

San Joaquin County Community
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

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

📍 Principal, San Joaquin County Community

About Our School

About Our School and Principal's Message

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 dramatically 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.

Contact

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

Phone: [\(209\) 468-9265](tel:(209)468-9265)

Email: mgreene@sjcoe.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

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
Grade Span	K-12
County-District-School (CDS) Code	39103973930468

School Description and Mission Statement (School Year 2024–25)

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 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.

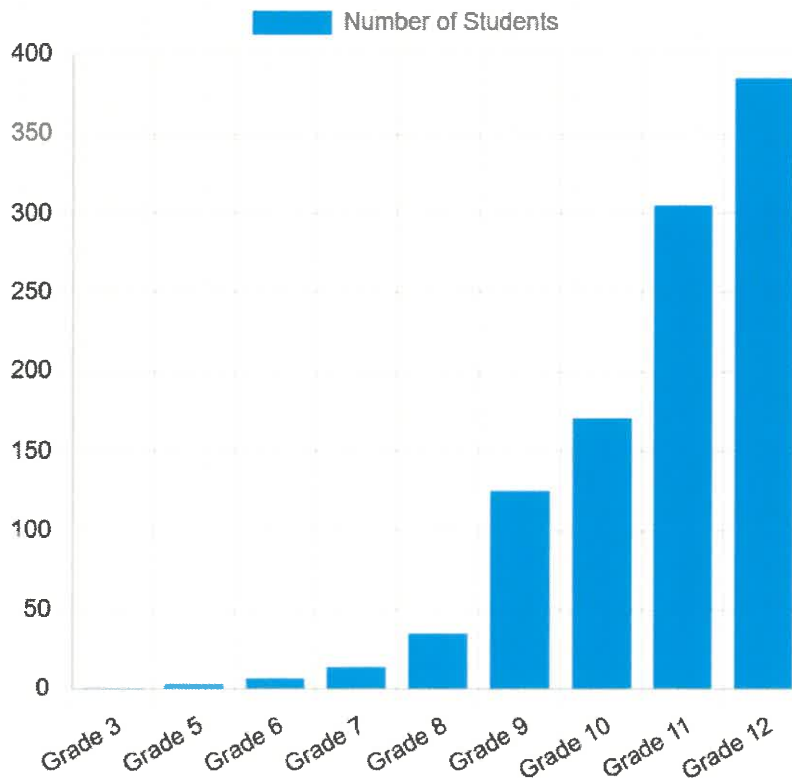
The population of the community school programs is comprised of students referred by parents, students who have been expelled or referred through the Student Attendance Review Board/SARB process, and/or students who are on probation or homeless. We serve students in grades K-12 and young adults. Our 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**.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 3	1
Grade 5	3
Grade 6	7
Grade 7	14
Grade 8	35
Grade 9	125
Grade 10	171
Grade 11	305
Grade 12	385
Total Enrollment	1046



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	39.30%
Male	60.60%
Non-Binary	0.10%
American Indian or Alaska Native	0.40%
Asian	6.70%
Black or African American	13.10%
Filipino	1.20%
Hispanic or Latino	59.90%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	4.90%
White	11.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.50%
Foster Youth	2.70%
Homeless	8.00%
Migrant	0.00%
Socioeconomically Disadvantaged	86.70%
Students with Disabilities	6.90%

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)	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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	14.00	28.01%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.30	2.64%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	10.24%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	27.80	55.61%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	1.70	3.50%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	49.90	100.00%	301.10	100.00%	277698.00	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.

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

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	1.00	1.00	1
Misassignments	5.10	3.90	4.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	6.10	4.90	5.1

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.4
Local Assignment Options	29.70	24.60	27.4
Total Out-of-Field Teachers	29.70	24.60	27.8

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.10%	11.8%	8.6%
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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Data collected January 2024

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	
K-6: Curriculum Associates (iReady)	2024-25			Supplemental material is not required to be board-approved.
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

?

Year and month in which the data were collected: January 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	text	0
Mathematics	text	0
Science	text	0
History-Social Science	text	0
Foreign Language	text	0
Health	text	0
Visual and Performing Arts	text	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

San Joaquin County Community Schools are located in different buildings throughout the county. The following information represents an aggregate of the FIT reports for each site.

Facility Conditions and Planned Improvements

COMMUNITY/CHARTER

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

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	7%	8%	20%	21%	46%	47%
Mathematics (grades 3-8 and 11)	1%	1%	6%	7%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	294	56.76%	43.24%	7.90%
Female	209	110	52.63%	47.37%	7.34%
Male	309	184	59.55%	40.45%	8.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	32	25	78.13%	21.87%	4.17%
Black or African American	83	53	63.86%	36.14%	1.92%
Filipino	--	--	--	--	--
Hispanic or Latino	300	162	54.00%	46.00%	9.32%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	18	51.43%	48.57%	5.56%
White	54	30	55.56%	44.44%	16.67%
English Learners	95	60	63.16%	36.84%	1.67%
Foster Youth	--	--	--	--	--
Homeless	28	16	57.14%	42.86%	6.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	416	227	54.57%	45.43%	6.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	32	69.57%	30.43%	6.25%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	520	262	50.38%	49.62%	1.15%
Female	212	103	48.58%	51.42%	2.94%
Male	308	159	51.62%	48.38%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	32	18	56.25%	43.75%	5.56%
Black or African American	83	43	51.81%	48.19%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	302	151	50.00%	50.00%	1.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	16	47.06%	52.94%	0.00%
White	55	30	54.55%	45.45%	0.00%
English Learners	96	58	60.42%	39.58%	0.00%
Foster Youth	--	--	--	--	--
Homeless	28	16	57.14%	42.86%	6.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	419	203	48.45%	51.55%	1.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	31	67.39%	32.61%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	1.32%	4.12%	1.74%	4.55%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	172	60.56%	39.44%	4.12%
Female	113	67	59.29%	40.71%	1.52%
Male	170	105	61.76%	38.24%	5.77%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	20	68.97%	31.03%	0.00%
Black or African American	44	32	72.73%	27.27%	6.25%
Filipino	--	--	--	--	--
Hispanic or Latino	162	93	57.41%	42.59%	3.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	9	50.00%	50.00%	--
White	26	15	57.69%	42.31%	13.33%
English Learners	53	29	54.72%	45.28%	0.00%
Foster Youth	--	--	--	--	--
Homeless	15	5	33.33%	66.67%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	234	141	60.26%	39.74%	2.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	14	66.67%	33.33%	0.00%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)**Career Technical Education**

The San Joaquin County Office of Education (SJC OE) is dedicated to providing a comprehensive Career Technical Education (CTE) program that meets the needs of both secondary and post-secondary students. By integrating academic instruction with technical and occupational skills, the program aims to enhance student achievement, increase graduation rates, and improve readiness for higher education and the workforce.

Comprehensive CTE Program

The CTE program is designed to be comprehensive, blending core academic instruction with technical and occupational training. This approach ensures students gain the skills and knowledge necessary for success in education and the workforce.

Industry Focus

The program emphasizes preparing students for high-skill, high-wage, and high-demand careers. Through various learning programs, apprenticeships, and industry partnerships, students gain valuable real-world experience and career readiness.

Alignment with State Standards

Aligned with state model curriculum standards for CTE in grades 7-12, the program ensures students meet academic content standards while acquiring industry-specific knowledge and skills across 15 industry sectors.

Diverse Career Pathways

Offering pathways in areas such as construction, green energy, finance, health science, hospitality, IT, marketing, and transportation, the program provides diverse opportunities for students to explore their interests and align their goals with their career choices.

Collaboration with Local Businesses

Involving local business and industry leaders in course development helps keep the curriculum relevant and ensures students graduate with in-demand skills tailored to the local job market.

Flexibility in Program Options

Students benefit from flexible learning paths, including individual courses, Career Certificate Programs, and Certificates of Achievement. This structure supports various learning styles and allows students to build a portfolio of marketable skills.

SJC OE's CTE program combines academic rigor with practical, industry-specific training to prepare students for success in their chosen careers.

Purpose of CTE

The primary goal of CTE is workforce preparation, offering courses that enhance education, upgrade skills, and provide new job training opportunities.

Widespread Reach

With 74 Regional Occupational Centers/Programs (ROCP) or CTE centers across California, the program has a significant reach, offering career-focused education and training.

Collaboration with Leaders

Education, business, and industry leaders collaborate to design training programs that align with employer needs, ensuring CTE courses remain relevant and in demand.

Strong Labor Market Alignment

Employer advisory committees help align CTE courses with current labor market demands, creating programs that address employer needs both now and in the future.

Meaningful Career Training

CTE courses emphasize practical, hands-on learning experiences that equip students with meaningful skills for their chosen fields.

Qualified Instructors and Counselors

CTE instructors and counselors hold state-recognized career preparation credentials. Their partnerships with the Workforce Investment Board and San Joaquin County WorkNet reflect a commitment to workforce development.

Dual Benefits for Students

Students in CTE courses earn high school credits while acquiring job skills for the workforce. This dual focus enhances academic success and career readiness.

Community College Credits

Many CTE courses allow students to earn community college credits, providing additional educational value and opportunities for continued learning beyond high school.

SJCOE's CTE programs bring together educators, industry leaders, and employers to equip students with practical skills for workforce success. This collaborative approach highlights the value of partnerships, strong labor market alignment, and dual benefits for students.

Targeted Training

The CTE program serves high school students, adults, and out-of-school youth, focusing on employment preparation for diverse populations.

Partnerships with Local Businesses

Through partnerships with local businesses, students gain practical experience via internships and on-the-job training, preparing them for real-world careers.

Job Placement Assistance

CTE instructors, counselors, and job developers actively help students secure employment, providing job search and placement support.

Cost-Effective Training

CTE is recognized as the most cost-effective job training program in the state, with graduates contributing millions in tax revenue that exceed training costs.

Realistic Learning Environment

CTE classes simulate actual work environments, exposing students to real-world policies, procedures, and responsibilities for an immersive learning experience.

Curriculum

Industry-Related Themes: The curriculum focuses on business-related themes, aligning lessons, assignments, and projects with real-world applications.

Individualized Instruction: Teachers tailor instruction to students' abilities and progress, modifying expectations as needed to ensure meaningful learning.

Internships

On-the-Job Training: Many CTE programs include on-the-job training through supervised, unpaid internships (Community Classroom) or paid internships (Cooperative Technical Education).

Eligibility Criteria: Students must complete coursework, gain instructor recommendations, attend classroom instruction, and arrange their transportation to participate in internships.

Student Services

1. General Counseling: Dedicated CTE counselors assist with educational, career, and personal plans, helping students select suitable courses and access county resources.
2. Placement Assistance: Job-finding skills, including employability and application training, are integral to each CTE program, ensuring students are workforce-ready.

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 & Medical Technology

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	355
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	16%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 2023–24)

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
7	74.2%	74.2%	77.4%	74.2%	74.2%
9	65.1%	67.5%	68.1%	68.1%	67.5%

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

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 2024-25 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. We are now also running Parent and Student Advisory Councils. These councils are designed to solicit feedback, provide updates, involve all parties in decision making, and to provide leadership opportunities to our students and families.

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

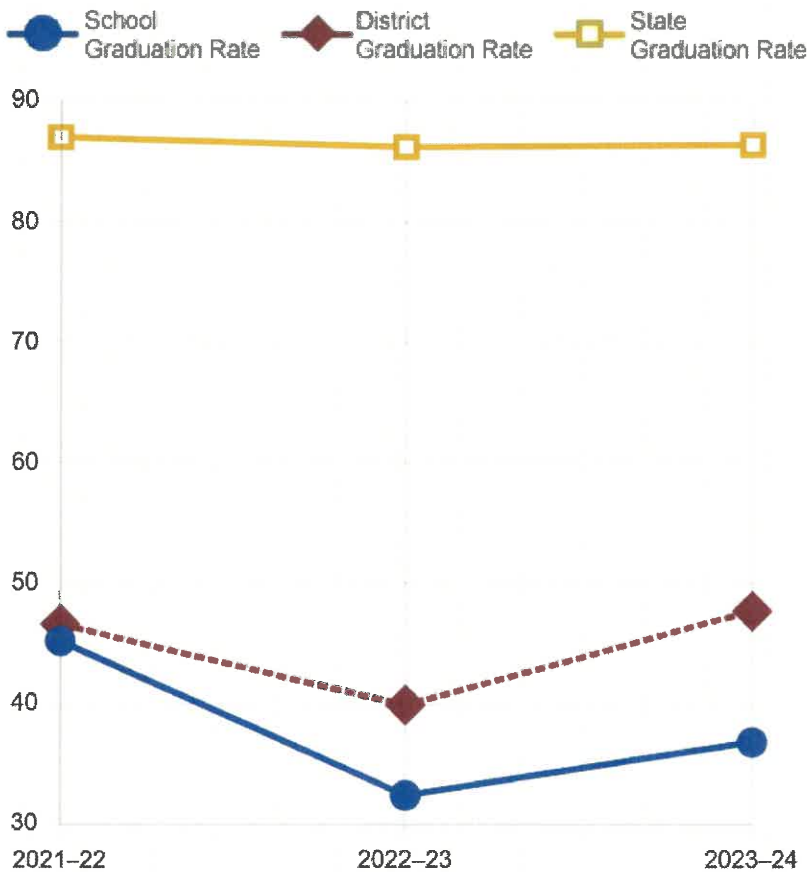
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

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.

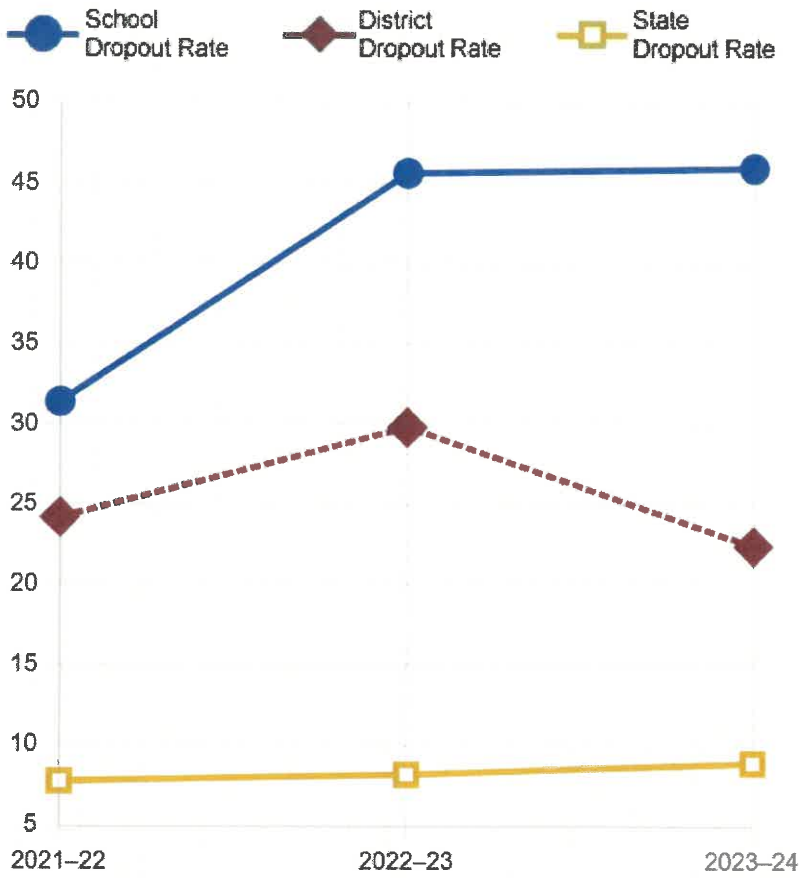
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	45.20%	32.4%	36.8%	46.60%	39.9%	47.7%	87.0%	86.2%	86.4%
Dropout Rate	31.40%	45.6%	45.9%	24.20%	29.8%	22.4%	7.8%	8.2%	8.9%

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 Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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	318	117	36.8%
Female	128	55	43.0%
Male	189	62	32.8%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	7	43.8%
Black or African American	43	10	23.3%
Filipino	--	--	--
Hispanic or Latino	186	64	34.4%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	7	38.9%
White	41	23	56.1%
English Learners	74	20	27.0%
Foster Youth	28	12	42.9%
Homeless	68	21	30.9%
Socioeconomically Disadvantaged	298	105	35.2%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	48	12	25.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2048	1704	700	41.1%
Female	807	681	287	42.1%
Male	1239	1021	412	40.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	114	98	39	39.8%
Black or African American	267	224	105	46.9%
Filipino	20	17	6	35.3%
Hispanic or Latino	1263	1058	437	41.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	96	80	24	30.0%
White	232	187	70	37.4%
English Learners	396	336	142	42.3%
Foster Youth	65	45	31	68.9%
Homeless	151	130	64	49.2%
Socioeconomically Disadvantaged	1753	1491	654	43.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	160	136	63	46.3%

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.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	9.52%	9.92%	8.89%	5.30%	5.81%	4.56%	3.17%	3.60%	3.28%
Expulsions	0.06%	0.00%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.89%	0%
Female	8.43%	0%
Male	9.2%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	8.33%	0%
Asian	5.26%	0%
Black or African American	19.1%	0%
Filipino	10%	0%
Hispanic or Latino	6.73%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	9.38%	0%
White	10.34%	0%
English Learners	7.32%	0%
Foster Youth	21.54%	0%
Homeless	9.93%	0%
Socioeconomically Disadvantaged	9.47%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	13.13%	0%

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.

School Safety Plan (School Year 2024–25)

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.

- 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.

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 bi-annual Active Shooter in-person training as well as on-site drills annually. Staff received virtual professional development opportunities on mental health, first aid, and suicide prevention.

Throughout the 2024-2025 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 2024-25 school year, the **one**.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246

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 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 (Elementary) (School Year 2023–24)

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	4.00	1		
Other**	4.00	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 (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	114	4	1
Mathematics	10.00	47	2	5
Science	11.00	35	5	3
Social Science	10.00	69	3	1

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	123.06

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.90
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16707.75	\$16707.75	\$0.00	\$77145.00
District	N/A	N/A	\$0.00	\$77145.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)**COMMUNITY**

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

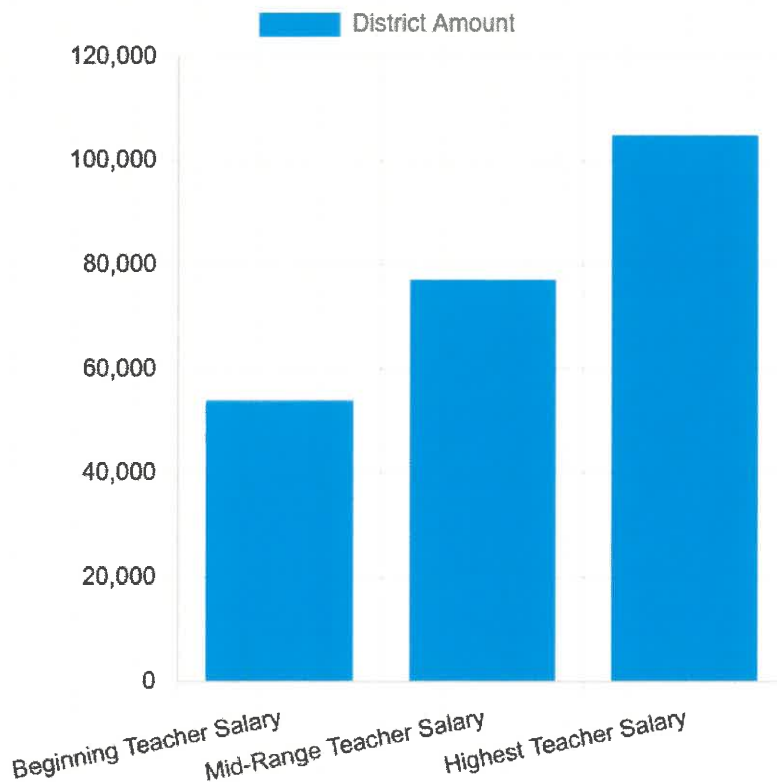
Laptops

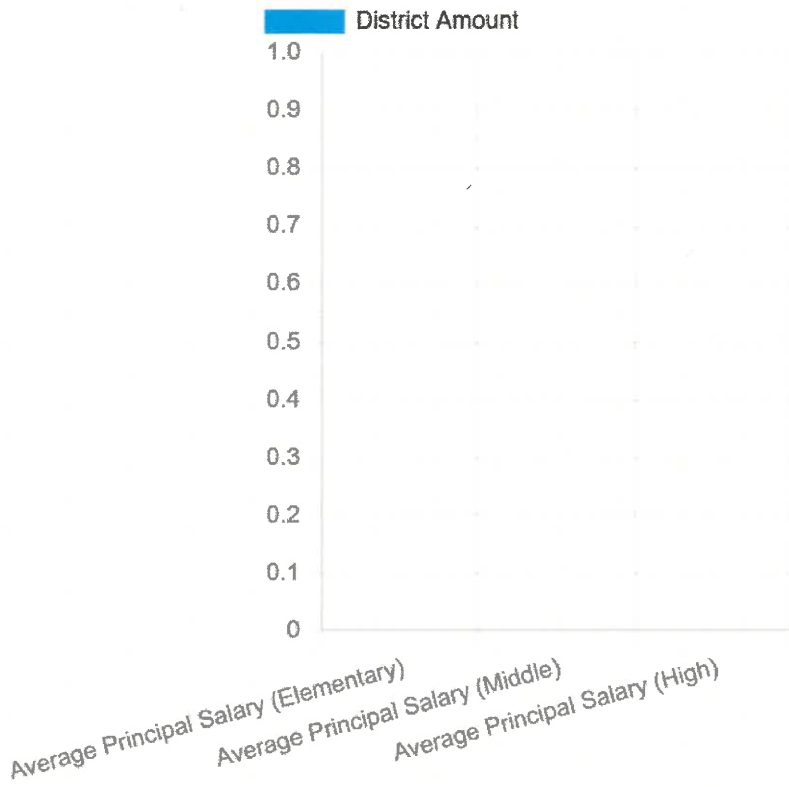
Field trips/quests

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53969.00	--
Mid-Range Teacher Salary	\$77145.00	--
Highest Teacher Salary	\$104898.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$265000.00	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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





Advanced Placement (AP) Courses (School Year 2023–24)**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.

Professional Development**2022-2023**

Partial days: 27

Full days: 30

2023-2024

Partial Days: 26

Full Days: 4

2024-2025

Partial Days: 46

Full Days: 14

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.

2024-2025

Professional development includes both in-person and virtual training with the vast majority being held in-person. Professional development includes: teacher in-service days, region based PLCs, new teacher academy meetings, contracted professional development training, and staff meetings. These do not include conferences. It is also important to note that some professional development is offered through holiday breaks and summer breaks.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	57	30	60