

## uno.Carta

### Informe de rendición de cuentas de la escuela 2023-24

### Informe elaborado con datos del año escolar 2023-24

### Departamento de Educación de California

<b>DIRECCIÓN:</b>	2707 Transworld Dr. Stockton, California, 95206-3948	<b>Principal:</b>	Sra. Melanie Greene, Superintendente adjunta, Escuelas y programas operados por el condado
<b>Teléfono:</b>	(209) 468-9265	<b>Rango de grados:</b>	K-12

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

## Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web DataQuest del CDE en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

## Panel de control de las escuelas de California

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

## Acceso a Internet

El acceso a Internet está disponible en bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se brinda por orden de llegada. Otras restricciones de uso pueden incluir el horario de atención, el tiempo durante el cual se puede utilizar una estación de trabajo (según la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

## Requisitos de admisión para la Universidad de California (UC)

Los requisitos de admisión para la UC siguen las pautas establecidas en el Plan Maestro, que exige que el octavo mejor alumno de la escuela secundaria del estado, así como aquellos estudiantes transferidos que hayan completado con éxito cursos universitarios específicos, sean elegibles para la admisión a la UC. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén adecuadamente preparados para el trabajo de nivel universitario. Para conocer los requisitos de admisión generales, visite el sitio web de información de admisiones de la UC en <https://admission.universityofcalifornia.edu/>.

## Requisitos de admisión para la Universidad Estatal de California (CSU)

La elegibilidad para la admisión a la CSU se determina por tres factores: (1) cursos específicos de la escuela secundaria, (2) calificaciones en cursos específicos y puntajes de exámenes, y (3) graduación de la escuela secundaria. Algunos campus tienen estándares más altos para carreras específicas o estudiantes que viven fuera del área del campus local. Debido a la cantidad de estudiantes que se postulan, algunos campus tienen estándares más altos (criterios de admisión complementarios) para todos los solicitantes. La mayoría de los campus de la CSU tienen políticas locales de garantía de admisión para los estudiantes que se gradúan o se transfieren de escuelas secundarias y universidades que históricamente son atendidas por un campus de la CSU en esa región. Para obtener información sobre admisión, solicitud y tarifas, consulte el sitio web de la CSU en <https://www2.calstate.edu/>.

## Acerca de esta escuela

### Sra. Melanie Greene, Superintendente adjunta, Escuelas y programas operados por el condado

📍 Director, uno.Carta

#### Contacto

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

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

Correo electrónico: [trbrown@sjcoe.net](mailto:trbrown@sjcoe.net)

## Información de contacto (año escolar 2024-2025)

### Información de contacto del distrito (año escolar 2024-2025)

<b>Nombre del distrito</b>	Oficina de Educación del Condado de San Joaquín
<b>Número de teléfono</b>	(209) 468-4800
<b>Superintendente</b>	Marrón, Troy A.
<b>Dirección de correo electrónico</b>	<a href="mailto:trbrown@sjcoe.net">trbrown@sjcoe.net</a>
<b>Sitio web</b>	<a href="http://www.sjcoe.org">www.sjcoe.org</a>

### Información de contacto de la escuela (año escolar 2024-2025)

<b>Nombre de la escuela</b>	uno.Carta
<b>Calle</b>	2707 Dr. Transmundo
<b>Ciudad, Estado, Código Postal</b>	Stockton, California, 95206-3948
<b>Número de teléfono</b>	(209) 468-9265
<b>Principal</b>	Sra. Melanie Greene, Superintendente adjunta, Escuelas y programas operados por el condado
<b>Dirección de correo electrónico</b>	<a href="mailto:mgreene@sjcoe.net">mgreene@sjcoe.net</a>
<b>Sitio web</b>	<a href="http://sjcoe.org/onecharter/">http://sjcoe.org/onecharter/</a>
<b>Intervalo de calificaciones</b>	K-12
<b>Código de condado, distrito y escuela (CDS)</b>	39103970120717

## Descripción de la escuela y declaración de misión (año escolar 2024-2025)

one.Charter está compuesta por varias escuelas diseñadas para satisfacer las diversas necesidades de los estudiantes prometedores en todo el condado de San Joaquín. Nuestras escuelas atienden principalmente a estudiantes que se han desvinculado de los entornos escolares tradicionales por diversas razones y acuden a nosotros en busca de una oportunidad de continuar su educación y hacer cambios positivos en sus vidas y en sus comunidades.

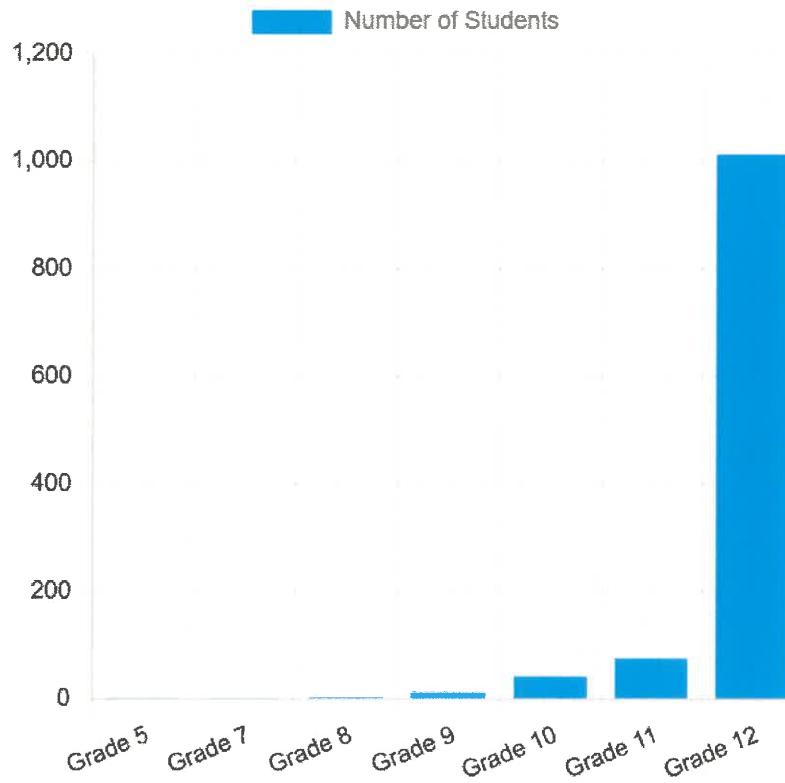
Nuestras escuelas incluyen one.Charter Bianchi, one.Charter Main, Career Readiness Academy, Charter Elementary, Building Futures Academy y Come Back Kids. one.Bianchi y one.Main son escuelas para los grados 7 a 12. Ambos sitios tienen un enfoque en las artes visuales y escénicas y utilizan instructores de enriquecimiento para las artes para mejorar los programas académicos básicos. Career Readiness Academy es un grupo de escuelas diseñadas para atender a los estudiantes de 12.º grado que tienen créditos muy deficientes y no están en camino de graduarse con su clase. El enfoque principal de estas escuelas es proporcionar a los estudiantes un diploma de escuela secundaria mientras se enfocan en la preparación profesional. Los estudiantes deben realizar una observación laboral o una pasantía/aprendizaje mientras obtienen créditos para un diploma de

escuela secundaria. Building Futures Academy es un programa para 18 a 24 años con un enfoque en la construcción junto con la obtención de un diploma de escuela secundaria. Están asociados con Americorp y Youthbuild y brindan desarrollo práctico de habilidades de construcción a través de Habit for Humanity. Come Back Kids es una incorporación reciente a la familia one.Charter. El propósito de esta escuela es brindarles a los estudiantes de 18 años o más que no se graduaron en sus cuatro años de escuela secundaria la oportunidad de regresar a la escuela y obtener su diploma de escuela secundaria. Hay varias escuelas en todo el condado de San Joaquín para satisfacer esta necesidad en la comunidad. El programa opera con un verdadero modelo de estudio independiente para atender a los adultos que trabajan o enfrentan desafíos de la vida que dificultan asistir a la escuela a diario. Finalmente, Charter Elementary, ubicada en el centro de Stockton, es una pequeña escuela de K-6 que atiende a estudiantes sin hogar. El enfoque de esta escuela es apoyar las necesidades educativas y emocionales de los estudiantes a medida que hacen la transición entre situaciones de vida y un entorno escolar más permanente.

Nuestro personal está compuesto por personas increíbles que comprenden la dinámica de los estudiantes a los que atienden. Desempeñan múltiples funciones (maestros, consejeros, tutores y mentores) mientras trabajan con estudiantes prometedores. Todos los miembros del personal comprenden la necesidad de construir relaciones positivas, por lo que implementan técnicas de PBIS y prácticas restaurativas para crear un entorno de aprendizaje enriquecedor. También comprenden la necesidad de una base académica sólida, por lo que están bien versados en los Estándares del Estado de California, utilizan un plan de estudios alineado con esos estándares y participan en capacitaciones continuas para mejorar sus estrategias de participación en el aula. En one.Charter, creemos que todos los estudiantes pueden aprender, tener éxito y beneficiar a su comunidad independientemente de su situación actual. ¡Hemos diseñado nuestras escuelas en torno a esta creencia!

### Matrícula de estudiantes por grado (año escolar 2023-24)

Nivel de grado	Número de estudiantes
Grado 5	1
Grado 7	1
Grado 8	4
Grado 9	12
Grado 10	42
Grado 11	75
Grado 12	1014
Matrícula total	1149



## Matrícula de estudiantes por grupo de estudiantes (año escolar 2023-24)

Grupo de estudiantes	Porcentaje de la matrícula total
Femenino	58,70%
Masculino	41,30%
No binario	0,10%
Indio americano o nativo de Alaska	0,50%
asiático	6,30%
Negro o afroamericano	14,30%
filipino	0,80%
Hispano o latino	60,80%
Nativo de Hawái o de las islas del Pacífico	0,60%
Dos o más razas	4,20%
Blanco	10,90%

Grupo de estudiantes (Otros)	Porcentaje de la matrícula total
Estudiantes de inglés	9,00%
Jóvenes de acogida	1,20%
Sin hogar	14,00%
Inmigrante	0,00%
Desfavorecidos socioeconómicamente	87,20%
Estudiantes con discapacidades	3,00%

## A. Condiciones del aprendizaje

### Prioridad estatal: Básica

El SARC proporciona la siguiente información relevante para la prioridad estatal: Básica (Prioridad 1):

- Grado en el que los docentes están asignados apropiadamente y plenamente acreditados en el área temática y para los alumnos que enseñan;
- Los alumnos tienen acceso a materiales de instrucción alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado.

### Preparación y colocación de docentes (año escolar 2020-21)

<b>Autorización/Asignación</b>	<b>Número de escuela</b>	<b>Porcentaje escolar</b>	<b>Número de distrito</b>	<b>Distrito Porcentaje</b>	<b>Número de estado</b>	<b>Porcentaje estatal</b>
Acreditación completa (preliminar o clara) para la asignatura y la colocación del estudiante (asignada correctamente)	17,90	45,18%	84,70	33,52%	228366.10	83,12%
Titulares de credenciales de pasantes debidamente asignados	0,40	1,01%	17,80	7,05%	4205.90	1,53%
Maestros sin credenciales y asignaciones incorrectas ("ineficaces" según ESSA)	2.60	6,55%	36,60	14,50%	11216.70	4,08%
Maestros acreditados asignados fuera del campo ("fuera del campo" según ESSA)	17,70	44,75%	79,20	31,35%	12115.80	4,41%
Desconocido/Incompleto/NA	1.00	2,52%	34.30	13,58%	18854.30	6,86%
<b>Total de puestos docentes</b>	<b>39,60</b>	<b>100,00%</b>	<b>252,80</b>	<b>100,00%</b>	<b>274759.10</b>	<b>100,00%</b>

Nota: Los datos de esta tabla se basan en el estado de equivalente de tiempo completo (ETC). Un ETC equivale a un miembro del personal que trabaja a tiempo completo; un ETC también podría representar a dos miembros del personal que trabajan cada uno el 50 por ciento del tiempo completo. Además, una asignación se define como un puesto que se le asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a proporcionar a los estudiantes.



### Preparación y colocación de docentes (año escolar 2021-22)

<b>Autorización/Asignación</b>	<b>Número de escuela</b>	<b>Porcentaje escolar</b>	<b>Número de distrito</b>	<b>Distrito Porcentaje</b>	<b>Número de estado</b>	<b>Porcentaje estatal</b>
Acreditación completa (preliminar o clara) para la asignatura y la colocación del estudiante (asignada correctamente)	17.30	56,14%	116,40	42,45%	234405.20	84,00%
Titulares de credenciales de pasantes debidamente asignados	0,20	0,81%	27.30	9,97%	4853.00	1,74%
Maestros sin credenciales y asignaciones incorrectas ("ineficaces" según ESSA)	1.00	3,24%	28.20	10,29%	12001.50	4,30%
Maestros acreditados asignados fuera del campo ("fuera del campo" según ESSA)	12.20	39,77%	74,20	27,06%	11953.10	4,28%
Desconocido/Incompleto/NA	0.00	0,00%	28.00	10,22%	15831.90	5,67%
<b>Total de puestos docentes</b>	<b>30,80</b>	<b>100,00%</b>	<b>274,20</b>	<b>100,00%</b>	<b>279044.80</b>	<b>100,00%</b>

Nota: Los datos de esta tabla se basan en el estado de equivalente de tiempo completo (ETC). Un ETC equivale a un miembro del personal que trabaja a tiempo completo; un ETC también podría representar a dos miembros del personal que trabajan cada uno el 50 por ciento del tiempo completo. Además, una asignación se define como un puesto que se le asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a proporcionar a los estudiantes.

### Preparación y colocación de docentes (año escolar 2022-23)

<b>Autorización/Asignación</b>	<b>Número de escuela</b>	<b>Porcentaje escolar</b>	<b>Número de distrito</b>	<b>Distrito Porcentaje</b>	<b>Número de estado</b>	<b>Porcentaje estatal</b>
Acreditación completa (preliminar o clara) para la asignatura y la colocación del estudiante (asignada correctamente)	20,50	58,32%	129,90	43,14%	231142.40	83,24%
Titulares de credenciales de pasantes debidamente asignados	0,20	0,71%	29.10	9,69%	5566.40	2,00%
Maestros sin credenciales y asignaciones incorrectas ("ineficaces" según ESSA)	0.00	0,00%	40.30	13,39%	14938.30	5,38%
Maestros acreditados asignados fuera del campo ("fuera del campo" según ESSA)	13,80	39,52%	76,40	25,37%	11746.90	4,23%
Desconocido/Incompleto/NA	0,50	1,42%	25.30	8,40%	14303.80	5,15%
<b>Total de puestos docentes</b>	<b>35.10</b>	<b>100,00%</b>	<b>301.10</b>	<b>100,00%</b>	<b>277698.00</b>	<b>100,00%</b>

Nota: Los datos de esta tabla se basan en el estado de equivalente de tiempo completo (ETC). Un ETC equivale a un miembro del personal que trabaja a tiempo completo; un ETC también podría representar a dos miembros del personal que trabajan cada uno el 50 por ciento del tiempo completo. Además, una asignación se define como un puesto que se le asigna a un educador en función del entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a proporcionar a los estudiantes.

### Maestros sin credenciales y asignaciones incorrectas (considerados "ineficaces" según ESSA)

<b>Autorización/Asignación</b>	<b>Número 2020- 21</b>	<b>Número 2021- 22</b>	<b>Número 2022- 23</b>
Permisos y exenciones	2.00	1.00	0
Asignaciones incorrectas	0,60	0.00	0
Puestos vacantes	0.00	0.00	0
Total de docentes sin credenciales y mal asignados	2.60	1.00	0

### Maestros acreditados asignados fuera del campo (considerados "fuera del campo" según ESSA)

<b>Indicador</b>	<b>Número 2020- 21</b>	<b>Número 2021- 22</b>	<b>Número 2022- 23</b>
Maestros acreditados autorizados con un permiso o exención	0.00	0.00	0
Opciones de asignación local	17,70	12.20	13.8
Total de docentes fuera de campo	17,70	12.20	13.8

## Tareas de clase

Indicador	2020–21 Porcentaje	2021–22 Porcentaje	2022–23 Porcentaje
Asignaciones incorrectas para estudiantes de inglés (un porcentaje de todas las clases con estudiantes de inglés impartidas por profesores que están mal asignados)	5,80%	0%	0%
Sin credencial, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por profesores sin registro de autorización para enseñar)	7,90%	0%	0%

Nota: Para obtener más información, consulte la página web actualizada de definiciones de equidad docente en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Calidad, vigencia y disponibilidad de libros de texto y otros materiales didácticos (año escolar 2024-2025)

Datos recopilados en enero de 2024

Libros de texto y materiales didácticos de la asignatura	Año de adopción	Adopción más reciente por parte de SBE junta*	Adopción más reciente por parte de la junta directiva de LEA	Explicación*
<b>LECTURA/INGLÉS/ARTE DEL LENGUAJE</b>				
K-6: Benchmark Advance, edición de California	2016-17	SÍ	SÍ	
K-6: Asociados del plan de estudios (iReady)	2024-25			No es necesario que el material complementario sea aprobado por la junta.
7-12: SpringBoard de College Board	2017-18	7-8 SI	SÍ	
StudySync (programa CARE)	2017-18	N/A- escuela secundaria	SÍ	
Suplemento 7-12: Material didáctico de Edmentum	2016-17			No es necesario que el material complementario sea aprobado por la junta.
ELD complementario: enfoque WRITE	2017-18			No es necesario que el material complementario sea aprobado por la junta.
<b>MATEMÁTICAS</b>				
K-8: Matemáticas preparadas	2021-22	NO	SÍ	Las escuelas no están obligadas a utilizar programas adoptados por SBE, según la Sección 60210 del Código de Educación de California. El proceso de adopción incluyó la revisión de los materiales para alinearlos con los estándares estatales.
9-12: Houghton Mifflin Harcourt, Matemáticas integradas I	2016-17	NO	SÍ	
Álgebra matemática de grandes ideas (programa CARE)	2016-17	SÍ	SÍ	

Suplemento 7-12:  
Material didáctico de 2016-17 Edmentum  
No es necesario que el material complementario sea aprobado por la junta.

**CIENCIA**

K - 12: HMH, Dimensiones científicas 2021-22 Sí Sí

Suplemento 7-12:  
Material didáctico de 2016-17 Edmentum  
No es necesario que el material complementario sea aprobado por la junta.

**HISTORIA-CIENCIAS SOCIALES**

K - 12: McGraw Hill, IMPACT Estudios sociales de California 2018-19 Sí Sí

Complementario: Edmentum Courseware 2016-17  
No es necesario que el material complementario sea aprobado por la junta.

**LENGUA EXTRANJERA**

9-12: Material didáctico de Edmentum 2016-17 NO  
Programado para ser presentado para la aprobación de la junta LEA durante el año escolar 21-22.

**SALUD**

7-12: Material didáctico de Edmentum 2016-17 NO NO  
Programado para ser presentado para la aprobación de la junta LEA durante el año escolar 21-22.

Los libros de texto y los materiales de instrucción aún están bajo revisión por parte de SBE.

**ARTES VISUALES Y ESCÉNICAS**

9-12: Material didáctico de Edmentum 2016-17 NO NO  
Programado para ser presentado para la aprobación de la junta LEA durante el año escolar 21-22.

**EQUIPO DE LABORATORIO DE CIENCIAS**

N / A

Año y mes en que se recogieron los datos: Enero 2024

Sujeto	Lista de libros de texto y otros materiales didácticos/Indique si son de la adopción más reciente/Año de adopción	Porcentaje de estudiantes que no tienen su propia copia asignada
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Lectura/Artes del lenguaje		0
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<b>Sujeto</b>	<b>Lista de libros de texto y otros materiales didácticos/Indique si son de la adopción más reciente/Año de adopción</b>	<b>Porcentaje de estudiantes que no tienen su propia copia asignada</b>
Matemáticas		0
Ciencia		0
Historia-Ciencias Sociales		0
Lengua extranjera		0
Salud		0
Artes visuales y escénicas		0
Equipo de laboratorio de ciencias (grados 9 a 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	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> 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**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
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**

<b>Subject</b>	<b>School 2022–23</b>	<b>School 2023–24</b>	<b>District 2022–23</b>	<b>District 2023–24</b>	<b>State 2022–23</b>	<b>State 2023–24</b>
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.



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
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 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](mailto:familysupport@sjcoe.net).

## State Priority: Pupil Engagement

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

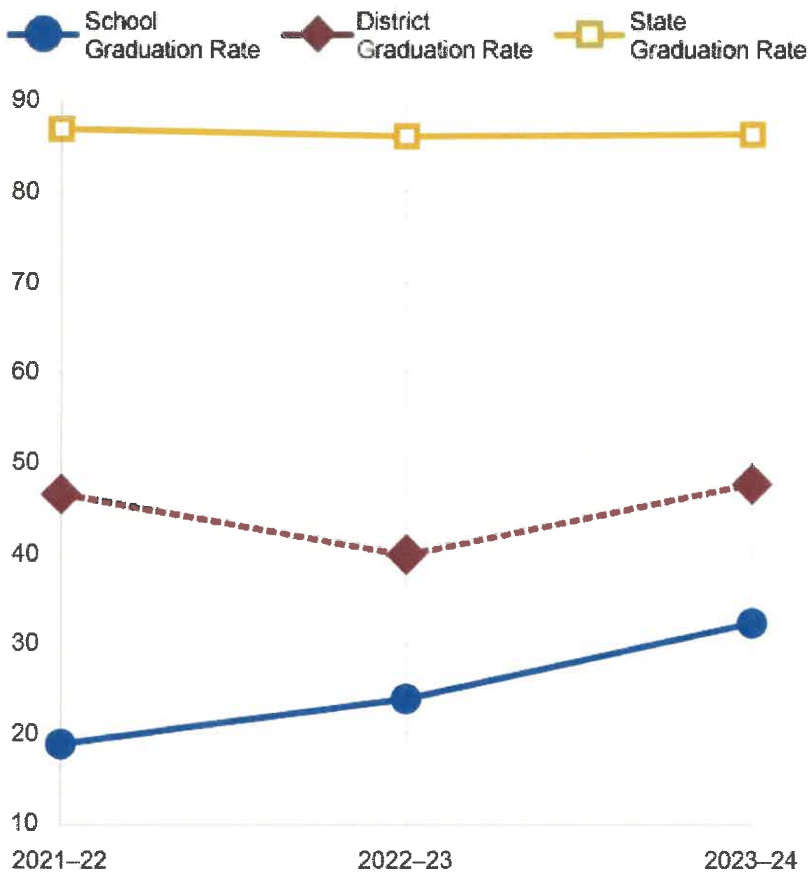
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

**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%

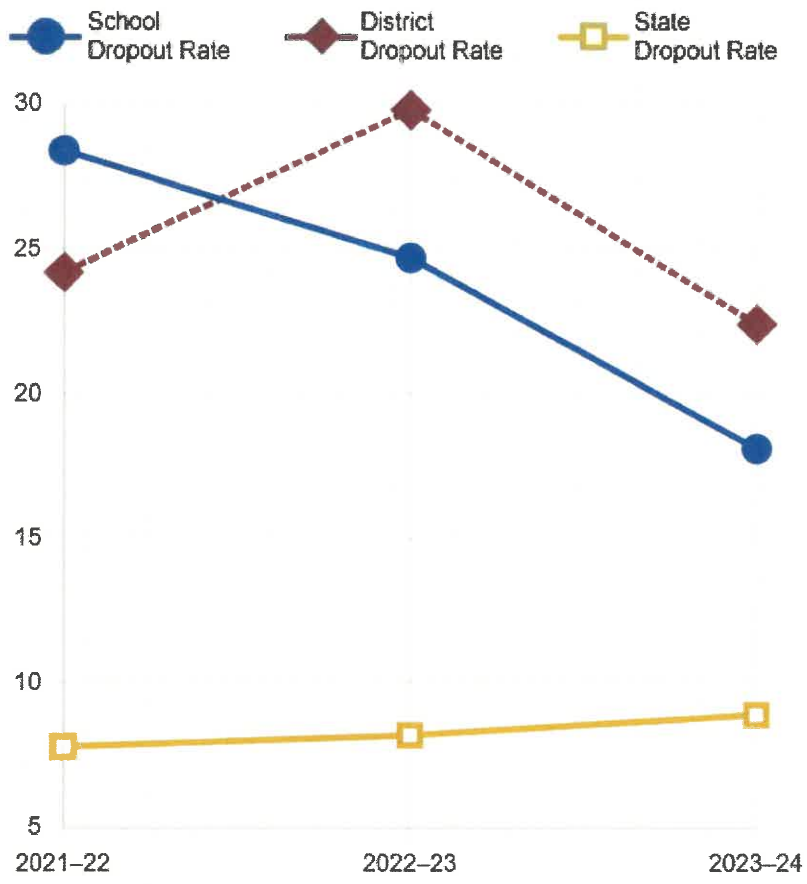
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

**Graduation Rates**





### Dropout Rates



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

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
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)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
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 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				
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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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 an English teacher and they teach all four secondary English courses.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
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)**

<b>Title</b>	<b>Ratio</b>
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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
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.

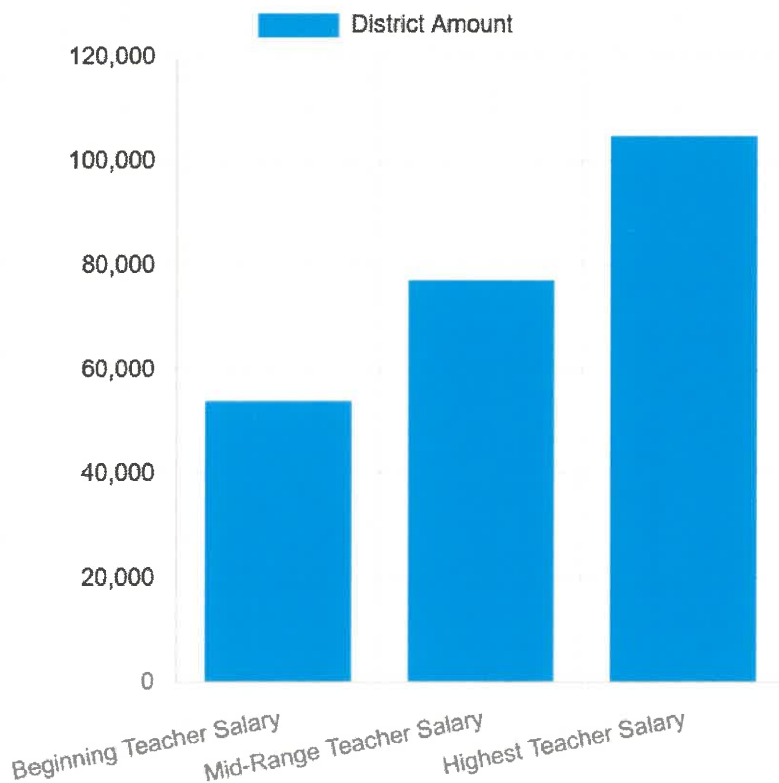
**Types of Services Funded (Fiscal Year 2023–24)**

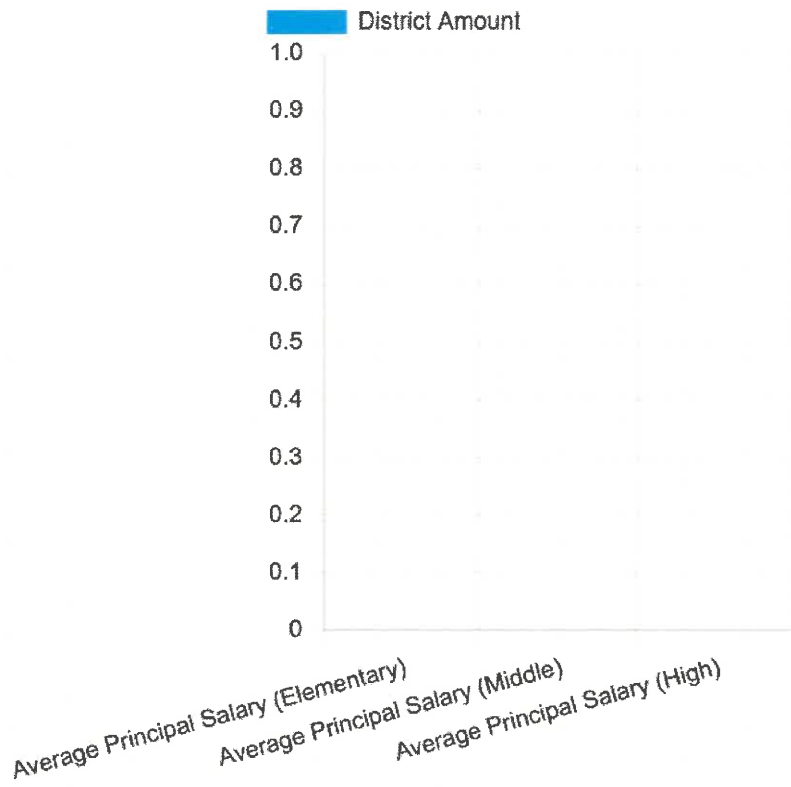
TYPES OF SERVICES FUNDED for 2023-24
Edmentum Supplemental Courseware and Assessment Program
Core Curriculum and materials/supplies
Parental Involvement
Professional Development
Extended Learning Sessions (Fall, Winter, Spring and Summer)
Mental Health Clinicians
Truancy Task Force
Positive Behavior 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/>.







**Advanced Placement (AP) Courses (School Year 2023–24)****Percent of Students in AP Courses 0 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
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**

La gran mayoría de las capacitaciones y el desarrollo profesional se realizan en persona. El desarrollo profesional incluye días de servicio para maestros, PLC de todo el programa, PLC regionales, reuniones

de mentores y maestros nuevos, capacitaciones de desarrollo profesional contratadas y reuniones de

personal. Estos NO incluyen conferencias. Además, es importante tener en cuenta que parte del desarrollo profesional se realiza durante las vacaciones y las vacaciones de verano.

2024-2025

El desarrollo profesional incluye tanto la capacitación presencial como la virtual, y la gran mayoría se lleva a cabo en persona. El desarrollo profesional incluye: días de capacitación para docentes, PLC regionales, reuniones de la academia de nuevos docentes, capacitación de desarrollo profesional contratada y reuniones de personal. Estos no incluyen conferencias. También es importante tener en cuenta que se ofrece parte del desarrollo profesional durante las vacaciones y las vacaciones de verano.

<b>Medida</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	57	30	60