

Educación especial del condado de San Joaquín

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

DIRECCIÓN: 2707 Transworld Dr.
Stockton, CA, 95206-3948

Principal: Mónica Vallerga

Teléfono: (209) 468-9279

Rango de grado: P-12

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Tablero de la escuela de California

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

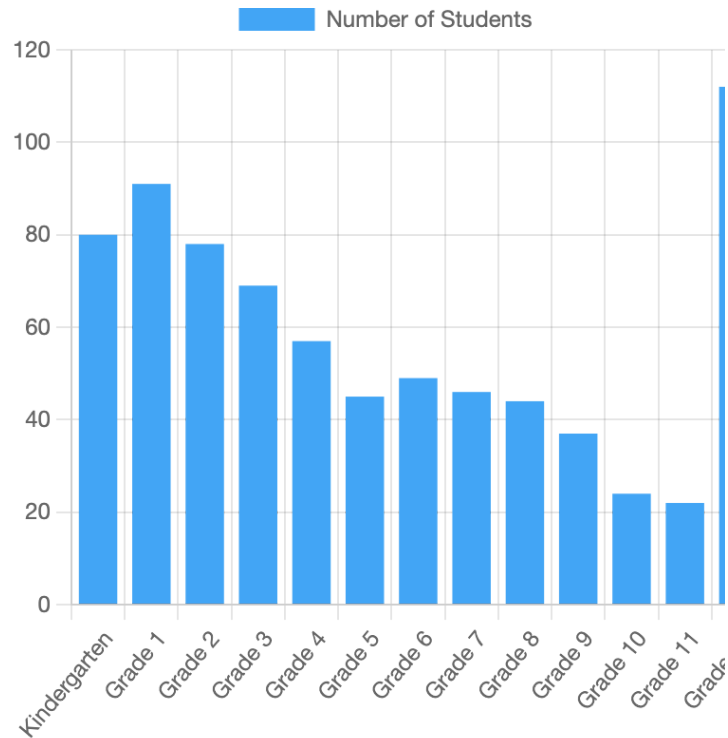
School Description and Mission Statement (School Year 2022–23)

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%

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%

Socioeconomically	43.60%
Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
Students with Disabilities	100.00%

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
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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.

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
<https://sarconline.org/public/print/39103976069215/2021-2022>

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
<https://sarconline.org/public/print/39103976069215/2021-2022>

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.

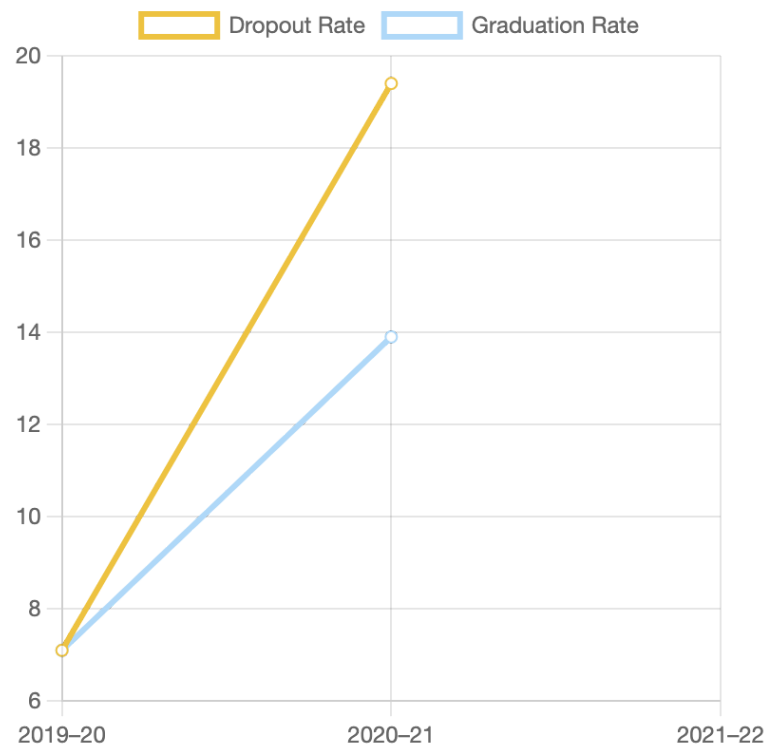
State Priority: Pupil Engagement

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 housed 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	--	--

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

Last updated: 1/30/23

Types of Services Funded (Fiscal Year 2021–22)

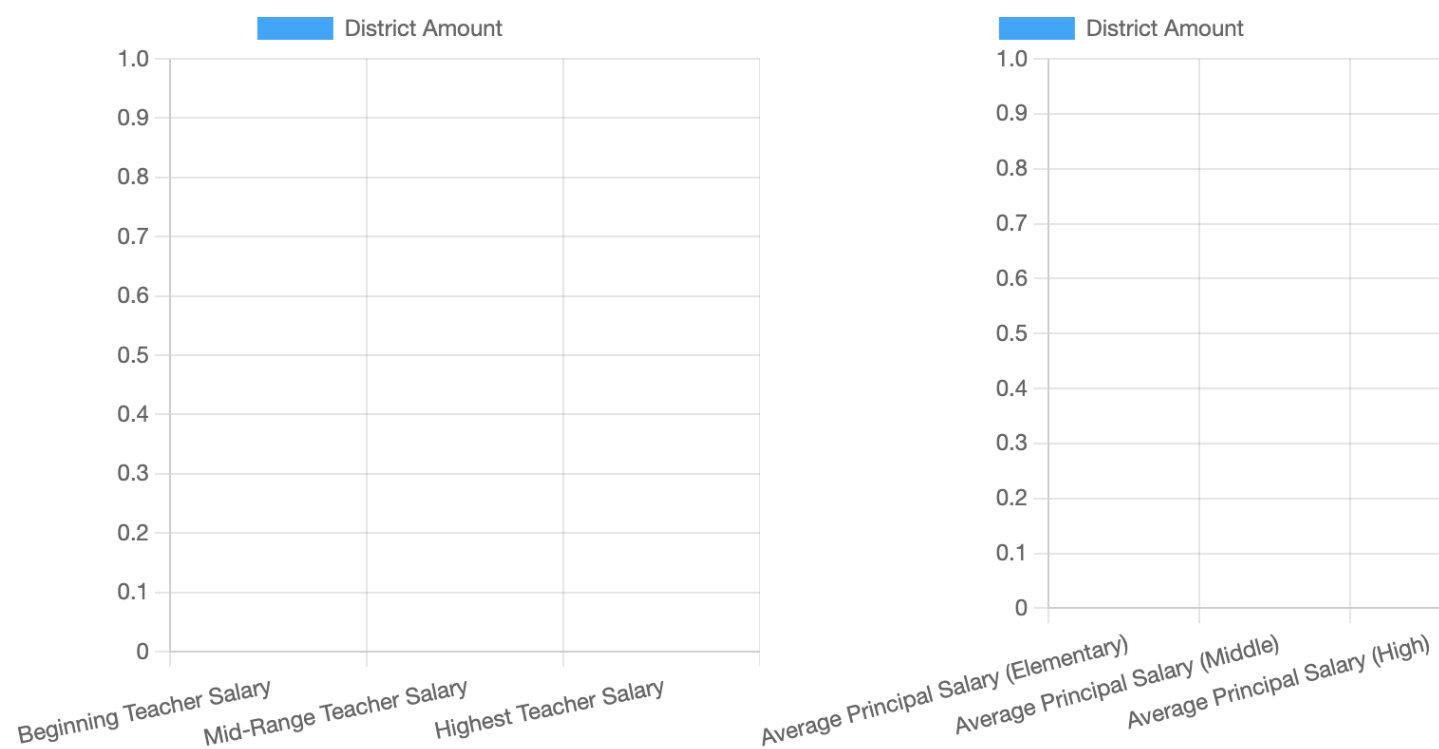
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Last updated: 1/30/23

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	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
Inglés	0
Bellas Artes y Artes Escénicas	0
Idioma extranjero	0
Matemáticas	0
Ciencia	0
Ciencias Sociales	0
Total de cursos AP ofrecidos*	0

* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Última actualización: 30/01/23

Desarrollo profesional

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	4	3	8

Última actualización: 30/01/23

