one.Charter
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	2707 Transworld Dr. Stockton, CA , 95206-3948	**Principal:**	Ms. Melanie Greene, Assistant Superintendent, County-Operated Schools and Programs
Phone:	(209) 468-9265	**Grade Span:**	K-12

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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

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

◉ Principal, one.Charter

About Our School

Contact

one.Charter
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, Troy A.
Email Address	trbrown@sjcoe.net
Website	www.sjcoe.org

School Contact Information (School Year 2023–24)

School Name	one.Charter
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	http://sjcoe.org/onecharter/
County-District-School (CDS) Code	39103970120717

Last updated: 1/16/24

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

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

Our schools include one.Charter Bianchi, one.Charter Main, Career Readiness Academy, Charter Elementary, Building Futures Academy and Come Back Kids. one.Bianchi and one.Main are school sites for grades 7-12. Both sites have a Visual and Performing Arts focus and use enrichment instructors for the Arts to enhance the core academic programs. Career Readiness Academy is group of schools designed to serve 12th grade students who are severely deficient credits and are not on track to graduate with their class. The main focus of these schools is to provide students with a high school diploma while focusing on career preparation. Students are required to do job shadowing or an internship/apprenticeship while earning credits for a high school diploma.

Building Futures Academy is an 18-24 year old program with a construction focus along with earning a high school diploma. They are partnered with Americorp and Youthbuild and provide hands-on construction skill development through Habit for Humanity. Come Back Kids is a recent addition to the one.Charter family. The purpose of this school is to provide students 18 years or older who did not graduate in their four years of high school with an opportunity to come back to school and earn their high school diploma. There are several school sites throughout San Joaquin County to meet this need in the community. The program operates on a true Independent Study model to serve the adults who are working or facing life challenges that make it difficult to attend school on a daily basis. Finally, Charter Elementary, located in downtown Stockton, is a small K-6 site that serves students who are homeless. The focus of this school is to support the educational and emotional needs of the students as they transition between living situations and a more permanent school setting.

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

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

Last updated: 1/19/24

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 4	2
Grade 5	1
Grade 6	3
Grade 7	2
Grade 8	1
Grade 9	8
Grade 10	24
Grade 11	41
Grade 12	759
Total Enrollment	846
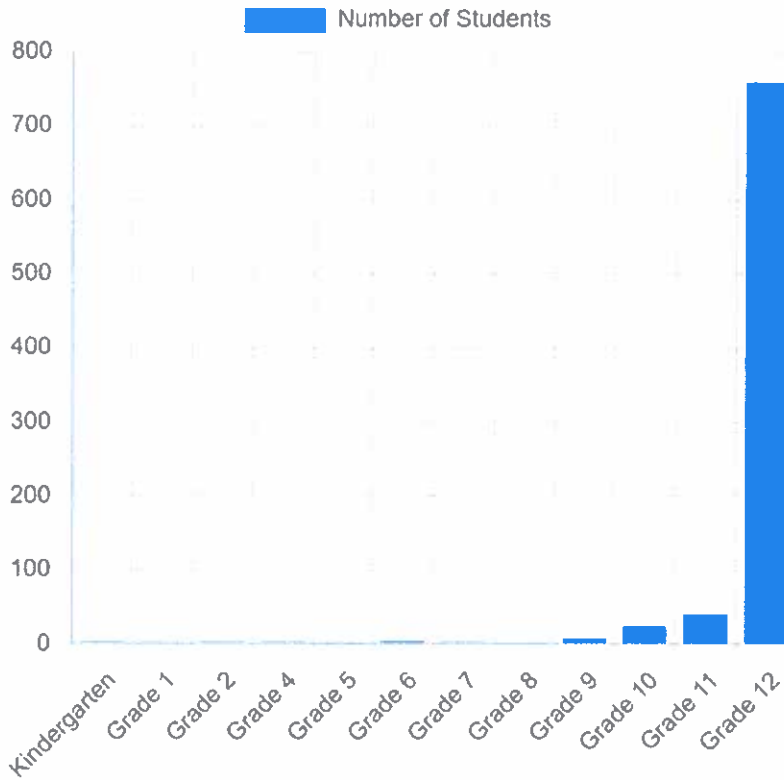
Last updated: 1/16/24

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

Student Group	Percent of Total Enrollment
Female	63.00%
Male	37.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	6.70%
Black or African American	14.10%
Filipino	0.40%
Hispanic or Latino	59.60%
Native Hawaiian or Pacific Islander	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.40%
Foster Youth	1.30%
Homeless	6.10%
Migrant	0.00%
Socioeconomically Disavantaged	88.50%
Students with Disabilities	2.20%

Student Group	Percent of Total Enrollment
Two or More Races	4.40%
White	9.90%

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)	17.90	45.18%	84.70	33.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.40	1.01%	17.80	7.05%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	6.55%	36.60	14.50%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.70	44.75%	79.20	31.35%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	2.52%	34.30	13.58%	18854.30	6.86%
Total Teaching Positions	39.60	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: 1/16/24

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)	17.30	56.14%	116.40	42.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.20	0.81%	27.30	9.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.24%	28.20	10.29%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.20	39.77%	74.20	27.06%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	28.00	10.22%	15831.90	5.67%
Total Teaching Positions	30.80	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: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	1.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.60	1.00

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	0.00	0.00
Local Assignment Options	17.70	12.20
Total Out-of-Field Teachers	17.70	12.20

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)	5.80%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.90%	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 Courseware | 2016-17 | | Supplemental material is not required to be board-approved. |

HISTORY-SOCIAL SCIENCE

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

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

FOREIGN LANGUAGE

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

HEALTH

| 7-12: Edmentum Courseware | 2016-17 NO | NO | Scheduled to be presented for LEA board-approval during 21-22 school year.

Textbook and instructional materials are still under review by SBE. |

VISUAL AND PERFORMING ARTS

| 9-12: Edmentum Courseware | 2016-17 | NO | Scheduled to be presented for LEA 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 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

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

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 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

one.Charter facilities are located throughout San Joaquin County. Five sites are owned/operated by one.Charter. The FIT Reports represent an aggregate of the facilities ratings.

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 necessary
Interior: Interior Surfaces	Good	At one.Bianchi the staff lounge needs new flooring
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	one.Bianchi needs new gutters
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	one.Bianchi needs new loovers for skylights

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)	0%	4%	19%	20%	47%	46%
Mathematics (grades 3-8 and 11)	0%	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: 1/16/24

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	90	68	75.56%	24.44%	4.48%
Female	49	37	75.51%	24.49%	2.78%
Male	41	31	75.61%	24.39%	6.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	12	85.71%	14.29%	0.00%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	53	40	75.47%	24.53%	2.50%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	8	66.67%	33.33%	--
White	--	--	--	--	--
English Learners	16	11	68.75%	31.25%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	49	73.13%	26.87%	2.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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: 1/16/24

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	88	65	73.86%	26.14%	1.56%
Female	49	34	69.39%	30.61%	0.00%
Male	39	31	79.49%	20.51%	3.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	13	10	76.92%	23.08%	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	53	39	73.58%	26.42%	2.63%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	8	72.73%	27.27%	--
White	--	--	--	--	--
English Learners	16	13	81.25%	18.75%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	46	69.70%	30.30%	2.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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: 1/16/24

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)	1.04%	1.71%	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: 1/16/24

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	447	118	26.40%	73.60%	1.71%
Female	279	68	24.37%	75.63%	0.00%
Male	168	50	29.76%	70.24%	4.08%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	39	13	33.33%	66.67%	0.00%
Black or African American	64	17	26.56%	73.44%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	254	61	24.02%	75.98%	1.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	8	25.81%	74.19%	--
White	52	16	30.77%	69.23%	0.00%
English Learners	37	14	37.84%	62.16%	0.00%
Foster Youth	--	--	--	--	--
Homeless	25	10	40.00%	60.00%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	386	100	25.91%	74.09%	1.01%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	4	33.33%	66.67%	--

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: 1/16/24

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44
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: 1/16/24

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	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	64%	64%	64%	64%	64%

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

and parents/caregivers work in partnership. Parent involvement and family engagement are targeted and emphasized in goals found in the aligned LCAP, WASC, and SPSA plans.

-

During the 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.

-

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.

-

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

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.

-

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)

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	41.6%	28.4%	24.7%	35.1%	24.2%	29.8%	9.4%	7.8%	8.2%
Graduation Rate	29.7%	18.9%	23.9%	42.2%	46.6%	39.9%	83.6%	87%	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.
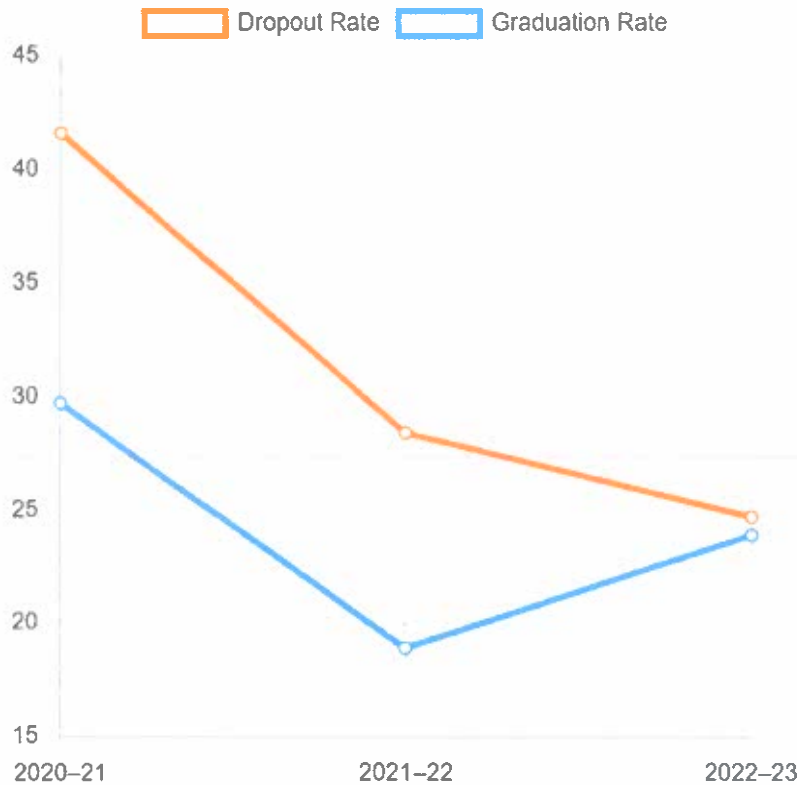
Last updated: 1/16/24

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	490	117	23.9%
Female	278	72	25.9%
Male	212	45	21.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	39	9	23.1%
Black or African American	72	16	22.2%
Filipino	--	--	--
Hispanic or Latino	278	62	22.3%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	2	13.3%
White	59	16	27.1%
English Learners	40	4	10.0%
Foster Youth	--	--	--
Homeless	69	19	27.5%
Socioeconomically Disadvantaged	468	113	24.1%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	6	31.6%

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: 1/16/24

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	1704	1423	383	26.9%
Female	983	856	212	24.8%
Male	719	565	170	30.1%
Non-Binary	2	2	1	50.0%
American Indian or Alaska Native	7	7	2	28.6%
Asian	118	96	25	26.0%
Black or African American	241	197	61	31.0%
Filipino	10	7	2	28.6%
Hispanic or Latino	1022	859	238	27.7%
Native Hawaiian or Pacific Islander	9	8	2	25.0%
Two or More Races	73	58	18	31.0%
White	176	149	34	22.8%
English Learners	182	141	36	25.5%
Foster Youth	33	25	9	36.0%
Homeless	90	80	29	36.3%
Socioeconomically Disadvantaged	1529	1287	361	28.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	46	39	15	38.5%

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: 1/16/24

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	0.14%	1.80%	1.58%	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: 1/16/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.58%	0.00%
Female	0.71%	0.00%
Male	2.78%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.85%	0.00%
Black or African American	1.24%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.57%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.11%	0.00%
White	2.27%	0.00%
English Learners	2.75%	0.00%
Foster Youth	3.03%	0.00%
Homeless	3.33%	0.00%
Socioeconomically Disadvantaged	1.18%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.52%	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: 1/16/24

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
- 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				
5	5.00	1		
6				
Other**	14.00	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				
6				
Other**	8.00	2		

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 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	0.00	0	0	0
Other**	6.00	2	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)

The number of English Language Arts classes is high, due to the high number of Independent Study and CBK students. In these courses, each teacher is and English teacher and they teach all four secondary English courses.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	16	1	
Mathematics	9.00	4		
Science	8.00	4		
Social Science	10.00	12		

* 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	6.00	123		
Mathematics	11.00	6		
Science	10.00	3	1	
Social Science	12.00	9		

* 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	7.00	14	0	0
Mathematics	19.00	1	1	0
Science	23.00	1	1	1
Social Science	11.00	8	1	0

* 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: 1/16/24

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

Title	Ratio
Pupils to Academic Counselor*	228.65

* 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: 1/16/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	2.30

* 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: 1/16/24

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	$13778.00	$585.00	$13193.00	$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: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)
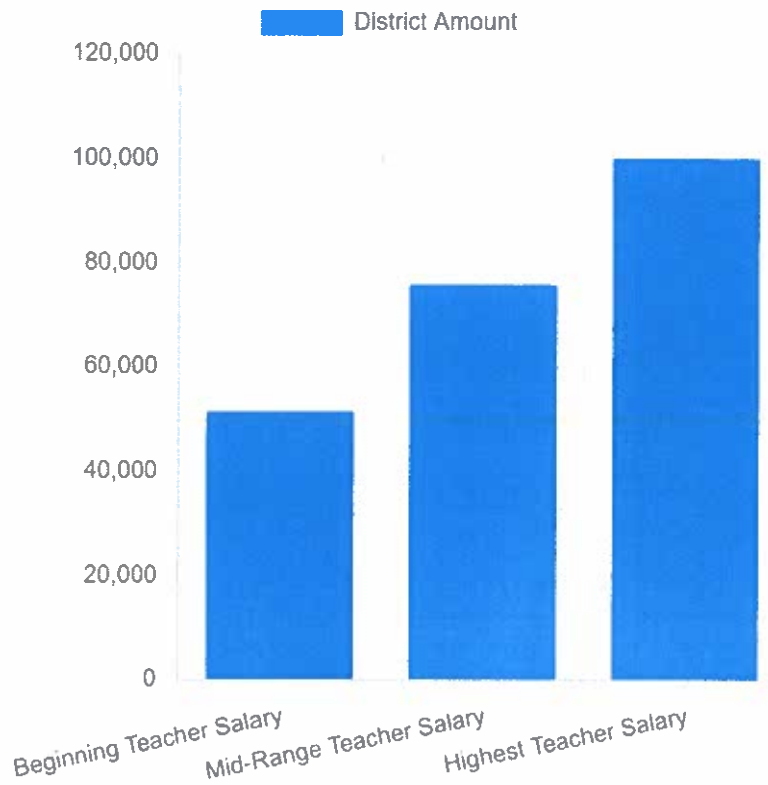
TYPES OF SERVICES FUNDED

Edmentum Supplemental Courseware and Assessment Program

Core Curriculum and materials/supplies

Parental Involvement

Professional Development

Extended Learning Sessions (Fall, Winter, Spring and Summer)

Mental Health Clinicians

Truancy Task Force

Positive Behavior Intervention Services

Restorative Practices

Artists in Residence

Chrome Books

MiFi units

Transportation

Outreach Specialists

CTE Courses

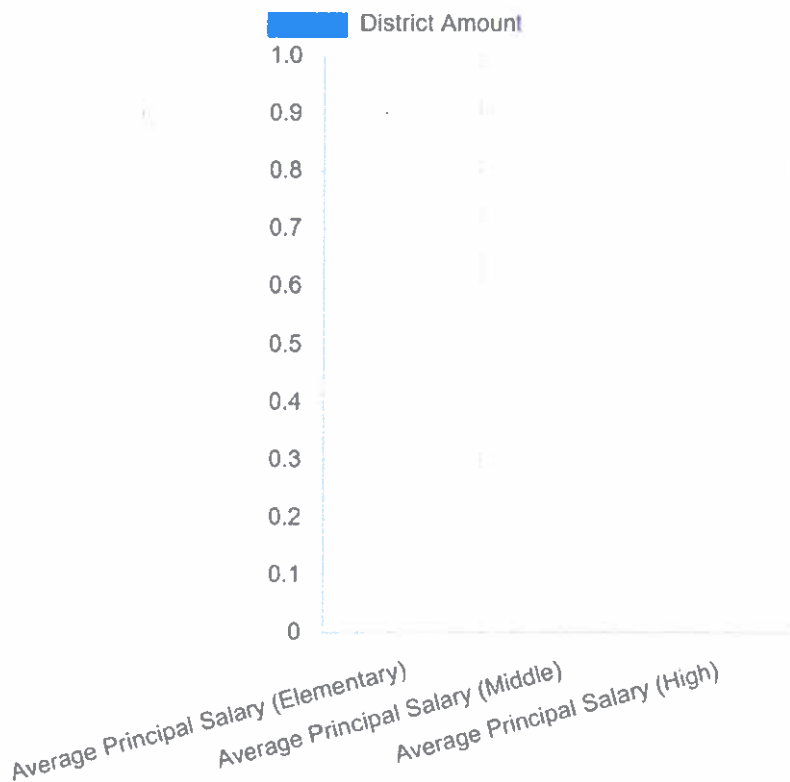Job Counseling

Employment Opportunities

Food Pantry

Last updated: 1/19/24

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	$75738.00	$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

Category	District Amount	State Average For Districts In Same Category
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/.

District Amount

1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

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: 1/16/24

Professional Development

2022-2023 The vast majority of trainings and professional development transitioned back to in-person. Professional Development includes: teacher in service days, program wide PLC's, region based PLC's, new teacher meetings, contracted professional development trainings, and staff meetings. These do NOT include conferences. Also, important to note is that some of the PD is running through holiday breaks and summer breaks.

2023-2024

The vast majority of trainings and professional development are held in person. Professional Development includes teacher in service days, program wide PLC's, region-based PLC's, mentor and new teacher meetings, contracted professional development trainings, and staff meetings. These do NOT include conferences. Also, important to note is that some of the PD is running through holiday breaks and summer breaks.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	51	57	30

Last updated: 1/31/24