

Educación especial del condado de San Joaquín

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

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

Principal: Mónica Vallerga,
Directora de División

Teléfono: (209) 468-9279

Rango de grados: P-12

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

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, Division Director

📍 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](tel:2094689279)

Email: mvallerga@sjcoe.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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, Division Director
Email Address	mvallerga@sjcoe.net
Website	http://sjcoe.org/specialeducation
County-District-School (CDS) Code	39103976069215

Last updated: 1/18/24

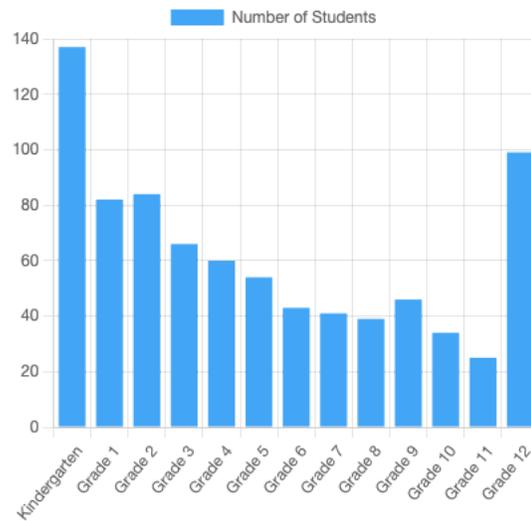
School Description and Mission Statement (School Year 2023–24)

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: 1/18/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	137
Grade 1	82
Grade 2	84
Grade 3	66
Grade 4	60
Grade 5	54
Grade 6	43
Grade 7	41
Grade 8	39
Grade 9	46
Grade 10	34
Grade 11	25
Grade 12	99
Total Enrollment	810



Last updated: 1/18/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	24.70%
Male	75.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	13.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	28.10%
Foster Youth	1.10%
Homeless	2.80%
Migrant	0.20%
Socioeconomically Disadvantaged	43.10%

Student Group	Percent of Total Enrollment
Black or African American	8.90%
Filipino	5.40%
Hispanic or Latino	45.70%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	4.80%
White	17.20%

Student Group (Other)	Percent of Total Enrollment
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/Incomplete/NA	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: 1/23/24

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%
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/Incomplete/NA	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: 1/23/24

**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: 11/2/23

**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: 11/2/23

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Textbooks and Instructional Materials are individualized to each student, per IEP.

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: 1/23/24

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. The school facilities are well-maintained with minimal deficiencies noted. Our maintenance staff 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.

Last updated: 1/23/24

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 2023

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 2023

Overall Rating	Good
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Last updated: 1/23/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	4%	7%	19%	20%	47%	46%
Mathematics (grades 3-8 and 11)	1%	2%	8%	6%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/23/24

**CAASPP Test Results in ELA by Student Group for students taking and
 completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022-23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	311	94.53%	5.47%	7.47%
Female	82	79	96.34%	3.66%	9.09%
Male	247	232	93.93%	6.07%	6.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	37	90.24%	9.76%	2.70%
Black or African American	32	30	93.75%	6.25%	3.33%
Filipino	23	23	100.00%	0.00%	4.35%
Hispanic or Latino	152	145	95.39%	4.61%	8.39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00%	0.00%	7.69%
White	50	45	90.00%	10.00%	13.33%
English Learners	99	93	93.94%	6.06%	6.52%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	149	94.90%	5.10%	6.71%
Students	--	--	--	--	--

Receiving Migrant					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	329	311	94.53%	5.47%	7.47%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/23/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	310	94.22%	5.78%	1.63%
Female	82	78	95.12%	4.88%	2.63%
Male	247	232	93.93%	6.07%	1.30%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	36	87.80%	12.20%	0.00%
Black or African American	32	30	93.75%	6.25%	0.00%
Filipino	23	23	100.00%	0.00%	0.00%
Hispanic or Latino	152	144	94.74%	5.26%	1.41%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15%	3.85%	8.00%
White	50	47	94.00%	6.00%	2.13%
English Learners	99	94	94.95%	5.05%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	150	95.54%	4.46%	1.33%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	329	310	94.22%	5.78%	1.63%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/23/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	4.35%	6.67%	4.53%	1.74%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/23/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	112	94.92%	5.08%	5.45%
Female	34	34	100.00%	0.00%	6.06%
Male	84	78	92.86%	7.14%	5.19%
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75%	6.25%	0.00%
Black or African American	12	11	91.67%	8.33%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	53	51	96.23%	3.77%	6.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	21	19	90.48%	9.52%	11.11%
English Learners	34	34	100.00%	0.00%	3.03%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	62	58	93.55%	6.45%	8.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	117	111	94.87%	5.13%	5.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/23/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Not applicable to this population

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Last updated: 1/23/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Not applicable to this population.

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: 1/23/24

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

Not applicable to this population

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/23/24

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 2022–23) 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 and Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	56.9%	37.3%	39.2%	39.2%	17.7%
7	70%	67.5%	60%	67.5%	10%
9	84%	76%	72%	76%	12%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 2023–24)

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 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

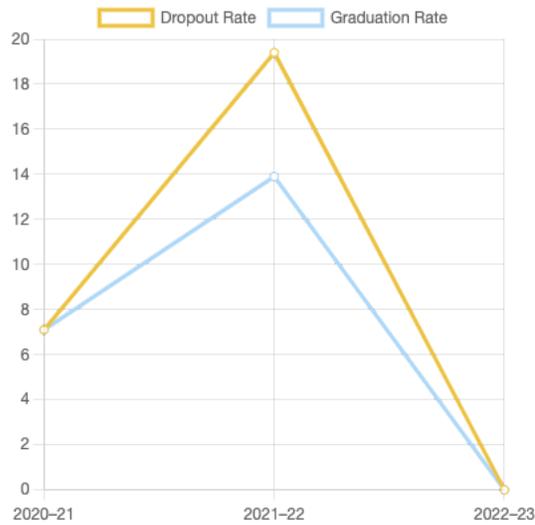
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School	School	School	District	District	District	State	State	State
	2020–21	2021–22	2022–23	2020–21	2021–22	2022–23	2020–21	2021–22	2022–23
Dropout Rate	7.10%	19.40%	0.0%	19.60%	24.20%	29.8%	9.4%	7.8%	8.2%
Graduation Rate	7.10%	13.90%	0.0%	48.30%	46.60%	39.9%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/29/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	21	0	0.0%
Female	--	--	--
Male	16	0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	16	0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	21	0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/23/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	921	898	517	57.6%
Female	228	223	133	59.6%
Male	693	675	384	56.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	6	5	1	20.0%
Asian	121	121	62	51.2%
Black or African American	85	83	43	51.8%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Filipino	49	48	24	50.0%
Hispanic or Latino	414	405	255	63.0%
Native Hawaiian or Pacific Islander	6	6	5	83.3%
Two or More Races	52	50	29	58.0%
White	157	150	79	52.7%
English Learners	266	261	148	56.7%
Foster Youth	14	11	5	45.5%
Homeless	31	30	17	56.7%
Socioeconomically Disadvantaged	445	431	267	61.9%
Students Receiving Migrant Education Services	2	2	2	100.0%
Students with Disabilities	920	897	516	57.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/23/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.05%	1.30%	1.14%	5.30%	5.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/23/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30%	0.00%
Female	1.32%	0.00%
Male	1.30%	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	1.18%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.21%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.92%	0.00%
White	2.55%	0.00%
English Learners	0.38%	0.00%
Foster Youth	14.29%	0.00%
Homeless	3.23%	0.00%
Socioeconomically Disadvantaged	1.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.30%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/23/24

School Safety Plan (School Year 2023–24)

All Special Education Program school sites have a comprehensive school safety plan in accordance with the Safe School 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 Programs 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 in 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: 1/23/24

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 2020–21)

County Special Education classes are multi-graded. All classes averages are 1-22.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	22	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	9.00	53	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Not applicable to this population.

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				

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de

secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

**Tamaño promedio de clase y distribución del tamaño de clase (secundaria)
(año escolar 2021-22) (ESCUELA SECUNDARIA)**

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes del lenguaje inglés	7.00	2		
Matemáticas	7.00	2		
Ciencia	7.00	2		
Ciencias Sociales	7.00	2		

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

**Tamaño promedio de clase y distribución del tamaño de clase (secundaria)
(año escolar 2022-23) (ESCUELA SECUNDARIA)**

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes del lenguaje inglés	11.00	2	0	0
Matemáticas	11.00	2	0	0
Ciencia	11.00	2	0	0
Ciencias Sociales	11.00	2	0	0

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

Última actualización: 25/01/24

Proporción de alumnos por consejero académico (año escolar 2022-23)

Título	Relación
Alumnos al Consejero Académico*	0

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 30/01/24

Personal de servicios de apoyo estudiantil (año escolar 2022-23)

Título	Número de FTE* asignados a la escuela
Consejero (académico, social/conductual o de desarrollo profesional)	
Profesor de Medios de Biblioteca (Bibliotecario)	
Personal de servicios multimedia de la biblioteca (paraprofesional)	
Psicólogo	10.00
Trabajador social	0,70
Enfermero	13.00
Especialista en habla/lenguaje/audición	20.00
Especialista en Recursos (no docente)	
Otro	6.00

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 30/01/24

Gastos por alumno y salarios de los maestros del plantel escolar (año fiscal 2021-22)

La Oficina de Educación del Condado no está obligada a informar los gastos promedio. La División de Servicios Fiscales Escolares del CDE no calcula el gasto promedio estatal para la Oficina de Educación del Condado.

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los maestros
Sitio escolar	\$15270.93	\$15270.93	--	\$73435.00
Distrito	N / A	N / A	\$0.00	--
Diferencia porcentual: sitio escolar y distrito	N / A	N / A	--	--
Estado	N / A	N / A	\$7606.62	--
Diferencia porcentual: sitio escolar y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 25/01/24

Tipos de servicios financiados (año fiscal 2022-23)

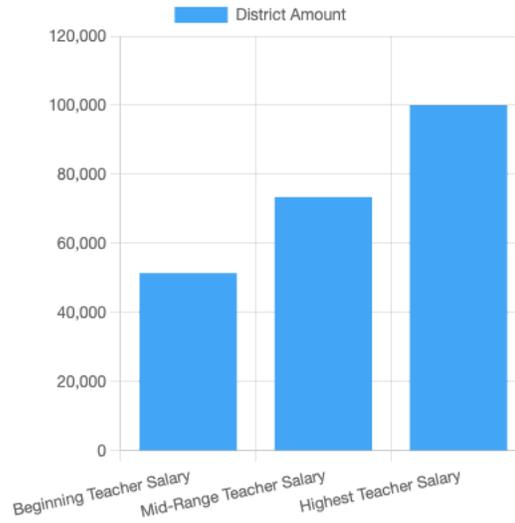
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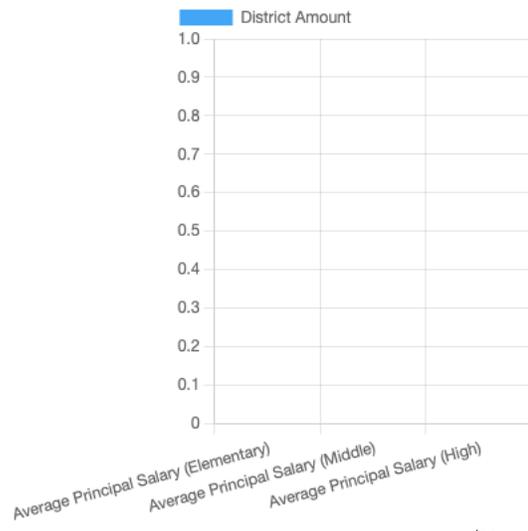
Última actualización: 25/01/24

Salarios administrativos y docentes (año fiscal 2021-22)

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Salario del maestro principiante	\$51458.00	\$0.00
Salario docente de rango medio	\$73435.00	\$0.00
El salario más alto de un maestro	\$100017.00	\$0.00
Salario principal promedio (primaria)	\$0.00	\$0.00
Salario principal promedio (medio)	\$0.00	\$0.00
Salario principal promedio (alto)	\$0.00	\$0.00
Salario del superintendente	\$245000.00	\$0.00
Porcentaje del presupuesto para salarios docentes	0,00%	0,00%
Porcentaje del presupuesto para salarios administrativos	0,00%	0,00%

Para obtener información detallada sobre salarios, consulte la página web de Salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/>.





Última actualización: 25/01/24

Cursos de colocación avanzada (AP) (año escolar 2022-23)

No aplicable a esta población.

Porcentaje de estudiantes en cursos AP 0 %

Sujeto	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 existan matrículas en cursos de estudiantes de al menos un estudiante.

Última actualización: 25/01/24

Desarrollo profesional

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	3	8	9

Última actualización: 25/01/24