

Stanislaus County Office-Special Education

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2022-23 School Contact Information

School Name	Stanislaus County Office-Special Education
Street	1336 Stonum Rd
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 541-2200
Principal	Sarah Grantano
Email Address	sgrantano@stancoe.org
School Website	www.stancoe.org
County-District-School (CDS) Code	50-10504-6069546

2022-23 District Contact Information

District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1900
Superintendent	Scott Kuykendall
Email Address	skuykendall@stancoe.org
District Website Address	www.stancoe.org

2022-23 School Overview

Stanislaus County Office of Education's (SCOE) Special Education programs serve students from birth to 22 years of age in severe and non-severe programs throughout the county in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, resource and traumatic brain injury.

The Early Start program (birth to age 3) serves 83 students in their natural environment; playgroups located within their community, in the home, and at the special education center.

SCOE has 2 special education centers; 1 with 10 Special Day Classes, serving Early Intervention students (ages 3-5), 1 with 15 Special Day Classes, serving moderate/severe behavioral and medically fragile students (ages 5-22) and 32 Special Day classrooms located on public integrated school sites.

All of our employees strive to provide rich and caring educational experiences in the least restrictive setting possible. SCOE's Special Education department has over 500 employees providing services in homes and on 20 school and community sites throughout the county to approximately 1500 students, in addition to providing services for students in their home school district.

Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing and audiological services, services for the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, inclusion, assistive technology, resource, counseling and assessments.

Mission Statement:

Through the caring and commitment of public education and effective leadership and instruction, we empower students and parents by supporting independence, providing opportunities through implementation of best practices, and establishing partnerships for life-long learning.

Vision Statement:

Our impact on individuals with disabilities and their families will provide independence, opportunity and hope for the future.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	36
Grade 2	30
Grade 3	41
Grade 4	23
Grade 5	31
Grade 6	24
Grade 7	31
Grade 8	19
Grade 9	7
Grade 10	5
Grade 11	12
Grade 12	36
Total Enrollment	340

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	24.7
Male	75.3
American Indian or Alaska Native	1.2
Asian	4.1
Black or African American	5.6
Filipino	1.5
Hispanic or Latino	52.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.7
White	28.2
English Learners	22.6
Foster Youth	1.8
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	55.6
Students with Disabilities	100.0



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

2020-21 Teacher Preparation and Placement

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)	25.70	49.77	84.70	44.70	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.80	4.20	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	5.80	9.60	5.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.48	62.80	33.12	12115.80	4.41
Unknown	19.70	38.12	28.00	14.80	18854.30	6.86
Total Teaching Positions	51.70	100.00	189.50	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.

2021-22 Teacher Preparation and Placement

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)	32.20	62.16	89.60	50.47	234405.20	84.00
Intern Credential Holders Properly Assigned	5.00	9.65	12.00	6.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	4.25	2.70	1.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	54.50	30.69	11953.10	4.28
Unknown	12.40	23.94	18.70	10.54	15831.90	5.67
Total Teaching Positions	51.80	100.00	177.50	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	2.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.20

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.20	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.60	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in our programs have goals written into their IEP's (Individual Education Plan) that align to the state standards. Each integrated classroom's curriculum aligns to the school district adopted materials of that school campus. Each classroom's instruction is designed on the results of formative and summative assessment and is implemented in alignment with standards based curriculum. Each classroom has the core curriculum of that school site for easy integration and inclusion opportunities. In addition to the standards-based materials adopted by the State Board of Education and the local governing board of our special day class sites that are integrated on to general education campuses across the county, the following is a list of supplemental materials and academic intervention programs used in the classrooms, adopted by the local governing board that are also in alignment with content standards and are core content connectors. There were zero percent of students who lacked their own assigned textbooks and/or instructional materials.

- Handwriting Without Tears- Haughten
- News to You- Scripted Current Events Curriculum
- Unique Learning System
- EDMARK
- Language For Learning
- Connecting Math
- Reading Mastery
- Enchanted Learning
- Moby Max
- Education.com
- Boom Cards
- Readtopia
- Essentials For Living

Second Step Social Emotional Curriculum
 Super Skills Social Language Program
 Room 14 Social Language Program
 Social Thinking Series- Michelle Garcia Winner
 Jedi Baker Social Skills Training
 Skills for School Success- Anita Archer
 Word Knowledge- Gene Tucker
 Social Mapping- Michelle Garcia Winner
 R.A.N. - Elizabeth Haughten
 Phonemic Awareness- Elizabeth Haughten
 Math Foundations- Elizabeth Haughten
 Skill Builders- Math and Language Arts
 Morphographic Spelling- Bob Dixon

Year and month in which the data were collected

1-3-23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmark Reading Program 1 & 2 Reading Intervention K-12 Handwriting without Tears Writing Intervention K-6 Phonics Library, Houghton Mifflin Reading K-2 Horizons 3.2, Harcourt Brace/Houghton 3 Language for Learning, McGraw Hill Language for Thinking, McGraw Hill Language for Writing, McGraw Hill Reasoning and Writing, McGraw Hill Expressive Writing, McGraw Hill	Yes	

	Rewards Reading Program Reading Mastery, McGraw Hill Spelling Mastery, McGraw Hill Read 180, Houghton Mifflin-Harcourt		
Mathematics	Touch Math ILC K - 2 Saxon Math 2-4, Houghton Mifflin-Harcourt Connecting Math Concepts, McGraw-Hill Engage New York Morningside Math Program Numberworld's, McGraw-Hill	Yes	
Science	Pearson- Life Science, Physical Science, Earth Science	Yes	
History-Social Science	Holt- US History, Ancient Civilizations, Early Modern Times NatGeo- National Geographic Harcourt- Social Studies	Yes	
Health	Positive Prevention Plus		

School Facility Conditions and Planned Improvements

John F Kennedy School

Year and month of the most recent FIT report

March 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Track needed resurfacing, sandbox needed to be flushed, playground on north side needed pour and place and gutters and spouts needed cleaning - all has been corrected

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	5	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	5	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	155	77.50	22.50	4.58
Female	48	40	83.33	16.67	0.00
Male	152	115	75.66	24.34	6.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	78	75.73	24.27	1.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	8	72.73	27.27	--
White	60	49	81.67	18.33	12.24
English Learners	44	33	75.00	25.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	101	77	76.24	23.76	3.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	200	155	77.50	22.50	4.58

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	153	76.50	23.50	5.30
Female	48	41	85.42	14.58	7.69
Male	152	112	73.68	26.32	4.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	77	74.76	25.24	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	8	72.73	27.27	--
White	60	49	81.67	18.33	2.04
English Learners	44	33	75.00	25.00	3.13
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	101	74	73.27	26.73	5.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	200	153	76.50	23.50	5.30

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	0	9.38	3.42	4.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	32	71.11	28.89	9.38
Female	11	7	63.64	36.36	--
Male	34	25	73.53	26.47	12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	13	68.42	31.58	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	13	68.42	31.58	23.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	20	86.96	13.04	5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	32	71.11	28.89	9.38

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	1.67
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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

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.

2022-23 Opportunities for Parental Involvement

The Stanislaus County Office of Education ensures parental involvement through the Individual Education Program (IEP) meeting process. Parents participate in not less than one IEP meeting per year with their child's full educational team and more if needed.

Parents play a vital role in the education of their children. There are many opportunities for parental involvement in the educational settings that include: regularly scheduled parent trainings, regular home visits, assisting in classrooms, and

2022-23 Opportunities for Parental Involvement

attending group sessions with their children.

The SELPA Community Advisory Committee meets once a month to involve parents in a variety of special education issues and establish a network of support. The Stanislaus County Office of Education also holds conferences designed to educate, support, and empower parents in the journey of raising a child with special needs.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		12.5	50		58.3	44.3		8.9	7.8
Graduation Rate		18.8	8.3		17.5	30.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	1	8.3
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	11	1	9.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	1	8.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	420	215	51.2
Female	107	103	53	51.5
Male	341	317	162	51.1
American Indian or Alaska Native	4	4	2	50.0
Asian	15	15	6	40.0
Black or African American	25	23	11	47.8
Filipino	5	5	3	60.0
Hispanic or Latino	233	217	127	58.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	20	19	8	42.1
White	136	127	57	44.9
English Learners	102	97	57	58.8
Foster Youth	10	10	2	20.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	271	252	140	55.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	448	420	215	51.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.75	1.95	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.53	2.01	0.28	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.01	0.00
Female	1.87	0.00
Male	2.05	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	2.21	0.00
English Learners	0.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.01	0.00

2022-23 School Safety Plan

Facilities owned, operated, and utilized by the Stanislaus County Office of Education are maintained and reviewed regularly by our maintenance staff to ensure all facilities are safe and in good condition. A very high standard of classroom hygiene standards have been adopted throughout the County programs and daily custodial services guarantee sanitation and cleanliness in our restrooms and classrooms.

In June of 2012, a new special education facility was opened (JFK) serving our severe behavioral, medically fragile, and transition students. August 2013, the renovation of the special education facility (Margaret L. Annear) serving the Early Intervention students was completed on the same campus.

Every classroom and common area has a School Emergency Response- Procedures and Guidelines binder posted for easy access to assist in emergency situations. Our campus is wired with a Bogan Emergency Response System, which allows communication in emergency situations. Additionally, we have cameras outside of the facilities to assist with safety issues.

Our site receives annual safety reviews by the SCOE Safety Director, SCOE maintenance staff, the Ceres Fire Department, and a representative from our insurance carrier. All site concerns are handled immediately by our custodian, SCOE maintenance, administration or the safety team. Our Site Safety team meets twice a year, we have crisis simulation drills at least once per month, exceeding the requirements by law.

The comprehensive safe school site plan was reviewed and discussed with faculty by the regional health and safety plan coordinator after board approval for 20-21.

In addition to the comprehensive safe school plan, supplies were purchased for COVID-19 mitigation. Sanitization schedules are maintained and hand sanitizer, plexiglass shields and PPE are available at each site as needed.

SELPA policy mandates that all SCOE classrooms operated on district sites will be included in their comprehensive school safety plans, crisis simulation and safety requirements per ed code, fire code and ADA regulations.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1		
1	6	1		
6	3	4		
Other	9	23		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	7	1		
4	10	1		
6	4	5		
Other	8	22		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	9	1		
5	13	1		
6	4	5		
Other	8	21		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8		
Mathematics	2	6		
Science	2	7		
Social Science	2	9		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	9		
Mathematics	1	7		
Science	1	9		
Social Science	1	9		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	7		
Mathematics	2	3		
Science	2	4		
Social Science	2	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	9.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				\$104,014
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-1.8
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Special education funds, grants and relief funds are used to provide all required interventions and direct services as specified by each students Individual Education Program and/or Individual Family Service Plan per IDEA part C and part B.

All services provided follow best practices as indicated by SELPA policies and procedures, including caseloads, class size, and specialized classroom supports.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

SCOE is committed to providing professional development opportunities for all staff. Four days of professional development were added to the certificated contract.

Most trainings are specific to the area of expertise and are offered as conferences and workshops. Some programs have weekly training components to support their specific programs.

A professional development plan was created to offer opportunities for certificated and non-certificated staff to choose from a variety of sessions, selecting one of four topics offered each month for professional growth. Additionally, monthly staff development is provided in a virtual format with Lincspring. All certificated and management staff a module to learn or develop new skills and submit evidence of their learning or implementation of practice. Some professionals have added their own modules for program or profession specific learning opportunities. We also have monthly in person trainings and/or live break out sessions view zoom.

We have also added a para educator training, sub training and an annual behavior intervention certification program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4