one.Charter
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, one.Charter

Contact

one.Charter
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: (209) 468-9265
Email: trbrown@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   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/

Grade Span   K-12

County-District-School (CDS) Code   39103970120717

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

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!!

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

Grade Level	Number of Students
Grade 5	1
Grade 7	1
Grade 8	4
Grade 9	12
Grade 10	42
Grade 11	75
Grade 12	1014
Total Enrollment	1149
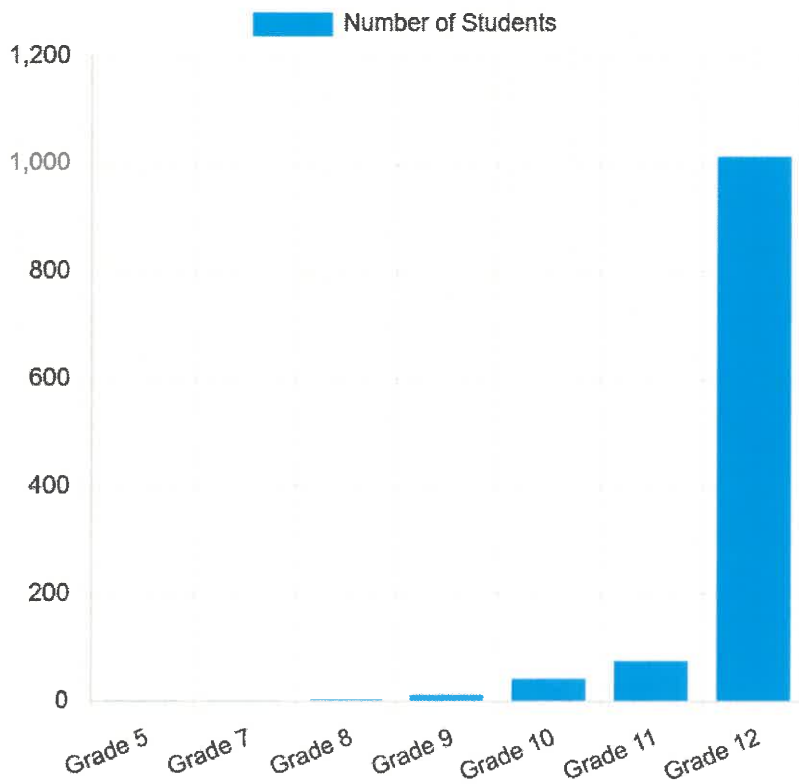
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	58.70%
Male	41.30%
Non-Binary	0.10%
American Indian or Alaska Native	0.50%
Asian	6.30%
Black or African American	14.30%
Filipino	0.80%
Hispanic or Latino	60.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	4.20%
White	10.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.00%
Foster Youth	1.20%
Homeless	14.00%
Migrant	0.00%
Socioeconomically Disavantaged	87.20%
Students with Disabilities	3.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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.

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.

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)	20.50	58.32%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.20	0.71%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.80	39.52%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	1.42%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	35.10	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	2.00	1.00	0
Misassignments	0.60	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.60	1.00	0

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
Local Assignment Options	17.70	12.20	13.8
Total Out-of-Field Teachers	17.70	12.20	13.8

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)	5.80%	0%	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%	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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		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 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 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

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 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	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

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)	4%	4%	20%	21%	46%	47%
Mathematics (grades 3-8 and 11)	2%	6%	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	93	54	58.06%	41.94%	3.70%
Female	30	13	43.33%	56.67%	0.00%
Male	63	41	65.08%	34.92%	4.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	61	36	59.02%	40.98%	2.78%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	8	40.00%	60.00%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	78	44	56.41%	43.59%	4.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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	93	52	55.91%	44.09%	5.88%
Female	29	12	41.38%	58.62%	0.00%
Male	64	40	62.50%	37.50%	7.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	61	35	57.38%	42.62%	8.82%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	8	42.11%	57.89%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	77	42	54.55%	45.45%	7.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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)	1.71%	2.14%	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.

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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	563	189	33.57%	66.43%	2.14%
Female	339	105	30.97%	69.03%	2.88%
Male	224	84	37.50%	62.50%	1.20%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	8	42.11%	57.89%	--
Black or African American	80	24	30.00%	70.00%	4.35%
Filipino	--	--	--	--	--
Hispanic or Latino	355	124	34.93%	65.07%	0.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	11	26.83%	73.17%	9.09%
White	57	18	31.58%	68.42%	5.56%
English Learners	55	16	29.09%	70.91%	0.00%
Foster Youth	--	--	--	--	--
Homeless	54	15	27.78%	72.22%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	526	177	33.65%	66.35%	2.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 (SJCOE) 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.

SJCOE'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	127
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14%
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	100%	75%	75%	50%	100%
9	69.4%	72.2%	72.2%	69.4%	75%

Note: The admistration 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)

| 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	18.9%	23.9%	32.3%	46.6%	39.9%	47.7%	87%	86.2%	86.4%
Dropout Rate	28.4%	24.7%	18.1%	24.2%	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
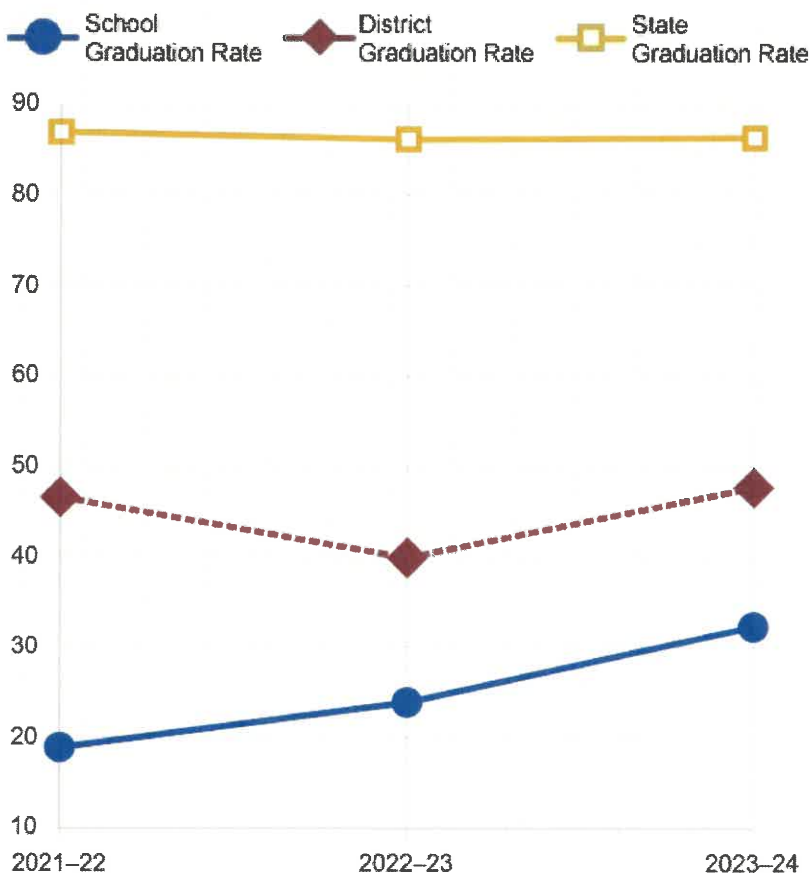
Dropout Rates
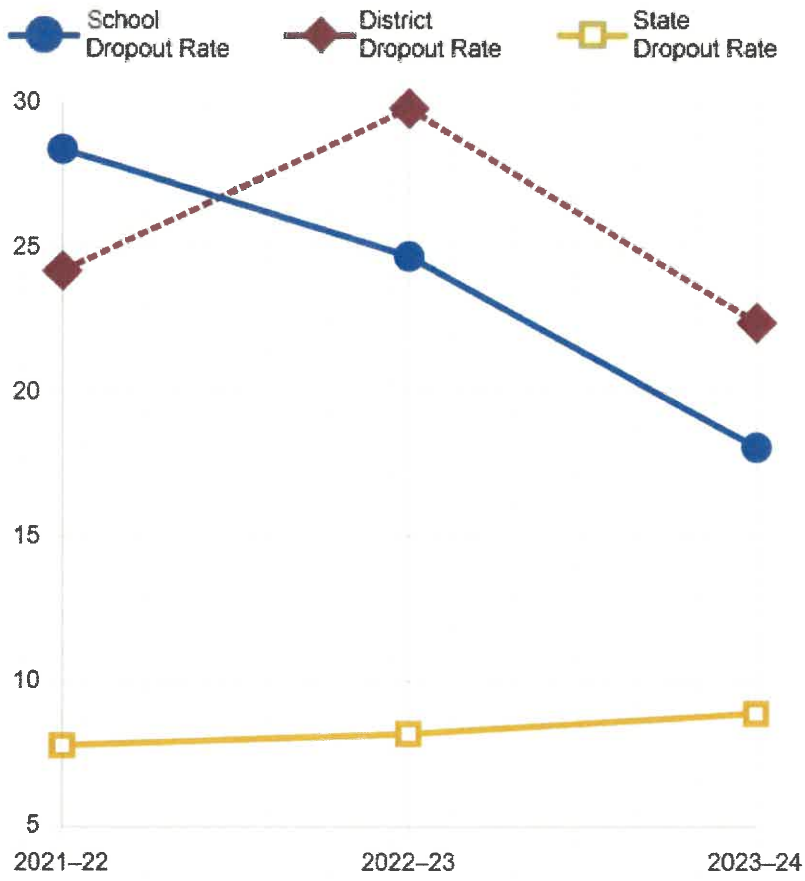
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	529	171	32.3%
Female	276	78	28.3%
Male	252	93	36.9%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	35	18	51.4%
Black or African American	72	21	29.2%
Filipino	--	--	--
Hispanic or Latino	337	104	30.9%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	5	29.4%
White	46	17	37.0%
English Learners	71	21	29.6%
Foster Youth	--	--	--
Homeless	78	26	33.3%
Socioeconomically Disadvantaged	514	162	31.5%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	6	26.1%

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	2057	1616	403	24.9%
Female	1151	904	208	23.0%
Male	903	709	195	27.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	11	3	27.3%
Asian	115	92	14	15.2%
Black or African American	301	231	78	33.8%
Filipino	22	16	4	25.0%
Hispanic or Latino	1263	998	233	23.3%
Native Hawaiian or Pacific Islander	13	--	--	--
Two or More Races	88	70	28	40.0%
White	212	165	35	21.2%
English Learners	220	168	38	22.6%
Foster Youth	27	22	9	40.9%
Homeless	273	213	76	35.7%
Socioeconomically Disadvantaged	1839	1474	378	25.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	48	15	31.3%

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	1.80%	1.58%	1.31%	5.30%	5.81%	4.56%	3.17%	3.60%	3.28%
Expulsions	0.00%	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	1.31%	0%
Female	0.52%	0%
Male	2.33%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	6.67%	0%
Asian	0%	0%
Black or African American	2.66%	0%
Filipino	0%	0%
Hispanic or Latino	1.03%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	1.14%	0%
White	1.89%	0%
English Learners	1.36%	0%
Foster Youth	0%	0%
Homeless	0.37%	0%
Socioeconomically Disadvantaged	1.31%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	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 trainin 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				
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 (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	1.00	1		
6				
Other**				

* 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)

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	12		
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)

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	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.

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

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	9.00	15	1	1
Mathematics	13.00	6	1	1
Science	17.00	3	1	1
Social Science	8.00	10	2	

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

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

Title	Ratio
Pupils to Academic Counselor*	370.65

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

* 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	$11565.69	$394.27	$11171.41	$77145.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
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.

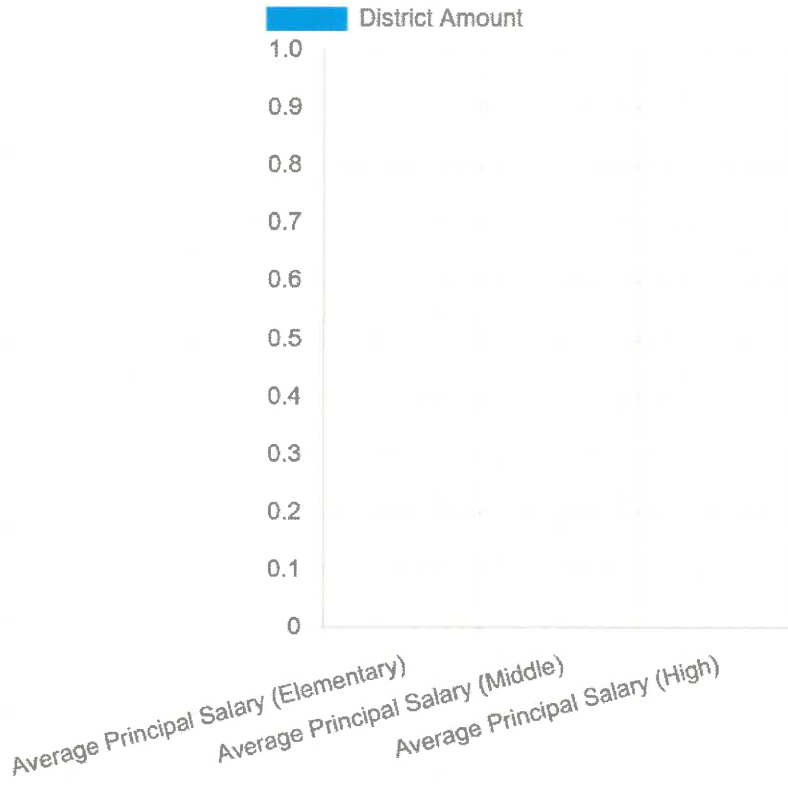## Types of Services Funded (Fiscal Year 2023–24)

TYPES OF SERVICES FUNDED for 2023-24

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

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/.

■ 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)

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