one.Charter
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2707 Transworld Dr. Stockton, CA , 95206-3948	**Principal:**	Doug McCreath, Division II Director - COSP
Phone:	(209) 468-9265	**Grade Span:**	K-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Doug McCreath, Division II Director - COSP

📍 Principal, one.Charter

About Our School ————————————————————————————————

Contact ————————————————————————————————

one.Charter
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: (209) 468-9265
Email: dmccreath@sjcoe.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	Brown, Troy A.
Email Address	trbrown@sjcoe.net
Website	www.sjcoe.org

School Contact Information (School Year 2021—2022)

School Name	one.Charter
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9265
Principal	Doug McCreath, Division II Director - COSP
Email Address	dmccreath@sjcoe.net
Website	http://sjcoe.org/onecharter/
County-District-School (CDS) Code	39103970120717

Last updated: 1/27/22

School Description and Mission Statement (School Year 2021—2022)

One.Charter 2021-22: About Our School

one.Charter is comprised of several schools designed to meet the various needs of at-promise students throughout San Joaquin County. Our schools primarily serve students who have become disengaged in traditional school settings for a variety of reasons and come to us for a chance to continue their education and make positive changes to their lives as well as to their communities.

Our schools include one.Charter Bianchi, one.Charter Main, Career Readiness Academy, Charter Elementary, Building Futures Academy and Come Back Kids. one.Bianchi and one.Main are school sites for grades 7-12. Both sites have a Visual and Performing Arts focus and use enrichment instructors for the Arts to enhance the core academic programs. Career Readiness Academy is group of schools designed to serve 12th grade students who are severely deficient credits and are not on track to graduate with their class. The main focus of these schools is to provide students with a high school diploma while focusing on career preparation. Students are required to do job shadowing or an internship/apprenticeship while earning credits for a high school diploma. Building Futures Academy is an 18-24 year old program with a construction focus along with earning a high school diploma. They are partnered with Americorp and Youthbuild and provide hands-on construction skill development through Habit for Humanity. Come Back Kids is a recent addition to the one.Charter family. The purpose of this school is to provide students 18 years or older who did not graduate in their four years of high school with an opportunity to come back to school and earn their high school diploma. There are several school sites throughout San Joaquin County to meet this need in the community. The program operates on a true Independent Study model to serve the adults who are working or facing life challenges that make it difficult to attend school on a daily basis. Finally, Charter Elementary, located in downtown Stockton, is a small K-6 site that serves students who are homeless. The focus of this school is to support the educational and emotional needs of the students as they transition between living situations and a more permanent school setting.

Our staff is comprised of amazing people who understand the dynamics of the students they serve. They wear multiple hats (teacher/counselor/tutor/mentor) as they work with at-promise students. All staff members understand the need to build positive relationships, so they implement PBIS and Restorative Practices techniques to create a nurturing learning environment. They also understand the need for a solid academic foundation, so they are well versed in the California State Standards, use curriculum aligned to those standards and participate in on-going training to enhance their classroom engagement strategies.

At one.Charter, we believe all students can learn, become successful, and benefit their community regardless of their current situation. We have designed our schools around this belief!!

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	1
Grade 2	3
Grade 3	2
Grade 4	7
Grade 5	5
Grade 7	1
Grade 9	7
Grade 10	23
Grade 11	44
Grade 12	595
Kindergarten	1
Total Enrollment	689
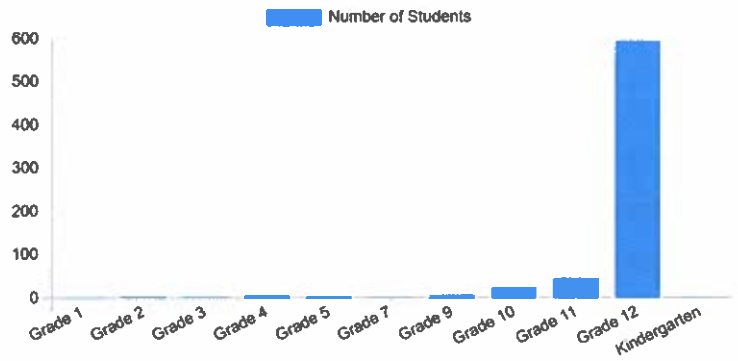
Last updated: 1/20/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	60.10%
Male	39.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	5.20%
Black or African American	15.10%
Filipino	0.90%
Hispanic or Latino	59.20%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	5.80%
White	11.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.80%
Foster Youth	1.70%
Homeless	15.20%
Migrant	0.10%
Socioeconomically Disavantaged	87.10%
Students with Disabilities	2.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.9	45.2	84.7	33.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.4	1	17.8	7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	6.6	36.6	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.7	44.7	79.2	31.3	12115.8	4.4
Unknown	1	2.5	34.3	13.6	18854.3	6.9
Total Teaching Positions	39.6	100	252.8	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	2
Misassignments	0.6
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	2.6

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	17.7
Total Out-of-Field Teachers	17.7

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	READING/ENGLISH/LANGUAGE ARTS K-6: Benchmark Advance, California Edition 2016-17 YES YES 7-12: SpringBoard by College Board 2017-18 7-8 YES YES StudySync (CARE program) 2017-18 N/A- high school YES 9-12: Edmentum Courseware 2020-21 YES Supplemental ELD: WRITE approach 2017-18 Supplemental material is not required to be board-approved.	Yes	0%
Mathematics	MATHEMATICS K-8: Ready Math 2021-22 NO* YES Schools are not mandated to use SBE-adopted programs, per CA Education Code Section 60210. The adoption process included review of materials for state-standard alignment. 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I 2016-17 NO* YES Schools are not mandated to use SBE-adopted programs, per CA Education Code Section 60210. The adoption process included review of materials for state-standard alignment. Big Ideas Math Algebra (CARE program) 2016-17 YES YES 9-12: Edmentum Courseware 2020-21 YES	Yes	0%
Science	SCIENCE K - 12: HMH, Science Dimensions 2021-22 YES YES 9-12: Edmentum Courseware 2020-21	Yes	0%
History-Social Science	HISTORY-SOCIAL SCIENCE K - 12: McGraw Hill, IMPACT California Social Studies 2018-19 YES YES 9-12: Edmentum Courseware 2020-21 YES	Yes	0%
Foreign Language	FOREIGN LANGUAGE 9-12: Edmentum Courseware 2020-21 YES	Yes	0%
Health	7-12: Edmentum Courseware 2020-21 NO Textbook and instructional materials are still under review by SBE.	No	0%
Visual and Performing Arts	VISUAL AND PERFORMING ARTS 9-12: Edmentum Courseware 2020-21 YES (LEA Adoption)	No	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/26/22

School Facility Conditions and Planned Improvements

FACILITY CONDITIONS: Community Schools take great effort to ensure that all school buildings are clean, safe and functional. To assist in this effort, Community Schools use a facility instrument developed by the state of California Office of Public School Construction: The FIT Report. Our FIT Reports cover the 5 sites owned and maintained by San Joaquin County Office of Education for one.Charter. The buildings are located in different parts of San Joaquin County. Our 5 sites are rated "good" overall.

CLEANING PROCESS AND SCHEDULE: Our cleaning services are contracted out. The Director of Student Services works on a continuing basis with the contractor to ensure quality and a regular cleaning schedule. Each facility is cleaned 3 to 4 times per week.

MAINTENANCE AND REPAIR: LEA maintenance staff ensure that repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

DEFERRED MAINTENANCE BUDGET: The LEA sets aside approximately .5% of the general budget for deferred maintenance.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Georgetown needs 10 rooftop HVAC units replaced. Planned for 21-22 year.
Interior: Interior Surfaces	Good	Two sites need cafeteria lights replaced with LED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	Gutters need repair in several places at all Charter sites.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Skylight louvers need replacing at one.Charter Bianchi

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good

Last updated: 1/28/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/20/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	34	40.48	59.52	14.71
Female	43	14	32.56	67.44	21.43
Male	41	20	48.78	51.22	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	5	27.78	72.22	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	17	36.17	63.83	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	30	41.67	58.33	13.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/20/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	34	40.48	59.52	0.00
Female	43	14	32.56	67.44	0.00
Male	41	20	48.78	51.22	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	4	22.22	77.78	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	19	40.43	59.57	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	31	43.06	56.94	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
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.

Last updated: 1/20/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	1.64	N/A	7.19	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/20/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	529	184	34.78	65.22	1.64
Female	332	118	35.54	64.46	1.71
Male	197	66	33.50	66.50	1.52
American Indian or Alaska Native	--	--	--	--	--
Asian	24	7	29.17	70.83	--
Black or African American	62	19	30.65	69.35	5.26
Filipino	--	--	--	--	--
Hispanic or Latino	332	119	35.84	64.16	0.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	15	33.33	66.67	0.00
White	58	22	37.93	62.07	4.55
English Learners	23	8	34.78	65.22	--
Foster Youth	12	3	25.00	75.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	486	171	35.19	64.81	1.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	2	18.18	81.82	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

The San Joaquin County Office of Education Community schools' desires to provide a comprehensive career technical education (CTE) program in both secondary and post-secondary programs that integrate core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

All program courses have been developed in cooperation with local business and industry representatives to prepare you with a portfolio of highly marketable skills. You may enroll in an individual course, pursue a Career Certificate Program, and earn Certificates of Achievement for completing the academic and attendance requirements as outlined for particular areas of study.

WHO WE ARE

CTE offers training to students that will prepare them for work. CTE courses provide opportunities to further education, upgrade present job skills, and/or learn new skills.

WHAT WE DO

We provide training for high school students, adults, and out-of-school youth for employment. In addition to formal classroom instruction, CTE works in partnership with local businesses to provide students with internships and on-the-job-training. CTE teachers, counselors and job developers assist students in job placement.

CTE is the most cost effective job training program in the State. At the end of student training, CTE graduates entering the labor force have a significant economic impact on the community. Millions of dollars are returned to the government through taxes that more than offset the training cost.

CTE classes are designed to reflect the real work environment. As in business, training requires students to follow policies and procedures and accept personal responsibility while in class.

CURRICULUM

The San Joaquin County Office of Education Career Technical Education Program uses a curriculum that will enable the CTE teacher to provide the kind of learning experiences and opportunities for the student to achieve his/her educational objectives. Career Preparation standard integrated lessons, assignments, and projects are centered on business related themes which bring real world application to the learning experience.

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

INTERNSHIPS

On-the-job training is one of the teaching methods used in many CTE programs. CTE maintains written agreements with local businesses to provide supervised, non-paid internship training (Community Classroom) at actual work sites. Some programs offer paid internships (Cooperative Technical Education) arranged between individual students, industry work sites and CTE instructors. To be eligible for either type of internship, students must have successfully completed the required course work and skill development, have their instructor's recommendation, attend related classroom instruction at least once a week during the internship, and be able to provide their own transportation to and from the training site.

STUDENT SERVICES

General Counseling: A CTE counselor is available to discuss students educational, career, and personal plan to help them make meaningful career choices. The counselor can also help students determine what other resources are available in the county. If students need assistance in deciding which CTE course is appropriate for them, the CTE counselor can help them make an appropriate choice. The counselor is available at walk-in registration, orientations, and during the school year.

Placement Assistance: Job finding skills incorporate employment, employability, and employment application skill training into each CTE Training program.

CAREER TECHNICAL EDUCATION – INDUSTRY SECTORS

1. Agriculture and Natural Resources
2. Arts, Media, & Entertainment
3. Building & Construction Trades
4. Business & Finance
5. Education, Child Development, & Family Services
6. Energy, Environment, & Utilities
7. Engineering & Architecture
8. Fashion & Interior Design
9. Health Science & Medical Technology
10. Hospitality, Tourism, & Recreation
11. Information & Communication Technologies
12. Manufacturing & Product Design
13. Marketing, Sales, & Services
14. Public Services
15. Transportation

Last updated: 1/31/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	26
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/20/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/20/22

State Priority: Other Pupil Outcomes

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 2021-2022)

Opportunities for parental involvement

The San Joaquin County Office of Education Alternative Programs recognizes that parents, guardians, and families are some of the most important members of the team that helps a student succeed. Student success increases when the school and parents/caregivers work in partnership. Parent involvement and family engagement are targeted and emphasized in goals found in the aligned LCAP, WASC, and SPSA plans.

During the 2021-22 school year, the Family Engagement team continued to offer families virtual options for meetings and workshops due to the COVID 19. A Parent Leader's committee was formed where families meet periodically and discuss relevant items pertaining to their student's school site and educational experiences. The Family Engagement team also offered site specific support for hosting and implementing family events.

Parents and families are invited to in-person and virtual events throughout the year such as Back-to-School nights, Open House nights, student showcases, student Graduation by Exploration presentations, Student Awards Nights, Resource Events, i.e.; Resources for Spanish Speaking families, Preparing Our Kids for Success (Truancy Workshop for Parents), Parenting Classes: Changing Destructive Adolescent Behavior, rapport building events, i.e.; Paint Nights, Holiday events and quarterly Family-Teacher conferences. Families are given an option as to whether they would like to conduct their conference over the phone, virtually, or in-person. Parents are also encouraged to participate as members in the school site council, district English learner advisory committee, and attend LCAP meetings. Translation services are provided when needed and/or requested. Parents are also invited to take a parent survey to gather feedback and input related to programs and services offered by SJCOE. The survey questions focus on communication, school safety, parent involvement, and access to community resources. The responses from the parents are reviewed and influence topics of workshops as well as discussion points during focus groups.

Parents are given a form in the initial enrollment packet that allows parents to share their interest in the parenting workshops and programs available. During weekly enrollments, parents and caregivers are given a pamphlet that

explains the family engagement program and what is offered. This includes information regarding all events and resources previously stated and includes dates and times of additional parent workshops and classes. These events are communicated thru two main platforms, Peachjar, an on-line flyer system, and on the one.Program's Facebook page. Subsequent to enrollments, parents and students are provided an orientation date where they visit the school site, meet their student's teachers and campus safety technician, are provided a schedule of their classes, and also an opportunity to survey the campus

Parents and caregivers who would like to know more about parent involvement opportunities available should reach out to Lindsey Clark (209) 292-2660 or Jennifer DeAngelo (209) 292-2658 or by email at familysupport@sjcoe.net.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	18.40%	20.00%	41.60%	27.90%	19.60%	35.10%	9.00%	8.90%	9.40%
Graduation Rate	29.40%	34.40%	29.70%	46.50%	48.30%	42.20%	84.50%	84.20%	83.60%
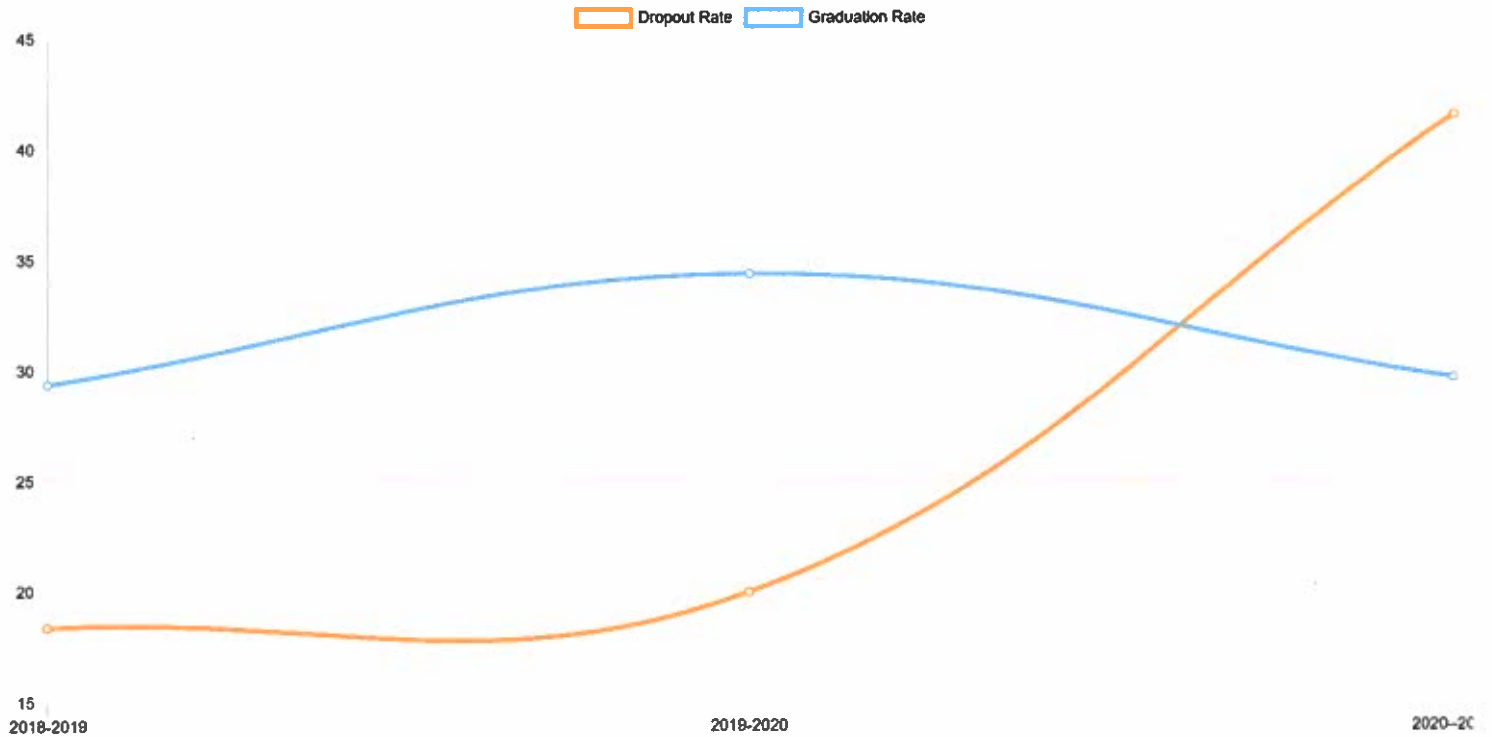
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	317	94	29.7
Female	185	55	29.7
Male	132	39	29.5
Non-Binary	0	0	0
American Indian or Alaska Native	13	4	29.5
Asian	0	0	--
Black or African American	46	16	34.8
Filipino	0	0	0
Hispanic or Latino	175	51	29.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	3	18.8
White	42	15	35.7
English Learners	19	6	31.6
Foster Youth	0	0	0
Homeless	72	17	23.6
Socioeconomically Disadvantaged	300	86	28.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	2	16.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1446	949	41	4.3
Female	886	588	15	2.6
Male	560	361	26	7.2
American Indian or Alaska Native	67	48	2	7.2
Asian	9	6	0	0.0
Black or African American	208	137	6	4.4
Filipino	13	10	1	10.0
Hispanic or Latino	879	574	24	4.2
Native Hawaiian or Pacific Islander	4	0	0	0.0
Two or More Races	75	50	1	2.0
White	150	96	7	7.3
English Learners	90	55	6	10.9
Foster Youth	32	16	0	0.0
Homeless	255	159	9	5.7
Socioeconomically Disadvantaged	1284	847	37	4.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	39	23	2	8.7

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	2.29%	0.14%	6.93%	1.14%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.82%	5.41%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0
Female	0.23	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.67	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0.39	0
Socioeconomically Disadvantaged	0.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, COSP sites review and revise it annually. Site safety plans are in alliance with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for employees to use at specific school sites for emergency, disaster, or crisis.

At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan. Parents, staff, law enforcement, fire representative, and first responders provide input on the document. The Site Specific Emergency Plan includes the site safety plan with language on tactical response, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California Schools. This 2021-22 year, staff also received multiple trainings on COVID safety and have been provided with the recommended PPE for students and staff. Additionally, schools have first aid supplies stocked annually. Teachers continue to hold on to a "grab and go" emergency backpack for evacuation purposes. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is centrally located at each school site, COSP Director's office, and available for parent/guardian review. The Site Specific Emergency Plan is a template that all Court, Community, BFA, and one.Charter schools use. Each site amends this template annually to include site-specific information.

COSP also collaborates with community agencies and county employed clinicians that focus on violence prevention and direct students/families services; i.e. Child Abuse Prevention Council and 654 Probation.

The Emergency Preparedness Coordinator at SJCOE offers emergency preparedness training annually to all staff. All staff participate in annual Active Shooter Keenan Safe Schools Modules as well as on-site drills. Staff received virtual professional development opportunities on mental health, first aid, and suicide prevention.

Throughout the 2021-2022 months, staff and students have received virtual or in-person support resources ranging from mental health and crisis support, family engagement support, and digital safety basics. Nurses and clinicians provide active virtual or in-person hours for all students. Family Engagement specialists have used the digital platform to engage with families as needed. County Operated Schools and Programs provided the following staff resources this year:

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

• CPS reporting form

- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources
- Keenan COVID trainings

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills, and positive relationship building activities though out the school year through PBIS interventions and BASE resources. During the 2021-22 school year, the one.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

Last updated: 1/26/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

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**	14.00	2		0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

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**	14.00	2		

* 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 2020–2021

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**	9.00	2		

* 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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	23		
Math	20.00	23		
Science	28.00		17	
Social Science	24.00		20	

* 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 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	17.00	11	23	
Math	17.00	8	25	
Science	17.00	11	23	
Social Science	17.00	11	23	

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	10.00	54	2	
Math	10.00	30	1	
Science	6.00	26	1	
Social Science	8.00	53	3	

Last updated: 1/26/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	215.3

Last updated: 12/31/99

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.30
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.30

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11818.00	$238.00	$11580.00	$67330.00
District	N/A	N/A	--	$67330.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

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

## Types of Services Funded (Fiscal Year 2020–2021)

Edmentum Supplemental Courseware and Assessment Program
Core Curriculum and materials/supplies
Parental Involvement
Professional Development
Extended Learning Sessions (Fall, Winter, Spring and Summer)
Mental Health Clinicians
Truancy Task Force
Positive Behavior Intervention Services
Restorative Practices
Artists in Residence
Chrome Books
MiFi units

Last updated: 1/26/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49221.00	--
Mid-Range Teacher Salary	$67330.00	--
Highest Teacher Salary	$95669.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	$254410.00	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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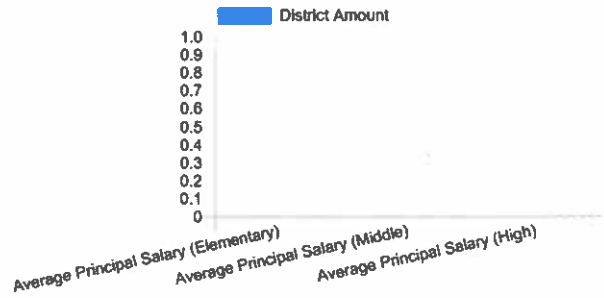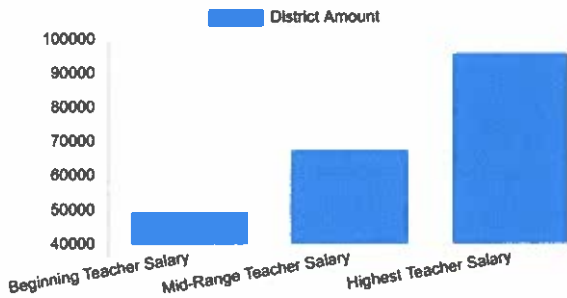
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/20/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	104	82	51