# San Joaquin County Special Education

## 2021–22 School Accountability Report Card
## Reported Using Data from the 2021–22 School Year
### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 2707 Transworld Dr.<br>Stockton, CA , 95206-3948 | **Principal:** | Monica Vallerga |
| **Phone:** | (209) 468-9279 | **Grade Span:** | P-12 |

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

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

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

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

## DataQuest

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

## California School Dashboard

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# About This School

## Monica Vallerga

📍 Principal, San Joaquin County Special Education

### About Our School

### Contact

San Joaquin County Special Education
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: (209) 468-9279
Email: mvallerga@sjcoe.net

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

| | |
|---|---|
| **District Name** | San Joaquin County Office of Education |
| **Phone Number** | (209) 468-9279 |
| **Superintendent** | A. Brown, Troy |
| **Email Address** | trbrown@sjcoe.net |
| **Website** | http://sjcoe.org/specialeducation |

### School Contact Information (School Year 2022–23)

| | |
|---|---|
| **School Name** | San Joaquin County Special Education |
| **Street** | 2707 Transworld Dr. |
| **City, State, Zip** | Stockton, CA , 95206-3948 |
| **Phone Number** | (209) 468-9279 |
| **Principal** | Monica Vallerga |
| **Email Address** | mvallerga@sjcoe.net |
| **Website** | http://sjcoe.org/specialeducation |
| **County-District-School (CDS) Code** | 39103976069215 |

*Last updated: 1/30/23*

## School Description and Mission Statement (School Year 2022–23)

The San Joaquin County Office of Education, Special Education Programs supports every student's right to an education designed to meet individual needs. It is essential to provide experiences that will enable students to (1) attain their ultimate functioning level, (2) learn in a comfortable, secure environment that is not limited by physical barriers, and (3) develop those critical skills and attitudes necessary to adapt and function in everyday life. Ultimately, we believe in the "whole individual". All students are active learners and have the potential for growth. It is our goal to protect and nurture personal dignity , ensure health and safety, and promote understanding of the individual.

*Last updated: 1/30/23*

## Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 80 |
| Grade 1 | 91 |
| Grade 2 | 78 |
| Grade 3 | 69 |
| Grade 4 | 57 |
| Grade 5 | 45 |
| Grade 6 | 49 |
| Grade 7 | 46 |
| Grade 8 | 44 |
| Grade 9 | 37 |
| Grade 10 | 24 |
| Grade 11 | 22 |
| Grade 12 | 112 |
| Total Enrollment | 754 |
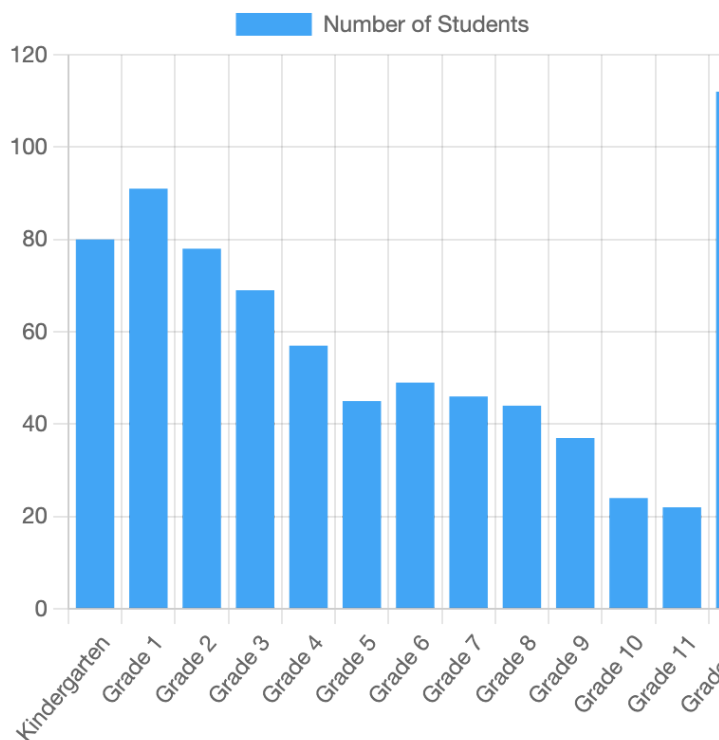


Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/30/23*

## Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 26.50% |
| Male | 73.50% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.70% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| English Learners | 28.50% |
| Foster Youth | 0.80% |
| Homeless | 0.00% |
| Migrant | 0.30% |
| Socioeconomically | 43.60% |

| Student Group | Percent of Total Enrollment |
|---|---|
| Asian | 13.40% |
| Black or African American | 8.60% |
| Filipino | 5.60% |
| Hispanic or Latino | 47.20% |
| Native Hawaiian or Pacific Islander | 0.70% |
| Two or More Races | 4.90% |
| White | 17.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Disavantaged | |
| Students with Disabilities | 100.00% |

| Student Group | Percent of Total Enrollment |
|---|---|

# A. Conditions of Learning

## State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.00 | 24.66 | 84.70 | 33.52 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 11.00 | 15.07 | 17.80 | 7.05 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 19.00 | 26.03 | 36.60 | 14.50 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.00 | 2.74 | 79.20 | 31.35 | 12115.80 | 4.41 |
| Unknown | 23.00 | 31.51 | 34.30 | 13.58 | 18854.30 | 6.86 |
| Total Teaching Positions | 73.00 | 100.00 | 252.80 | 100.00 | 274759.10 | 100.00 |

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

*Last updated: 1/30/23*

## Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.00 | 33.80 | 116.40 | 42.45 | 234405.20 | 84.00 |

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Intern Credential Holders Properly Assigned | 8.00 | 11.27 | 27.30 | 9.97 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 15.00 | 21.13 | 28.20 | 10.29 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.00 | 1.41 | 74.20 | 27.06 | 11953.10 | 4.28 |
| Unknown | 23.00 | 32.39 | 28.00 | 10.22 | 15831.90 | 5.67 |
| Total Teaching Positions | 71.00 | 100.00 | 274.20 | 100.00 | 279044.80 | 100.00 |

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

*Last updated: 1/30/23*

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

| Authorization/Assignment | 2020–21 Number | 2021–22 Number |
|---|---|---|
| Permits and Waivers | 10.00 | 5.00 |
| Misassignments | 9.00 | 10.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 19.00 | 15.00 |

*Last updated: 1/11/23*

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

| Indicator | 2020–21 Number | 2021–22 Number |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.00 | 1.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 2.00 | 1.00 |

*Last updated: 1/11/23*

## Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 15.00 | 15.1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 43.20 | 0 |

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: N/A

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | ? | | 0% |
| Mathematics | ? | | 0% |
| Science | ? | | 0% |
| History-Social Science | | | 0% |
| Foreign Language | | | 0% |
| Health | | | 0% |
| Visual and Performing Arts | | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

*Last updated: 1/30/23*

## School Facility Conditions and Planned Improvements

All the facilities owned and utilized by the San Joaquin County Office of Education are reviewed on a regular schedule by the maintenance staff. They are on the school campuses daily for our center-based programs and visit each satellite class once a week to make sure all facilities are safe and in good condition. The restrooms and classes are checked daily and a high standard of classroom hygiene procedures have been adopted.

Our two centers, John McFall and Redwood School, completed modernization at the beginning of the 2005-2006 school year. During the 2021-2022 school year, new gates were installed around the perimeter of each school to ensure student safety while on campus.

*Last updated: 1/30/23*

## 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 2022

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: August 2022

| Overall Rating | Good |
|---|---|

*Last updated: 1/30/23*

# 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).

- **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 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | 4% | N/A | 19% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | 1% | N/A | 8% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/30/23*

**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 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 322 | 293 | 90.99 | 9.01 | 3.75 |
| Female | 82 | 75 | 91.46 | 8.54 | 2.67 |
| Male | 240 | 218 | 90.83 | 9.17 | 4.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 38 | 90.48 | 9.52 | 5.26 |
| Black or African American | 26 | 24 | 92.31 | 7.69 | 0.00 |
| Filipino | 22 | 20 | 90.91 | 9.09 | 15.00 |
| Hispanic or Latino | 151 | 141 | 93.38 | 6.62 | 2.84 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 17 | 89.47 | 10.53 | 0.00 |
| White | 58 | 49 | 84.48 | 15.52 | 4.08 |
| English Learners | 87 | 82 | 94.25 | 5.75 | 1.22 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | 0 | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 139 | 127 | 91.37 | 8.63 | 3.15 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 322 | 293 | 90.99 | 9.01 | 3.75 |

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: 1/30/23*

**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 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 322 | 287 | 89.13 | 10.87 | 1.05 |
| Female | 82 | 73 | 89.02 | 10.98 | 0.00 |
| Male | 240 | 214 | 89.17 | 10.83 | 1.40 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 38 | 90.48 | 9.52 | 0.00 |
| Black or African American | 26 | 23 | 88.46 | 11.54 | 0.00 |
| Filipino | 22 | 19 | 86.36 | 13.64 | 0.00 |
| Hispanic or Latino | 151 | 136 | 90.07 | 9.93 | 1.47 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 17 | 89.47 | 10.53 | 0.00 |
| White | 58 | 51 | 87.93 | 12.07 | 1.96 |
| English Learners | 87 | 81 | 93.10 | 6.90 | 1.23 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 139 | 123 | 88.49 | 11.51 | 1.63 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 322 | 287 | 89.13 | 10.87 | 1.05 |

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: 1/30/23*

**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 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | | | | | 28.5 | 29.47 |

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/30/23*

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight and High School (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 28 | 23 | 82.14 | 17.86 | 4.35 |
| Female | 11 | 10 | 90.91 | 9.09 | -- |
| Male | 17 | 13 | 76.47 | 23.53 | 7.69 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 12 | 10 | 83.33 | 16.67 | -- |
| 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 | 11 | 9 | 81.82 | 18.18 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 23 | 82.14 | 17.86 | 4.35 |

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: 1/30/23*

**Career Technical Education (CTE) Programs (School Year 2021–22)**

Not applicable to this population

*Last updated: 1/30/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

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

*Last updated: 1/30/23*

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

*Last updated: 1/30/23*

# 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 2021–22)**
**Percentage of Students Participating in each of the five Fitness Components**

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------|-------|-------|-------|-------|

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/23*

# C. Engagement

## State Priority: Parental Involvement

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

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

**Opportunities for Parental Involvement (School Year 2022–23)**

Parents play a vital role in the education of their children. Opportunities for parents to participate in their child's education include assisting in classrooms, attending workshops established for Early Start parents, participating in the Community Advisory Committee (CAC), English Language Advisory Committee (ELAC) and parent training groups for children with autism. The county Programs are also training parents to support parents as part of the continuum of Alternate Dispute Resolution options. Although parents come from all over the San Joaquin County SELPA, they go the extra mile to participate in fundraisers, school events and support their child's learning at home.

# State Priority: Pupil Engagement

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

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

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

| Indicator | School 2019–20 | School 2020–21 | School 2021–22 | District 2019–20 | District 2020–21 | District 2021–22 | State 2019–20 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | 7.10% | 19.40% | | 19.60% | 24.20% | 8.9% | 9.4% | 7.8% |
| Graduation Rate | | 7.10% | 13.90% | | 48.30% | 46.60% | 84.2% | 83.6% | 87.0% |
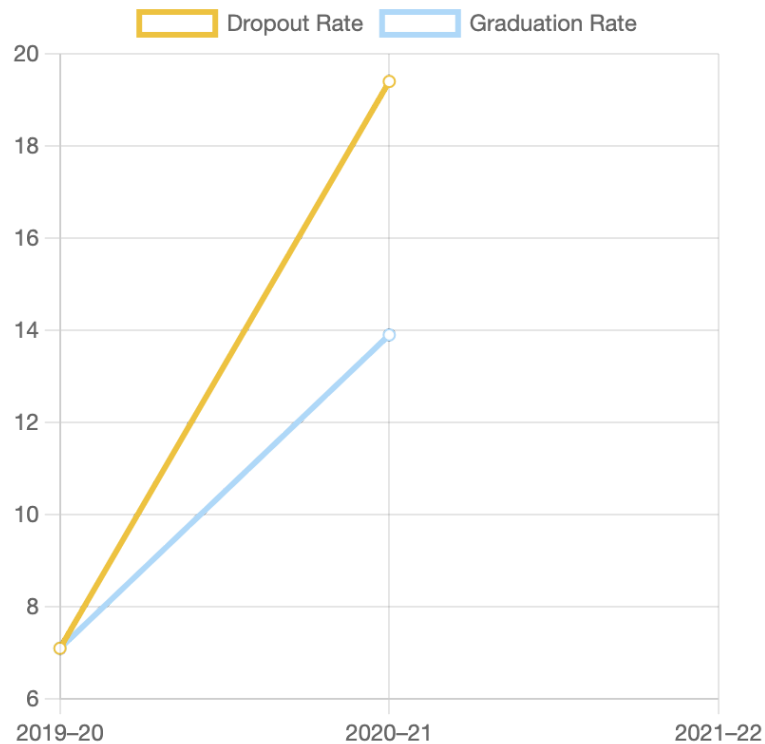


*Last updated: 1/30/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**
**(School Year 2021–22)**

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 36 | 5 | 13.9 |
| Female | 12 | 4 | 33.3 |
| Male | 24 | 1 | 4.2 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | | 0 |
| Black or African American | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 11 | 4 | 36.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0 |
| White | 13 | 0 | 0.0 |
| English Learners | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 23 | 4 | 17.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 |
| Students with Disabilities | 36 | 5 | 13.9 |

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: 1/30/23*

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 854 | 832 | 636 | 76.4 |
| Female | 224 | 218 | 175 | 80.3 |
| Male | 630 | 614 | 461 | 75.1 |
| American Indian or Alaska Native | 7 | 6 | 4 | 66.7 |
| Asian | 114 | 111 | 78 | 70.3 |
| Black or African American | 76 | 74 | 54 | 73.0 |
| Filipino | 47 | 44 | 32 | 72.7 |
| Hispanic or Latino | 398 | 391 | 316 | 80.8 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 4 | 80.0 |
| Two or More Races | 42 | 40 | 28 | 70.0 |
| White | 149 | 146 | 110 | 75.3 |
| English Learners | 252 | 245 | 184 | 75.1 |
| Foster Youth | 15 | 13 | 9 | 69.2 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 406 | 400 | 323 | 80.8 |
| Students Receiving Migrant Education Services | 3 | 3 | 1 | 33.3 |
| Students with Disabilities | 854 | 832 | 636 | 76.4 |

*Last updated: 1/30/23*

# 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 for School Year 2019–20 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|---|---|---|---|
| Suspensions | 0.51% | 5.41% | 2.45% |
| Expulsions | 0.00% | 0.06% | 0.05% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00% | 1.05% | 1.14% | 5.30% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.02% | 0.00% | 0.07% |

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.

*Last updated: 1/30/23*

**Suspensions and Expulsions by Student Group**
**(School Year 2021–22)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.05 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.43 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 5.26 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.50 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 2.38 | 0.00 |
| White | 1.34 | 0.00 |
| English Learners | 0.40 | 0.00 |
| Foster Youth | 6.67 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.99 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.05 | 0.00 |

*Last updated: 1/30/23*

**School Safety Plan (School Year 2022–23)**

All Special Education Program 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 Systems (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, Special Education Programs 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), EMSA emergency first aid guidelines of California Schools. School 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 houses at the school site and the Special Education Program Director's office and is available for parent/guardian review. Special Education Programs also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families.

The Knowledge Saves Lives, Inc professional development training was provided for all Administrative, Support, and Teaching staff November 2022.

In addition, school site principals attended the first annual safe schools summit, hosted by the San Joaquin County Office of Education, in November 2022.

*Last updated: 1/30/23*

# 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 2019–20**

| 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 | 50 | | |

* 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 2020–21**

| 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 | 1.00 | 1 | | |
| Other** | 9.00 | 52 | | |

* 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 2021–22**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | 3.00 | 2 | | |
| 5 | 2.00 | 1 | | |
| 6 | | | | |
| Other** | 9.00 | 49 | | |

* 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 2019–20)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 6.00 | 3 | | |
| Mathematics | 6.00 | 3 | | |
| Science | 6.00 | 3 | | |
| Social Science | 6.00 | 3 | | |

* 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 2020–21)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* 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 2021–22)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 7.00 | 2 | | |
| Mathematics | 7.00 | 2 | | |
| Science | 7.00 | 2 | | |
| Social Science | 7.00 | 2 | | |

* 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: 1/30/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor* | 0 |

* 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: 1/30/23*

**Student Support Services Staff (School Year 2021–22)**

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.00 |
| Social Worker | 0.00 |
| Nurse | 4.00 |
| Speech/Language/Hearing Specialist | 15.80 |
| Resource Specialist (non-teaching) | 2.00 |
| Other | 27.00 |

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

*Last updated: 1/30/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $12456.13 | $12456.13 | $0.00 | $67330.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $6593.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 1/30/23*

**Types of Services Funded (Fiscal Year 2021–22)**

*Last updated: 1/30/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

| 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/.
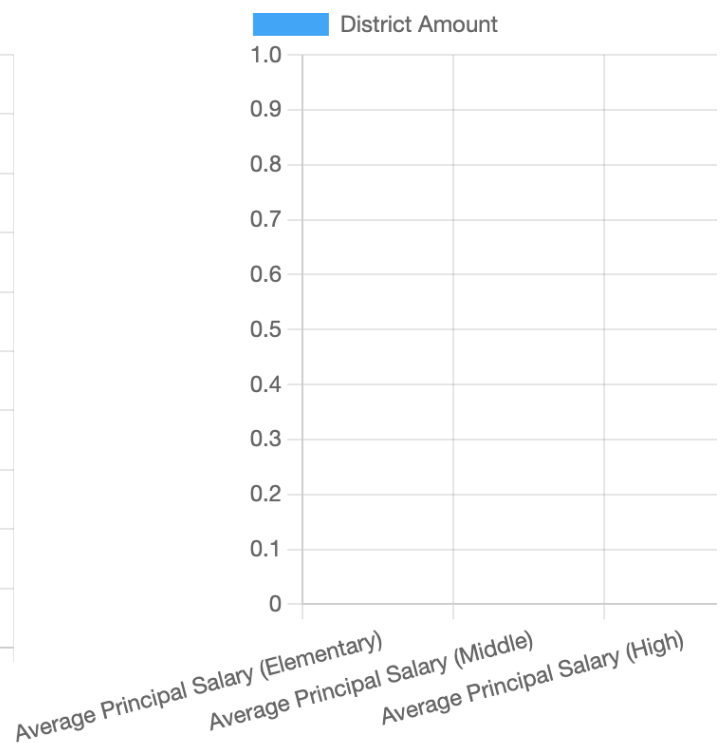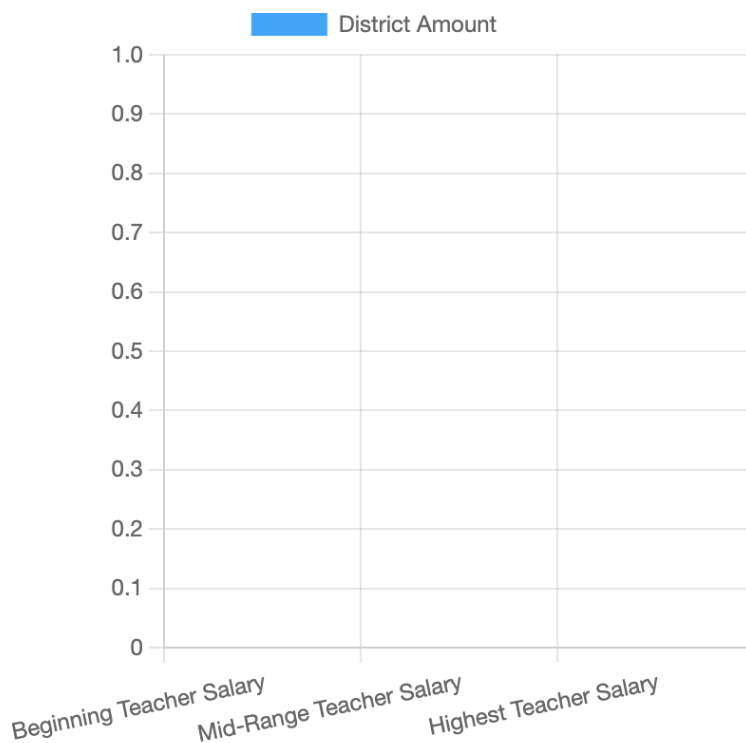
*Last updated: 1/30/23*

**Advanced Placement (AP) Courses (School Year 2021–22)**

**Percent of Students in AP Courses** 0 %

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

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

*Last updated: 1/30/23*

**Professional Development**

| Measure | 2020–21 | 2021–22 | 2022–23 |
|---|:---:|:---:|:---:|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 3 | 8 |

*Last updated: 1/30/23*