

ELPAC trainings (offered for teachers to administer the assessment) Teachers

Administrators

Proctors

Integrated lesson design and study Teachers

Administrators

Various workshops attended by teachers, staff, and administrators that include:

- 1-day ELPAC Academy
- 1-day FRISK workshop
- 3-day professional learning workshop for mentor teachers
- 2-day CA Way
- 2-day Parent Involvement workshop
- 2-day Drug Impairment
- 1-day Special Education symposium
- 1-day Latino Literacy project

Various conferences attended by teachers, staff, and administrators that include:

- 1-day Illuminate DnA training
- 1-day SJCCE Tech Summit
- 3-day PBIS conference
- 1-day Trauma-informed schools
- 1-day Educational neuro-science
- 1-day CAASPP CAST conference
- 2-day CAASPP institute
- 2-day CEDR conference
- 2-day Effective response to student threats
- 1-day CASBO
- 3-day SIRC
- 1-day Ed Law Tech conference
- 3-day IIRP World conference
- 3-day NAEHCY
- 4-day Dropout prevention
- 3-day AAPF
- 3-day CCIS
- 2-day CA Charter schools
- 2-day Strong workforce program
- 3-day CAASFEP institute
- 3-day illuminate conference
- 3-day ACSA
- 6-day CSNO
- 2-day Learning and the Brain
- 3-day CISC
- 3-day CADA
- 3-day CASCWA

Various Trainings attended by teachers, staff, and administrators that include:

- 6-day Improvement Science
- 1-day ELPAC initial training
- 3-day ELD institute
- 1-day ELPAC summative training
- 1-day SEIS management
- 1-day T3 training
- 2-day Restorative practices learning tour
- 3-day Parent project training

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