San Joaquin County Special Education
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:**	Rowena Fairbanks, Division Director
Phone:	(209) 468-9279	**Grade Span:**	P-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

Rowena Fairbanks, Division Director

 Principal, San Joaquin County Special Education

Contact

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

Phone: (209) 468-9279
Email: rfairbanks@sjcoe.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	Brown, Troy A.
Email Address	trbrown@sjcoe.net
Website	www.sjcoe.org

School Contact Information (School Year 2024–25)

School Name	San Joaquin County Special Education
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9279
Principal	Rowena Fairbanks, Division Director
Email Address	rfairbanks@sjcoe.net
Website	http://sjcoe.org/specialeducation
Grade Span	P-12
County-District-School (CDS) Code	39103976069215

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

The San Joaquin County Office of Education, Special Education Programs supports every student's right to an education designed to meet individual needs. It is essential to provide experiences that will enable student to (1) attain their ultimate functioning level , (2) learn in a comfortable, secure environment that is not limited by physical barriers, and (3) develop those critical skills and attitudes necessary to adapt and function in everyday life. Ultimately, we believe in the "whole individual". All students are active learners and have the potential for growth. It is our goal to protect and nurture personal dignity, ensure health and safety, and promote understanding of the individual.

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

Grade Level	Number of Students
Kindergarten	137
Grade 1	91
Grade 2	71
Grade 3	76
Grade 4	53
Grade 5	69
Grade 6	50
Grade 7	44
Grade 8	37
Grade 9	30
Grade 10	44
Grade 11	29
Grade 12	107
Total Enrollment	838
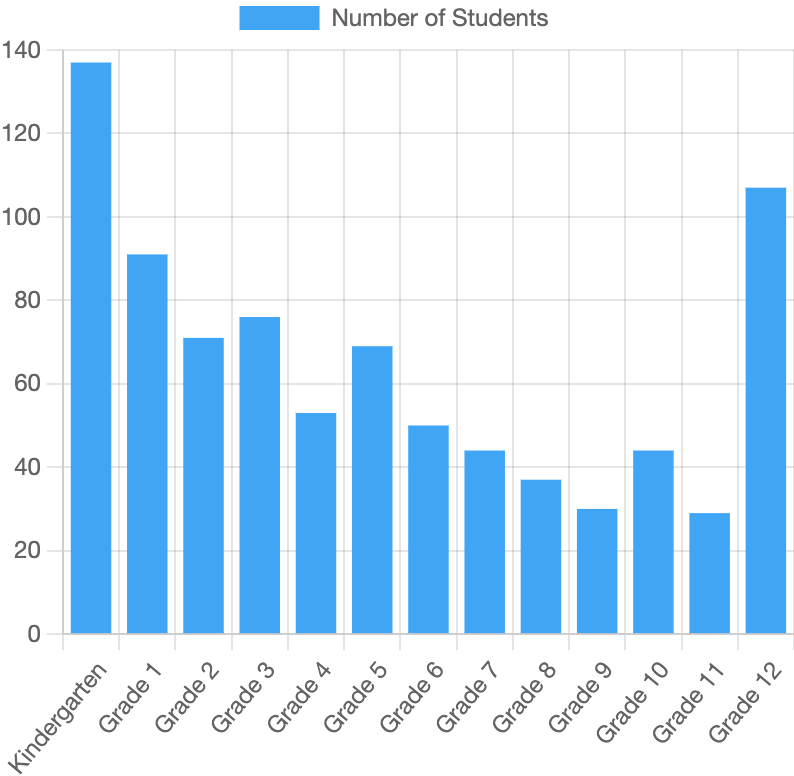
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	25.20%
Male	74.80%
Non-Binary	0.00%
American Indian or Alaska Native	1.30%
Asian	14.00%
Black or African American	9.10%
Filipino	5.80%
Hispanic or Latino	44.40%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	5.40%
White	16.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	28.30%
Foster Youth	0.60%
Homeless	3.70%
Migrant	0.20%
Socioeconomically Disavantaged	41.90%
Students with Disabilities	99.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	24.66%	84.70	33.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	11.00	15.07%	17.80	7.05%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.00	26.03%	36.60	14.50%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.74%	79.20	31.35%	12115.80	4.41%
Unknown/Incomplete/NA	23.00	31.51%	34.30	13.58%	18854.30	6.86%
Total Teaching Positions	73.00	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)	24.00	33.80%	116.40	42.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	8.00	11.27%	27.30	9.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.00	21.13%	28.20	10.29%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.41%	74.20	27.06%	11953.10	4.28%
Unknown/Incomplete/NA	23.00	32.39%	28.00	10.22%	15831.90	5.67%
Total Teaching Positions	71.00	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)	22.00	23.16%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	12.00	12.63%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	22.00	23.16%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.50	18.42%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	21.50	22.63%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	95.00	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	10.00	5.00	15
Misassignments	9.00	10.00	7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	19.00	15.00	22

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	2.00	1.00	17.5
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	1.00	17.5

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)	15.00%	15.1%	10.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	43.20%	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)

Textbooks and Instructional Materials are individualized to each student, per IEP.

Year and month in which the data were collected: Not Available

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
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

All the facilities owned and utilized by the San Joaquin County Office of Education are reviewed on a regular schedule by the maintenance staff. The school facilities are well-maintained with minimal deficiencies noted. Our maintenance staff are on the school campuses daily for our center-based programs and visit each satellite class once a week to make sure all facilities are safe and in good condition. The restrooms and classes are checked daily and a high standard of classroom hygiene procedures have been adopted.

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Great Valley, Lincoln Elementary, and McKinley carpets were removed and replaced with solid vinyl tile.
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)	7%	5%	20%	21%	46%	47%
Mathematics (grades 3-8 and 11)	2%	5%	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	375	364	97.07%	2.93%	4.68%
Female	84	81	96.43%	3.57%	4.94%
Male	291	283	97.25%	2.75%	4.61%
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33%	1.67%	1.69%
Black or African American	35	35	100.00%	0.00%	0.00%
Filipino	22	22	100.00%	0.00%	13.64%
Hispanic or Latino	159	152	95.60%	4.40%	3.97%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15%	3.85%	12.00%
White	65	63	96.92%	3.08%	6.35%
English Learners	102	98	96.08%	3.92%	2.04%
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89%	11.11%	6.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	171	163	95.32%	4.68%	4.91%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	375	364	97.07%	2.93%	4.68%

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	375	365	97.33%	2.67%	4.66%
Female	84	82	97.62%	2.38%	3.66%
Male	291	283	97.25%	2.75%	4.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33%	1.67%	0.00%
Black or African American	35	35	100.00%	0.00%	0.00%
Filipino	22	22	100.00%	0.00%	13.64%
Hispanic or Latino	159	153	96.23%	3.77%	4.58%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15%	3.85%	0.00%
White	65	63	96.92%	3.08%	11.11%
English Learners	102	99	97.06%	2.94%	1.01%
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89%	11.11%	12.50%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	171	164	95.91%	4.09%	3.66%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	375	365	97.33%	2.67%	4.66%

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)	6.67%	8.33%	1.74%	4.55%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	163	98.19%	1.81%	4.29%
Female	40	38	95.00%	5.00%	2.63%
Male	126	125	99.21%	0.79%	4.80%
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00%	0.00%	4.17%
Black or African American	16	16	100.00%	0.00%	0.00%
Filipino	11	11	100.00%	0.00%	0.00%
Hispanic or Latino	76	74	97.37%	2.63%	5.41%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15%	3.85%	8.00%
English Learners	47	45	95.74%	4.26%	2.22%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	76	96.20%	3.80%	9.21%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	166	163	98.19%	1.81%	4.29%

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)

Not applicable to this population

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

Not applicable to this population.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
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

Not applicable to this population

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
5	79%	79%	79%	79%	79%
7	81%	81%	91%	91%	91%
9	65%	65%	65%	65%	65%

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)

Parents play a vital role in the education of their children. Opportunities for parents to participate in their child's education include assisting in classrooms, attending workshops established for Early Start parents, participating in the Community Advisory Committee (CAC), English Language Advisory Committee (ELAC) and parent training groups to support parents to support parents as part of of the continuum of Alternate Dispute Resolution options. Although parents come from all over the San Joaquin County SELPA, they go the extra mile to participate in fundraisers, school events and support their child's learning at home.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
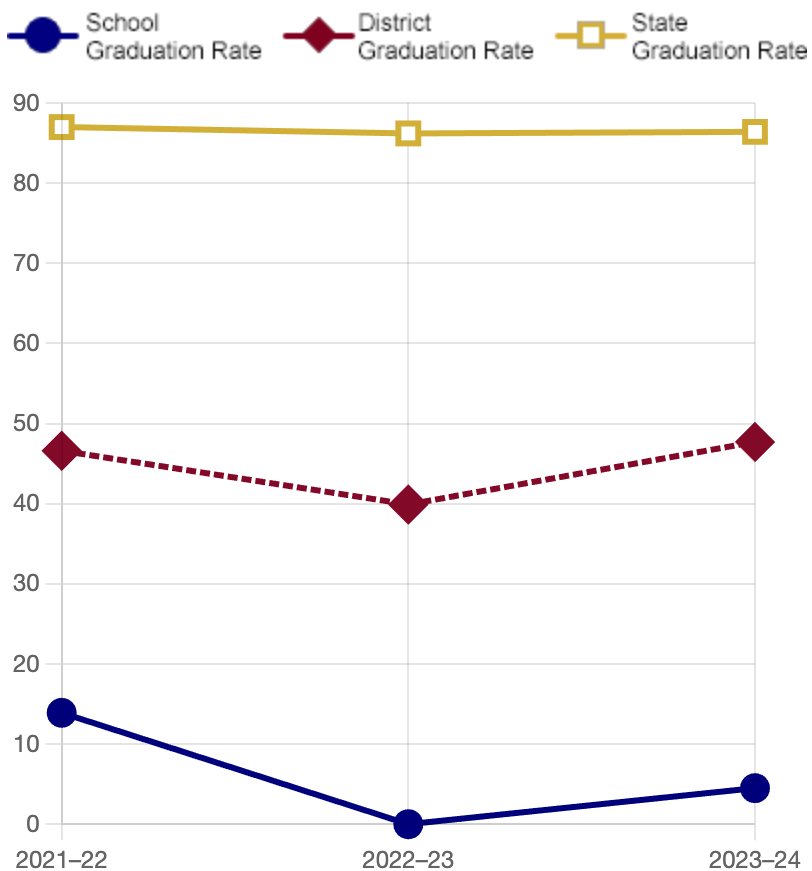
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

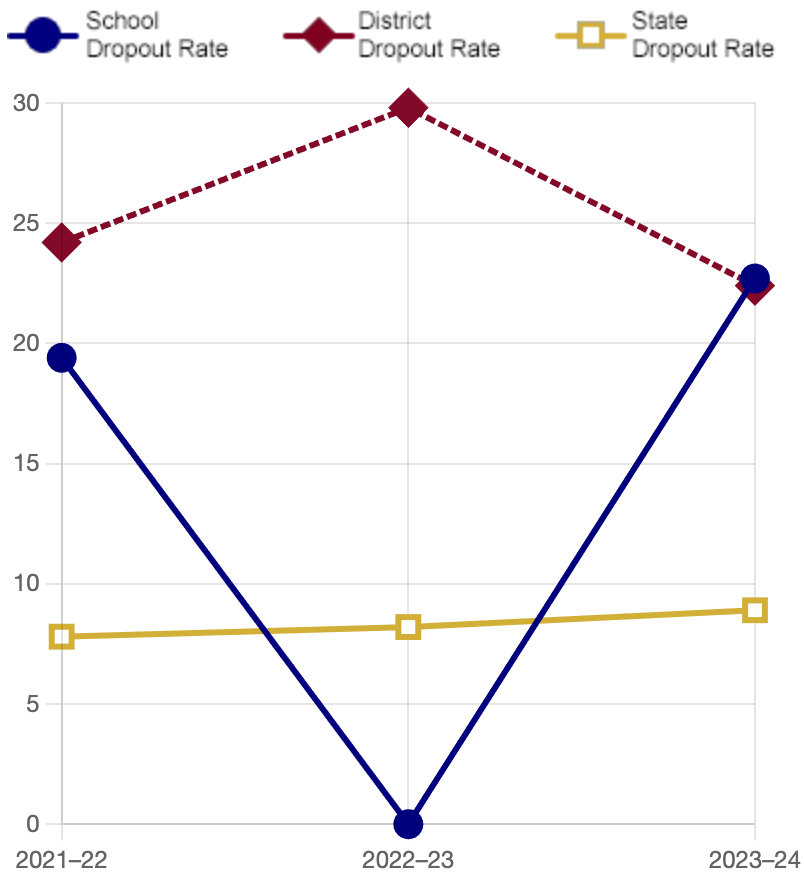**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

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	13.90%	0.0%	4.5%	46.60%	39.9%	47.7%	87.0%	86.2%	86.4%
Dropout Rate	19.40%	0.0%	22.7%	24.20%	29.8%	22.4%	7.8%	8.2%	8.9%

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

Graduation Rates

Dropout Rates

Legend:
- School Dropout Rate (navy circle, solid line)
- District Dropout Rate (dark red diamond, dashed line)
- State Dropout Rate (gold square, solid line)

Year	School Dropout Rate	District Dropout Rate	State Dropout Rate
2021–22	~19.5	~24	~7.7
2022–23	0	~30	~8.1
2023–24	~23	~22	~8.8

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	22	1	4.5%
Female	--	--	--
Male	15	0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	11	1	9.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	16	1	6.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	22	1	4.5%

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	952	930	471	50.6%
Female	237	230	133	57.8%
Male	715	700	338	48.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	5	38.5%
Asian	135	133	65	48.9%
Black or African American	93	92	43	46.7%
Filipino	53	52	24	46.2%
Hispanic or Latino	418	407	222	54.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	52	22	42.3%
White	155	151	75	49.7%
English Learners	261	251	127	50.6%
Foster Youth	12	--	--	--
Homeless	42	41	25	61.0%
Socioeconomically Disadvantaged	443	431	224	52.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	944	926	468	50.5%

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

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	1.05%	1.30%	0.84%	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	0.84%	0%
Female	0.42%	0%
Male	0.98%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0.74%	0%
Black or African American	0%	0%
Filipino	1.89%	0%
Hispanic or Latino	1.2%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0.65%	0%
English Learners	0.77%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.13%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0.85%	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 Special Education Program school sites have a comprehensive school safety plan in accordance with the Safe School policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management Systems (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command Systems (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation. At the beginning of each school year, Special Education Programs school site staff update their site-specific emergency plan. The site specific emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (ESMA), EMSA emergency first aid guidelines of California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of student 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 houses at the school site and the Special Education Programs Director's office and is available for parent/guardian review. Special Education Programs also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families.

The Knowledge Saves Lives, Inc professional development training is held every two years and provided for all administrative, support, and teaching staff.

In addition, school site principals and administrators attended the annual Safe Schools Summit, hosted by the San Joaquin County Office of Education, on October 25, 2024.

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)

County Special Education classes are multi-graded. All classes averages are 1-22.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4	3.00	2		
5	2.00	1		
6				
Other**	9.00	49		

* 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)

County Special Education classes are multi-graded. All classes averages are 1-22.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	22	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**	9.00	53	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)

County Special Education classes are multi-graded. All classes averages are 1-22.

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	1.00	1	0	0
6	4.00	2	0	0
Other**	8.00	59	0	0

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

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

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

Not applicable to this population.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	2		
Mathematics	7.00	2		
Science	7.00	2		
Social Science	7.00	2		

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

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

Not applicable to this population.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	2	0	0
Mathematics	11.00	2	0	0
Science	11.00	2	0	0
Social Science	11.00	2	0	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)

Not applicable to this population.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	11		
Mathematics	2.00	8		
Science	3.00	6		
Social Science	3.00	7		

* 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*	0

* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	10.00
Social Worker	0.70
Nurse	13.00
Speech/Language/Hearing Specialist	20.00
Resource Specialist (non-teaching)	
Other**	7.00

* 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)

County Office of Education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure for County Office of Education.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16707.75	$16707.75	--	$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)

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	$104989.00	--
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/.
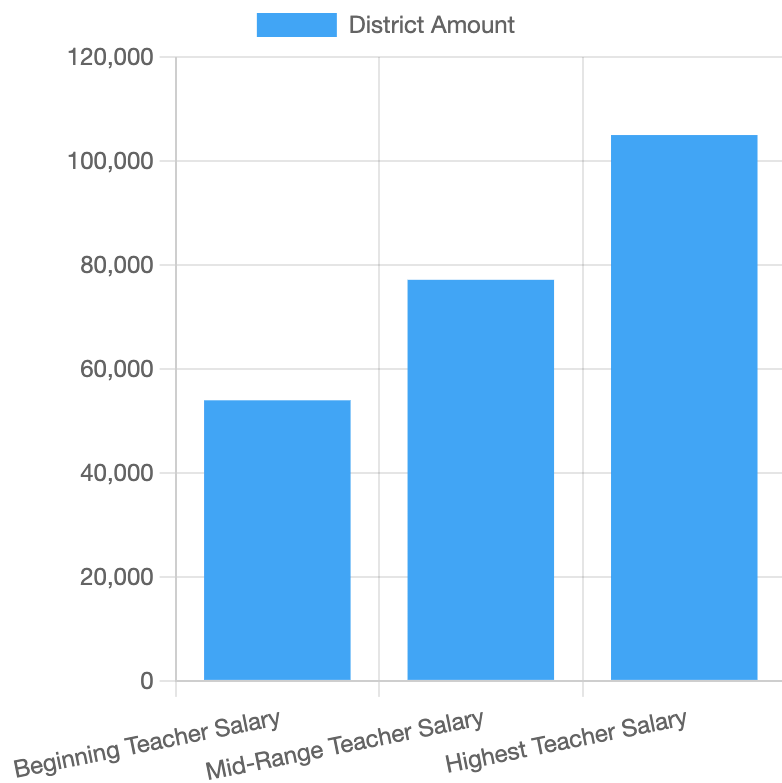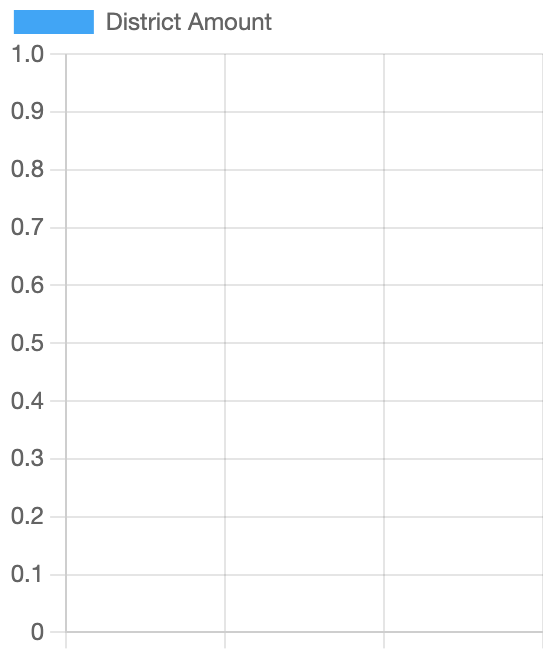
1.0	
0.9	
0.8	
0.7	
0.6	
0.5	
0.4	
0.3	
0.2	
0.1	
0	

Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High)

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

Not applicable to this population

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

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	8	9	9