Comunidad 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:**	Sra. Melanie Greene, superintendente adjunta, escuelas y programas operados por el condado
Teléfono:	(209) 468-9265	**Rango de grados:**	K-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

Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs

♀ Principal, San Joaquin County Community

About Our School

Welcome to San Joaquin County Community Schools! Our programs serve students in grades K-12 and young adult students in alternative education settings across 30 different programs throughout San Joaquin County. This includes students enrolled in one of San Joaquin County Office of Education's court or community schools, all of which are accredited by Western Association of Schools and Colleges.

We promote the concept of **one.**, believing that all of our students and staff have unique gifts and talents. When we recognize and support each other's strengths, together we can dramtically increase students' academic, social-emotional, and behavioral outcomes. We are committed to improving student attendance, delivering rigorous and consistent instruction across the programs, and improving our capacity for building relationships in a therapeutic learning environment.

Juan Juaregui, Division Director - COSP

Contact

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

Phone: (209) 468-9265
Email: mgreene@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, Ed.D., Troy A.
Email Address	trbrown@sjcoe.net
Website	www.sjcoe.org

School Contact Information (School Year 2023–24)

School Name	San Joaquin County Community
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9265
Principal	Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs
Email Address	mgreene@sjcoe.net
Website	www.sjcoe.org/cosp
County-District-School (CDS) Code	39103973930468

Last updated: 1/17/24

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

School Description and Mission Statement

one. Mission

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

one. Vision

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

Program Description

Our programs enable diverse learners to become productive members of the community by providing creative and high quality

members of the community by providing creative and high quality learning opportunities. Students develop an appreciation of self and others, employ critical thinking and problem solving skills, develop workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPE or GED.

Community schools are located in leased commercial properties and county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 150 students and the smallest site serves 10 students.

The population of the community school programs is comprised of students referred by parents, students who have been expelled or referred through the Student Attendance Review Board/SARB process, and/or students who are on probation or homeless. We serve students in grades K-12 and young adults. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is celebrated through our mission, vision, curriculum, methods of assessment and the guiding philosophy of one.

The **one.**Program staff is comprised of teachers, counselors, school nurses, mental health clinicians, clerical support, maintenance and technology staff, WorkAbility staff and administrators. All employees are teachers of students and may participate in activities such as Quests, one.congress, career fairs, athletic events and extended educational opportunities.

The Community Schools Programs use an integrated, thematic approach to instruction. Lessons, assignments and projects are based on quarterly themes that bring continuity to the learning experience. Students complete grade-appropriate, standards-based academic courses and work on basic skills to complete requirements and earn high school credits. Educational strategies are interactive, and are both process- and product-oriented in the classroom. Teachers incorporate life skills and California State Content Standards in their teaching as well as the Concept of **one.**

Last updated: 1/31/24

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

Grade Level	Number of Students
Grade 5	1
Grade 6	4
Grade 7	9
Grade 8	35
Grade 9	94
Grade 10	137
Grade 11	298
Grade 12	342
Total Enrollment	920
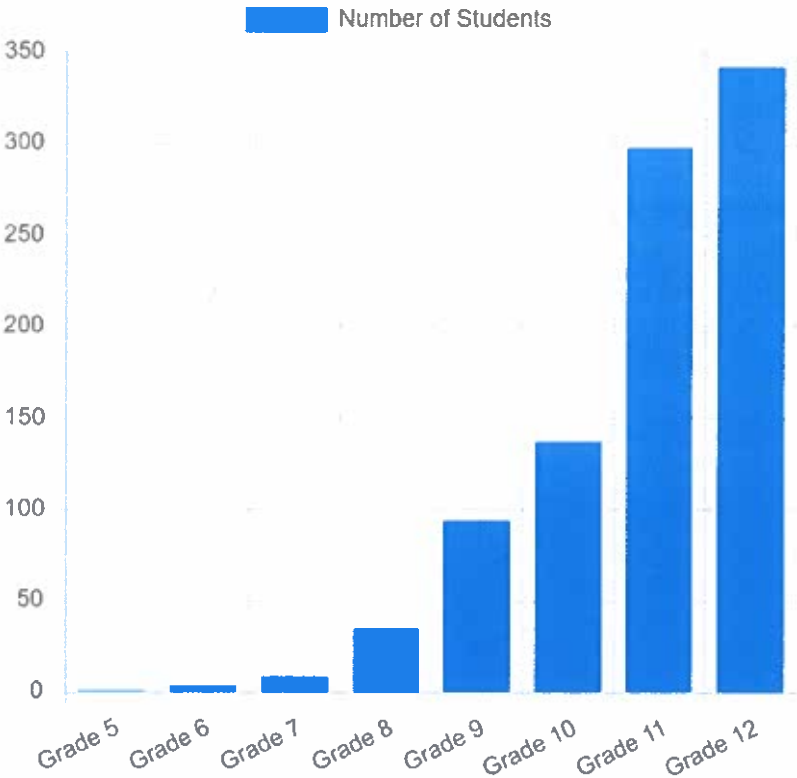
Last updated: 1/3/24

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

Student Group	Percent of Total Enrollment
Female	39.10%
Male	60.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	5.00%
Black or African American	12.10%
Filipino	0.90%
Hispanic or Latino	61.00%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	5.40%
White	11.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.20%
Foster Youth	3.30%
Homeless	9.00%
Migrant	0.10%
Socioeconomically Disavantaged	84.90%
Students with Disabilities	9.60%

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)	12.50	22.21%	84.70	33.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.80	3.30%	17.80	7.05%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.10	10.89%	36.60	14.50%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	29.70	52.92%	79.20	31.35%	12115.80	4.41%
Unknown/Incomplete/NA	5.90	10.64%	34.30	13.58%	18854.30	6.86%
Total Teaching Positions	56.20	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: 1/3/24

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)	21.70	39.52%	116.40	42.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.70	3.16%	27.30	9.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.90	8.92%	28.20	10.29%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	24.60	44.61%	74.20	27.06%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	3.75%	28.00	10.22%	15831.90	5.67%
Total Teaching Positions	55.10	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: 1/3/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	1.00
Misassignments	5.10	3.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.10	4.90

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	0.00	0.00
Local Assignment Options	29.70	24.60
Total Out-of-Field Teachers	29.70	24.60

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)	11.10%	11.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.50%	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: January 2023

Subject Textbooks and Instructional Materials	Year Adopted	Most recent adoption by SBE board*	Most recent adoption by LEA board	Explanation*
READING/ENGLISH/LANGUAGE ARTS				
K-6: Benchmark Advance, California Edition	2016-17	YES	YES	
7-12: SpringBoard by College Board	2017-18	7-8 YES	YES	
StudySync (CARE program)	2017-18	N/A- high school	YES	
Supplemental 7-12: Edmentum Courseware	2016-17			Supplemental material is not required to be board-approved.
Supplemental ELD: WRITE approach	2017-18			Supplemental material is not required to be board-approved.
MATHEMATICS				
K-8: Ready Math	2021-22	NO	YES	Schools are not mandated to use SBE-adopted programs, per CA Education Code Section 60210. The adoption process included review of materials for state-standard alignment.
9-12: Houghton Mifflin Harcourt, Integrated Mathematics I	2016-17	NO	YES	
Big Ideas Math Algebra (CARE program)	2016-17	YES	YES	
Supplemental 7-12: Edmentum Courseware	2016-17			Supplemental material is not required to be board-approved.

SCIENCE

K - 12: HMH,
Science Dimensions   2021-22 YES   YES

Supplemental 7-12:
Edmentum   2016-17   Supplemental material is not
Courseware   required to be board-approved.

HISTORY-SOCIAL SCIENCE

K - 12: McGraw Hill,
IMPACT California   2018-19 YES   YES
Social Studies

Supplemental:
Edmentum   2016-17   Supplemental material is not
Courseware   required to be board-approved.

FOREIGN LANGUAGE

9-12: Edmentum   Scheduled to be presented for LEA
Courseware   2016-17   NO   board-approval during 21-22
                                                       school year.

HEALTH

                                                       Scheduled to be presented for LEA
                                                       board-approval during 21-22
7-12: Edmentum   school year.
Courseware   2016-17 NO   NO
                                                       Textbook and instructional
                                                       materials are still under review by
                                                       SBE.

VISUAL AND PERFORMING ARTS

9-12: Edmentum   Scheduled to be presented for LEA
Courseware   2016-17   NO   board-approval during 21-22
                                                       school year.

SCIENCE LAB EQUIPMENT

N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See narrative above	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics		Yes	0
Science		Yes	0
History- Social Science		Yes	0
Foreign Language		No	0
Health		No	0
Visual and Performing Arts		No	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

School Facility Conditions and Planned Improvements

FACILITY CONDITIONS: Many Community and Charter school sites are co-located in the same facilities throughout San Joaquin County. We take great effort to ensure that all school buildings are clean, safe, and functional. To assist in this effort, we use the Office of Public School Construction's Facility Inspection Tool (FIT) to determine facility conditions. Our FIT Reports cover 11 school sites owned by San Joaquin County Office of Education and maintained by County Operated Schools and Programs. These 11 sites are rated "good" overall.

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

MAINTENANCE AND REPAIR: LEA maintenance staff ensure that repairs necessary

MAINTENANCE AND REPAIR: LEA maintenance staff ensure that repairs necessary to keep the school sites in good repair and working order are completed in a

timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

DEFERRED MAINTENANCE BUDGET: The LEA sets aside approximately 5% of the general budget for deferred maintenance. The following projects were in process or completed this school year:

· 	Georgetown: Foundation repair

· 	Bianchi, Harmony, Lathrop and Manteca Main: Replace fluorescent low-bay lights

· 	Monte Diablo: Replace 4 ton HVAC in Portable #6

· 	Parking lots for 9 school sites had cracks filled, seal coating, and stripping completed

Last updated: 1/30/24

School Facility Good Repair Status

San Joaquin Community Schools own and operate seven facilities, located throughout the county. Thus, an aggregate is used from the seven FIT Reports to complete this section.

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	No action required
Interior: Interior Surfaces	Good	Drain in one lunchroom needs to be resurfaced. Carpet/floor needs upgrades in counselor's room and several lunchrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action necessary
Electrical: Electrical	Good	No action necessary
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action necessary
Safety: Fire Safety, Hazardous Materials	Good	No action necessary
Structural: Structural Damage, Roofs	Good	Gutters need replacing at several structures
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Basketball court needs resurfacing at one site. Another site needs new grass and sprinklers. Shade structures need new canopy.

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good

Last updated: 1/29/24

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)	11%	7%	19%	20%	47%	46%
Mathematics (grades 3-8 and 11)	3%	1%	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: 1/10/24

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	509	353	69.35%	30.65%	7.43%
Female	189	139	73.54%	26.46%	12.95%
Male	318	214	67.30%	32.70%	3.79%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	18	62.07%	37.93%	5.88%
Black or African American	62	43	69.35%	30.65%	2.38%

Filipino   --   --   --   --   --

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	304	214	70.39%	29.61%	6.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	23	58.97%	41.03%	26.09%
White	65	47	72.31%	27.69%	10.64%
English Learners	89	57	64.04%	35.96%	0.00%
Foster Youth	--	--	--	--	--
Homeless	30	14	46.67%	53.33%	21.43%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	429	285	66.43%	33.57%	7.09%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	36	80.00%	20.00%	0.00%

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: 1/10/24

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	507	327	64.50%	35.50%	0.62%
Female	187	130	69.52%	30.48%	0.78%
Male	318	197	61.95%	38.05%	0.51%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	14	48.28%	51.72%	0.00%
Black or African American	61	40	65.57%	34.43%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	304	201	66.12%	33.88%	1.01%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	22	55.00%	45.00%	0.00%
White	63	43	68.25%	31.75%	0.00%
English Learners	89	48	53.93%	46.07%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	30	11	36.67%	63.33%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	429	262	61.07%	38.93%	0.77%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	31	72.09%	27.91%	0.00%

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: 1/10/24

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)	4.63%	1.32%	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: 1/10/24

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	232	155	66.81%	33.19%	1.32%
Female	97	60	61.86%	38.14%	1.72%
Male	133	94	70.68%	29.32%	1.09%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	32	18	56.25%	43.75%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	134	98	73.13%	26.87%	2.13%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	13	52.00%	48.00%	0.00%
White	26	17	65.38%	34.62%	0.00%
English Learners	36	27	75.00%	25.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	18	11	61.11%	38.89%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	207	139	67.15%	32.85%	1.48%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	10	62.50%	37.50%	--

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: 1/10/24

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

?**Career Technical Education**

The San Joaquin County Office of Education (SJCOE) is committed to offering a robust
Career Technical Education (CTE) program that aligns with the needs of both secondary
and post-secondary students. The focus on integrating academic instruction with technical and occupational skills is a key strategy to enhance student achievement,
graduation rates, and readiness for postsecondary education and employment.

?**Comprehensive CTE Program:** The program aims to be comprehensive, providing
a combination of core academic instruction and technical/occupational training. This holistic approach is designed to equip students with the skills and knowledge needed for success in both education and the workforce.

?**Industry Focus:** The CTE program prioritizes preparing students for high-skill, high-wage, and high-demand occupations. The incorporation of various learning programs, apprenticeships, and industry partnerships ensures that students gain exposure to real-world applications and are well-prepared for their future careers.

?**Alignment with State Standards**: The program aligns with state model curriculum
standards for CTE in grades 7-12. This integration ensures that students not only meet academic content standards but also acquire industry-specific knowledge and skills across 15 industry sectors.

?**Diverse Career Pathways:** The program offers a wide range of career pathways, covering sectors such as construction, green energy, finance, health science, hospitality, information technology, marketing, and transportation. This diversity allows students to explore and choose pathways based on their interests and goals.

?**Collaboration with Local Businesses**: The involvement of local business and industry representatives in course development demonstrates a commitment to keeping the curriculum relevant and ensuring that students graduate with skills that are in demand in the local job market.

?**Flexibility in Program Options:** The program offers flexibility for students by allowing them to enroll in individual courses, pursue Career Certificate Programs, and earn Certificates of Achievement. This flexibility accommodates different learning paths and allows students to build a portfolio of marketable skills.

The San Joaquin County Office of Education's CTE program is a well-rounded. It combines academic rigor with practical, industry-specific training to prepare students
for success in the workforce.

?**Purpose of CTE:** The primary purpose of CTE is to provide training to students

that will

prepare them for the workforce. This involves offering courses that not only enhance
education but also upgrade and impart new job skills.

?**Widespread Reach**: There are 74 Regional Occupational Centers/Programs (ROCP) or CTE centers in California. This indicates a widespread network of facilities offering career-focused education and training.

Collaboration with Education, Business, and Industry Leaders: Education, business, and industry leaders collaborate to develop job training programs that align with employer needs. This partnership ensures that the skills taught in CTE courses are relevant and in demand in the job market.

?**Strong Labor Market Alignment:** Employer advisory committees play a crucial role in assuring a strong alignment between the skills taught in CTE courses and the needs of the labor market. This connection helps in creating programs that address the current and future demands of employers.

?**Meaningful Career Training:** CTE courses are designed to provide meaningful career training and pathway opportunities. The emphasis is on practical, hands-on learning experiences that equip students with the skills required in their chosen fields.

?**Qualified Instructors and Counselors:** CTE teachers and counselors hold appropriate career preparation credentials from the State. Their collaboration with the Workforce Investment Board and San Joaquin County WorkNet Partnerships underscores a commitment to professional standards and workforce development.

?**Dual Benefits for Students:** Students enrolled in CTE courses not only have the opportunity to earn credits towards high school graduation but also acquire job skills that prepare them for the "World of Work." This dual focus supports both academic achievement and career readiness.

?**Community College Credits:** Many CTE courses offer the added advantage of earning community college credits. This feature enhances the educational value of CTE programs, providing students with an opportunity to further their education beyond high school.

The CTE programs at SJCOE is a collaborative effort involving educators, industry leaders, and employers to provide students with practical and relevant skills for successful entry into the workforce. The emphasis on partnerships, strong labor market
alignment, and dual benefits for students makes it a valuable educational progrma for
SJCOE.

?**Targeted Training:** The CTE program provides training for a diverse audience, including high school students, adults, and out-of-school youth, with the primary goal of preparing them for employment.

?**Partnerships with Local Businesses**: CTE collaborates with local businesses to offer students practical experience through internships and on-the-job training. This partnership ensures that students gain real-world exposure to the work environment.

?**Job Placement Assistance:** CTE teachers, counselors, and job developers

actively assist students in securing employment after completing their training. This includes support in job searching and placement.

?**Cost-Effective Job Training**: The program is highlighted as the most cost-effective job training program in the state. The economic impact of CTE graduates is emphasized, with the return of millions of dollars to the government through taxes that surpass the training costs.

?**Realistic Learning Environment:** CTE classes are designed to mirror the actual work environment. Students are exposed to policies, procedures, and are expected to take personal responsibility for their actions, creating a realistic and immersive learning experience.

?**Curriculum:**

?**Industry-Related Themes:** The curriculum is structured around business-related themes to provide real-world applications for students. Career Preparation Standard Integrated Lessons, assignments, and projects align with these themes. Individualized Instruction: Students have opportunities to individualize their instruction based on their abilities. Expectations are modified, and teachers may confer with students to determine content emphasis, though the final decision rests with the teacher based on evidence of student progress.

?**Internships:**

?**On-the-Job Training:** Many CTE programs use on-the-job training as a teaching method. Written agreements with local businesses allow for supervised, non-paid internships (Community Classroom), while some programs offer paid internships (Cooperative Technical Education) arranged directly between students, industry work sites, and CTE instructors.

?**Eligibility Criteria:** Students must have successfully completed required coursework and skill development, obtained their instructor's recommendation, attended related classroom instruction weekly during the internship, and arranged their own transportation to and from the training site.

?**Student Services:**

?**1. General Counseling:** A dedicated CTE counselor is available to discuss educational, career, and personal plans, providing guidance on making meaningful career choices. The counselor also assists in determining available resources in the county and helps students choose appropriate CTE courses.

?**2. Placement Assistance:** Job finding skills are incorporated into each CTE training program, covering employment, employability, and employment application skill training. This emphasizes practical skills needed for successful entry into the workforce.

Career Technical Education - Industry Sectors

· Agriculture & Natural Resources
· Arts, Media & Entertainment
· Building & Construction Trades
· Business & Finance
· Hospitality, Tourism, & Recreation
· Information & Communication Technologies
· Manufacturing & Product Development
· Marketing, Sales & Services
· Education, Child Development, & Family Services
· Public Services

· Energy, Environment, & Utilities
· Fashion & Interior Design
· Health Science & Media

Last updated: 1/30/24

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	191
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/24

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

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: 1/10/24

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 Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	0%	0%	0%	0%	0%
7	73%	73%	73%	73%	73%
9	51%	51%	52%	53%	52%

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: 1/31/24

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)

Opportunities for parental involvement

The San Joaquin County Office of Education Alternative Programs recognizes that parents, guardians, and families are some of the most important members of the team that helps a student succeed. Student success increases when the school

team that helps a student succeed. Student success increases when the school and parents/caregivers work in partnership. Parent involvement and family

engagement are targeted and emphasized in goals found in the aligned LCAP, WASC, and SPSA plans.

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During the 2023-24 school year, the Family Engagement team continued to offer families in-person and virtual options for meetings and workshops. The Family Engagement team also offered site-based specific support for hosting and implementing parent involvement events.

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

-

During enrollments, parents are asked to complete a brief survey. The survey includes questions related to student/family needs as well as parental hopes for their student. Parents are also given the contact information of the Family Engagement Specialists in the form of a welcome letter. The Family Engagement team follows up with families who identified specific needs during the enrollment survey (i.e. if the family noted that they currently have food insecurities, the team will follow up with food and other resources in the community to support the family in overcoming that barrier).

Subsequent to enrollments, parents and students are provided an orientation date where they visit the school site, meet their student's teachers and campus connection technician, receive a schedule of their classes, and an opportunity to survey the campus.

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In addition to the enrollment survey, the Family Engagement team periodically conducts surveys with parents and students both in-person and through the Google platform sent via the Edulink system. These surveys allow both parents

Google platform sent via the EduLink system. These surveys allow both parents and students to provide meaningful feedback about their experience with the

school. Feedback from the survey's is also shared with administrators and site teams so as a program, we are informed on how to best serve our students and families.

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

State Priority: Pupil Engagement

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

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

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

Dropout rates and graduation rates are misleading for Community School students. This is due to the fact that many of our students enroll at various times throughout their school career, and return to their home districts prior to their graduation date.

Indicator	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
Dropout Rate	27.60%	31.40%	45.6%	19.60%	24.20%	29.8%	9.4%	7.8%	8.2%
Graduation Rate	39.60%	45.20%	32.4%	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.
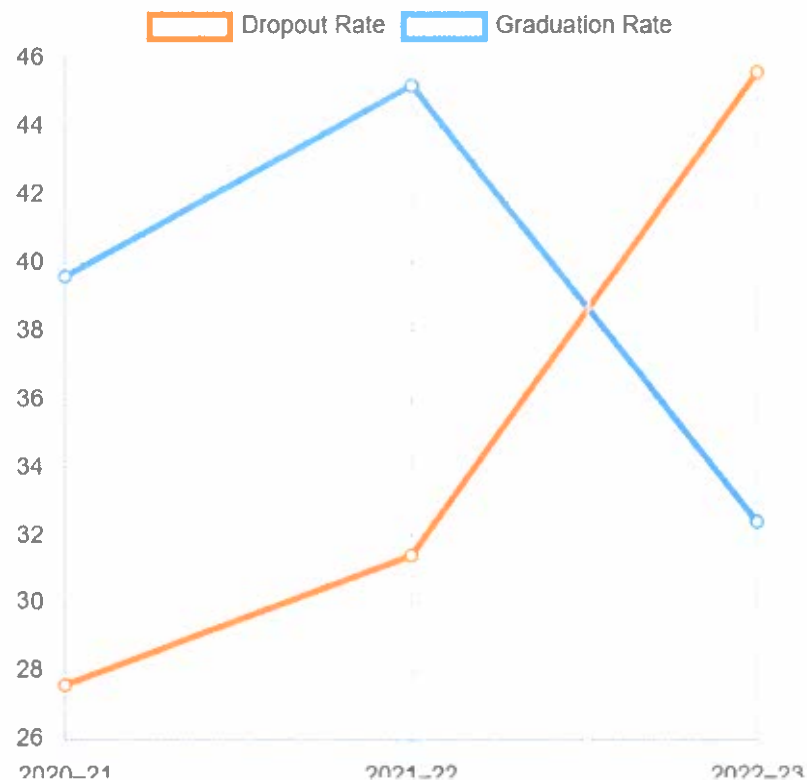
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Community School students often return to their home district before graduation. As a result our graduation rate is arbitrarily low and misleading.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	386	125	32.4%
Female	156	55	35.3%
Male	229	70	30.6%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	18	6	33.3%
Black or African American	50	20	40.0%
Filipino	--	--	--
Hispanic or Latino	221	70	31.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	28	6	21.4%
White	45	19	42.2%
English Learners	77	15	19.5%
Foster Youth	18	2	11.1%
Homeless	87	26	29.9%
Socioeconomically Disadvantaged	369	114	30.9%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	34	12	35.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

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: 1/10/24

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	1946	1680	634	37.7%
Female	750	652	245	37.6%
Male	1193	1025	389	38.0%
Non-Binary	3	3	0	0.0%
American Indian or Alaska Native	12	10	5	50.0%
Asian	109	91	38	41.8%
Black or African American	262	232	94	40.5%
Filipino	21	19	5	26.3%
Hispanic or Latino	1141	988	362	36.6%
Native Hawaiian or Pacific Islander	12	8	3	37.5%
Two or More Races	107	89	36	40.4%
White	213	184	63	34.2%
English Learners	352	298	129	43.3%
Foster Youth	80	57	39	68.4%
Homeless	155	144	74	51.4%
Socioeconomically Disadvantaged	1649	1445	572	39.6%
Students Receiving Migrant Education	5	4	0	0.0%

Services

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	170	151	58	38.4%

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: 1/10/24

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	1.15%	9.52%	9.92%	1.14%	5.30%	5.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.06%	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: 1/10/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.92%	0.00%
Female	8.67%	0.00%
Male	10.73%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	8.33%	0.00%
Asian	6.42%	0.00%
Black or African American	13.74%	0.00%
Filipino	9.52%	0.00%
Hispanic or Latino	9.55%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	12.15%	0.00%
White	9.39%	0.00%
English Learners	7.67%	0.00%
Foster Youth	15.00%	0.00%
Homeless	13.55%	0.00%
Socioeconomically Disadvantaged	10.37%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	17.65%	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: 1/10/24

School Safety Plan (School Year 2023–24)

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, COSP sites review and revise it annually. The plans are developed using the compliance tool for a Comprehensive School Safety Plan as required by the California Education Code sections 32280–32289.5 Each document is prepared for employees to use at specific school sites for emergency, disaster, or crisis.

Additionally, schools have first aid supplies stocked annually. Teachers continue to hold on to a "grab and go" emergency backpack for evacuation purposes. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is centrally located at each school site, COSP Director's office, and available for parent/guardian review. The Site Specific Emergency Plan is a template that all Court, Community, BFA, and **one**.Charter schools use. Each site amends this template annually to include site-specific information.

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

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

Throughout the 2023-2024 months, staff and students have received virtual or in-person support resources ranging from mental health and crisis support, family engagement support, and digital safety basics. Nurses and clinicians provide active virtual or in-person hours for all students. Family Engagement specialists have used the digital platform to engage with families as needed. County Operated Schools and Programs provided the following staff resources this year:

- Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus

- COSP Emergency Hotline phone number

- A bomb threat checklist

- Listing of emergency phone numbers

- Tips for de-escalating a conflict

- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information

- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)

- Child abuse prevention information

Child abuse prevention information

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

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills, and positive relationship building activities though out the school year through PBIS interventions and BASE resources. During the 2022-23 school year, the **one**.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246

- At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan during the professional development days just prior to the start of school. . Parents, staff, law enforcement, fire representative, and first responders provide input on the document. The plan is shared at annual school site council meetings and required signatures are acquired. The Site Specific Emergency Plan includes the site safety plan with language on tactical response, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California Schools. For the 23-24 school year, staff and families were informed as son as the California Department of Public Health (CDPH) released updated COVID guidelines. To highlight a few examples, COVID standards and mitigating safety measures were provided upon student enrollment, school site meetings held every quarter, teacher in-service days at the start of the school year and ConnectEd email and text messaging.

Last updated: 1/25/24

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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4	1.00	1		
5	2.00	1		
6	4.00	1		
Other**	3.00	1		

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

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

Average Class Size and Class Size Distribution (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				
5	1.00	1		
6				
Other**	16.00	3		

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	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	2.00	1	0	0
Other**	3.00	1	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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	112	7	1
Mathematics	10.00	54	4	2
Science	9.00	34	4	3
Social Science	8.00	87	2	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	104	4	4
Mathematics	15.00	19	6	
Science	19.00	10	2	4
Social Science	17.00	24	4	5

* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	76	7	0
Mathematics	13.00	33	3	4
Science	21.00	15	3	5
Social Science	15.00	34	5	6

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

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	141.54

* 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: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.90

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.30

* 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: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15270.00	$15270.00	$0.00	$73435.00
District	N/A	N/A	$0.00	$73435.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.
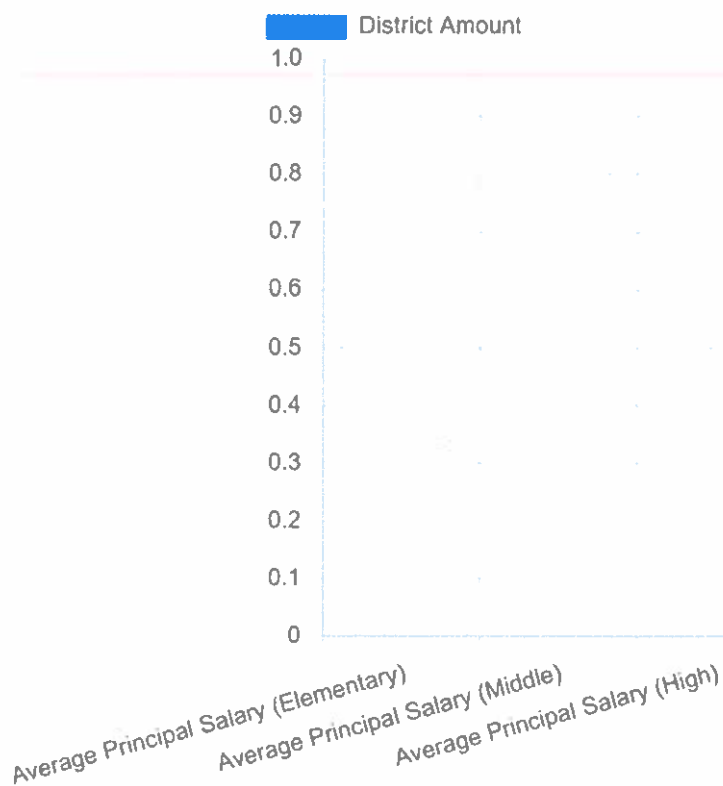
Last updated: 1/25/24

Types of Services Funded (Fiscal Year 2022–23)

Edmentum Supplemental Courseware and Assessment Program

Core Curriculum and materials/supplies

Reading books/novels

Family engagement

Professional Development

Summer School

Mental Health Clinicians

Truancy Task Force

Positive Behavior Intervention Services

Restorative Practices

Chrome Books

MiFi Units

Laptops

Field trips/quests

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51458.00	$0.00
Mid-Range Teacher Salary	$73738.00	$0.00
Highest Teacher Salary	$100017.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$284169.00	$0.00
Percent of Budget for Teacher Salaries	30.00%	0.00%
Percent of Budget for Administrative Salaries	7.00%	0.00%

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

Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)

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: 1/10/24

Professional Development

2022-2023 La gran mayoría de las capacitaciones y el desarrollo profesional volvieron a ser presenciales. El desarrollo profesional incluye: días de maestros en servicio, PLC de todo el programa, PLC regionales, reuniones de nuevos maestros, capacitaciones de desarrollo profesional contratado y reuniones de personal. Estos NO incluyen conferencias. Además, es importante tener en cuenta que parte del PD está pasando por vacaciones y vacaciones de verano.

2023-2024

La gran mayoría de las capacitaciones y el desarrollo profesional se realizan de manera presencial. El desarrollo profesional incluye días de maestros en servicio, PLC de todo el programa, PLC regionales, reuniones de mentores y nuevos maestros, capacitaciones de desarrollo profesional contratado y reuniones de personal. Estos NO incluyen conferencias. Además, es importante tener en cuenta que parte del PD está pasando por vacaciones y vacaciones de verano.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	51	57	30

Última actualización: 31/01/24