Siskiyou County Board of Education
Wednesday, January 15, 2025 – 2 p.m.

Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

AGENDA

Follow the instructions below to view the meeting via zoom. Please note that it is for broadcast purposes only. The County Board will not be accepting remote comments.

To watch this meeting, click on the link below:
https://us02web.zoom.us/j/85615627266?pwd=YjNTdUcwVGkxRTlsdmZXWVk2Zi9TZz09

Meeting ID: 856 1562 7266
Password: 686644
To join by telephone: 1-669-444-9171

In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.

Public Comments: Persons who wish to address the Board for items listed on the agenda must complete the Speaker Card provided and hand it to the Board of Trustees' secretary, preferably prior to when the items are called on the agenda.

Meeting Schedule

- Call to Order
- Salute to the Flag
- Public Comment
- Announcements
- Agenda Items
- Adjournment

Hearing of persons desiring to address the Board or present petitions. Presentations not on the agenda will be limited to five minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

Item 01
Subject: Approval of Minutes
Approval of December 18, 2024, meeting minutes.

Type of Action: Action

Item 02
Subject: Foster and Homeless Youth Program
Mrs. Sara Johnson, SCOE Foster and Homeless Youth Program Director, will provide an update on the Foster and Homeless Youth Program

Type of Action: Information

Item 03
Subject: Quarterly Report on Williams Uniform Complaints
The Quarterly Report on Williams Uniform Complaints for January, 2025 will be submitted as an information item.

Type of Action: Information

Item 04
Subject: School Accountability Report Card
Request for approval of the School Accountability Report Card (SARC)**.**

Type of Action: Action

Item 05
Subject: Superintendent's Report

Type of Action: Information, Discussion

Item 06
Subject: Board Comments

Type of Action: Information, Discussion

Item 07
Subject: Items for Next Agenda

Type of Action: Discussion

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ADJOURNMENT OF MEETING

This agenda and meeting materials are posted on the Siskiyou County Board of Education webpage. For more information concerning this agenda, please contact the Siskiyou County Office of Education at 530-842-8400.

Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an email to siskiyoucbe@siskiyoucoe.net with the item number clearly marked in the subject line no later than noon on Tuesday, January 14, 2025. The following information should be included in the body of the email:

- Commenter's first and last name
- Organization affiliation, if applicable
- Agenda item number or general public comment

Questions: Siskiyou County Office of Education | siskiyoucbe@siskiyoucoe.net | 530-842-8400

Posted: Friday, January 10, 2025

Siskiyou County Board of Education Meeting
Regular Meeting, Wednesday, December 18, 2024, 2 p.m.
Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

Meeting Minutes

Members Present
John Bennett, President
Michelle O'Gorman, Vice President
Michelle Harris
Stace Jankowski
Michael Sims

Call to Order
President Bennett called the meeting to order at approximately 2:00 p.m.

Public Comment
There was no public comment.

AGENDA ITEMS

Item 01
County Board of Education Vacancy – Area 3
After discussion Mr. Jankowski moved to appoint Mr. Michael Sims as Area 3 Board Trustee, representing Weed Union Elementary, Butteville Union Elementary, Big Springs Elementary, Gazelle Elementary - components of Yreka Union High School District and Siskiyou Union High School District. Mrs. O'Gorman seconded. Motion carried unanimously.

Item 02
Oath of Office
Mr. Allan Carver administered the Oath of Office to Area 2 Trustee Mr. Stace Jankowski, Area 3 Trustee Mr. Michael Sims, Area 5 Trustee Mr. John Bennett, and Area 6 Trustee Mrs. Michelle Harris.

Item 03
Closed Session – Confidential Student Matter
Waiver to Place a Student in an Uncertified, Private/Nonpublic, Nonsectarian School – Represented Student Identification #01-24-25 Pursuant to Government Code Section 54956.9 subdivision (d)(1). Report of action taken. Motion passed unanimously to approve the Waiver to Place a Student in an Uncertified, Private/Nonpublic, Nonsectarian School.

Item 04
Organization of County Board of Education
Mrs. O'Gorman moved to nominate Mr. Bennett as President. Mrs. Harris seconded. Motion carried unanimously.

Mrs. Harris moved to nominate Mrs. O'Gorman as Vice President. Mr. Jankowski seconded. Motion carried unanimously.

Mr. Bennett announced that Mr. Allan Carver would serve as Clerk of the Board.

Item 05
2025 Meeting Dates
Mr. Jankowski moved to approve the following county board meeting dates for 2025. Mrs. O'Gorman seconded. Motion carried unanimously. All meetings will begin at 2 p.m. with the exception of the September meeting which will begin at 6 p.m. to provide adequate time for the public to attend the public hearing on State Instructional Material Funds.

January 15
February 19
March 19
April 9*
May 21
June 24*
June 25*
July 16
August 20
September 17 – 6 p.m.
October 15
November 19
December 17
*Unless noted, all Board Meetings are on the third Wednesday of each month

Item 06
Approval of Minutes
Mr. Jankowski moved to approve the minutes of the October 16, 2024 meeting. Mrs. Harris seconded. Motion carried unanimously.

Item 07
Golden Eagle Charter School Annual Certification
Mrs. Shelly Blakely, Golden Eagle Charter School Director, presented the GECS Annual Certification for approval. Mrs. Harris moved to approve the Golden Eagle Charter School Annual Certification as presented. Mr. Sims seconded. Motion carried unanimously.

Item 08
Northern United Siskiyou Charter School Annual Certification
Mrs. Shari Lovett, Northern United Siskiyou Charter School Director, presented the NUSCS Annual Certification for approval. Mrs. O'Gorman moved to approve the Northern United Siskiyou Charter School Annual Certification as presented. Mr. Jankowski seconded. Motion carried unanimously.

Item 09
Subject: Foster and Homeless Youth Program
Mrs. Sara Johnson, SCOE Foster and Homeless Youth Program Director, was unable to attend and provide an update on the Foster and Homeless Youth Program. Mrs. Johnson is scheduled to present during the January 15 County Board Meeting.

Item 10
Subject: SCOE First Interim Report
The First Interim Report for the period ending October 31, 2024 was presented as an information item.

Item 11
2024-2025 Forest Reserve Allocation
Mrs. O'Gorman moved to approve the 2024-2025 Secure Rural Schools Act Forest Reserve Allocation. Mrs. Harris seconded. Motion carried unanimously.

Item 12
Klamath River Elementary School District – Deferment of Lapsation
Mr. Allan Carver recommended that the board approve the request for deferment of lapsation. Mrs. Harris moved to approve the request for deferment of lapsation for the Klamath River Elementary School District for the 2024/2025 school year. Mr. Sims seconded. Motion carried unanimously.

Item 13
Subject: Sunshine Bargaining Unit Proposal between SCOE and California School Employees Association (CSEA), Chapter 611
Introduction of the initial proposal of Article 16 by the California School Employees Association (CSEA), Chapter 611, for negotiations for the 2025-2026 school year and introduction of the initial proposal of Article 10 by the Siskiyou County Office of Education for the 2025-2026 school year were provided as an information item.

Item 14
Subject: Sunshine Bargaining Unit Proposal between SCOE and Certificated Employees' Association (CEA), Chapter 1466
Introduction of the initial proposal of Articles 1, 2, 5, 7, 9, 10, 11, 12, 15, 16, and 18 by the Certificated Employees' Association (CEA), Chapter 1466, for negotiations for the 2025-2026 school year and introduction of the initial proposal of Articles 1, 7, 9, 10, 11, 14, and 16 by the Siskiyou County Office of Education for the 2025-2026 school year were provided as an information item.

Item 15
Superintendent's Report
- Mr. Allan Carver provided updates on Dunsmuir Union Elementary, Happy Camp Union Elementary, Weed Union Elementary, and Yreka Union Elementary.
- Mr. Carver shared information regarding two SCOE employees who are retiring this month. Mrs. Patty Morris, Director of Health Services is retiring after 22 years of service and Mr. Behr Tharsing, Director of Emergency Preparedness is retiring after two years of service.

Item 07
Subject: Board Comments
The Siskiyou County Board of Education trustees welcomed the newest trustee, Mr. Sims.

Item 08
Items for Next Agenda
There were no suggested items for the next agenda

Adjournment
The meeting was adjourned at approximately 3:53 p.m. The next county board meeting will be held on January 15, 2025, at 2 p.m.



Allan S. Carver, County Superintendent

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Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Siskiyou County Office of Education

Person completing this form: Allan S. Carver Title: Acting SELPA Director

Quarterly Report Submission Date: (*check one*)

- ☐ April 2025
- ☐ July 2024
- ☐ October 2024
- ☒ January 2025

Date for information to be reported publicly at governing board meeting: January 15, 2025

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Allan S. Carver

Print Name of Acting SELPA Director

Allan S Carver

Signature of Acting SELPA Director

1/9/25

Date

Siskiyou County Special Education

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2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 School Contact Information

School Name	Siskiyou County Special Education
Street	609 South Gold St.
City, State, Zip	Yreka CA 96097-3110
Phone Number	(530) 842-8441
Principal	Debbie Medeiros
Email Address	dmedeiros@siskiyoucoe.net
School Website	https://www.siskiyoucoe.net/domain/66
Grade Span	K-12
County-District-School (CDS) Code	47-10470-6069405

2024-25 District Contact Information

District Name	Siskiyou County Office of Education
Phone Number	(530) 842-8400
Superintendent	Allan Carver
Email Address	acarver@siskiyoucoe.net
District Website	www.siskiyoucoe.net

2024-25 School Description and Mission Statement

Mission Statement:
Our goal is to provide a free and appropriate public education to all our children in the least restrictive environments. We endeavor to support and educate children in partnership with general education utilizing collaboration and coordination of services.

Description:
Siskiyou County Office of Education provides special day class programs for students with moderate to severe disabilities

2024-25 School Description and Mission Statement

through the guidelines of the Special Education Local Plan Area (SELPA - Special Education Services). We serve students from birth to 22 years of age throughout Siskiyou County in separate classes that are located on regular education campuses. The students are provided with specialized instruction in areas related to their individual education plans. We provide trainings for the general education staff.

We provide programs such as Work-Ability, which is a school-to-work program for youth in special education and Transition Partnership Program (TPP), which provides work-based learning experiences leading to successful transition to employment. We provide advanced training to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.

In addition we offer a variety of Health and Student Services providing students, staff, and schools with a safe and healthy working and learning environment to facilitate an environment that promotes a health-oriented lifestyle and provides an opportunity to learn about decisions which affect our health for a lifetime.

Disclaimer: The information provided in this SARC has been entered to the best of our knowledge. With the reduction of data normally populated in the SARC template by the California Department of Education and lack of clarity of how the data is obtained, we have found it very difficult to know how to calculate and populate certain aspects of this SARC.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	6
Grade 2	10
Grade 3	5
Grade 4	3
Grade 5	5
Grade 6	7
Grade 7	2
Grade 8	5
Grade 9	7
Grade 10	5
Grade 11	2
Grade 12	10
Total Enrollment	69

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27.5
Male	72.5
American Indian or Alaska Native	14.5
Asian	2.9
Black or African American	2.9
Hispanic or Latino	21.7
Two or More Races	10.1
White	47.8
English Learners	1.4
Foster Youth	1.4
Homeless	1.4
Socioeconomically Disadvantaged	68.1
Students with Disabilities	100

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)	9.50	57.50	27.30	45.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.03	1.90	3.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	3.98	25.50	42.38	12115.80	4.41
Unknown/Incomplete/NA	5.30	32.43	5.40	9.00	18854.30	6.86
Total Teaching Positions	16.50	100.00	60.30	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)	7.60	47.90	26.80	47.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	9.38	1.50	2.65	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	28.14	4.50	7.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	5.19	21.30	37.74	11953.10	4.28
Unknown/Incomplete/NA	1.50	9.38	2.30	4.17	15831.90	5.67
Total Teaching Positions	15.90	100.00	56.60	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.

2022-23 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)	9.00	56.29	28.20	51.74	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	4.13	0.60	1.21	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	3.13	19.80	36.25	11746.90	4.23
Unknown/Incomplete/NA	5.80	36.46	5.80	10.78	14303.80	5.15
Total Teaching Positions	15.90	100.00	54.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	1.00	3.50	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	4.50	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.60	0.80	0.5
Total Out-of-Field Teachers	0.60	0.80	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	0	4.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The ED/SDC classes use SBE adopted textbooks and curriculum. The SDC classes teach functional skills at Elementary levels utilizing UNIQUE, Touch Math, Second Step, and Circles curriculum and Common Core Standards. Each of our facilities meet the Williams Act criteria.

Year and month in which the data were collected	May 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Mathematics	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
History-Social Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Foreign Language	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	Yes	0
Health	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	Yes	0
Visual and Performing Arts	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects	Yes	0

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

School Facility Conditions and Planned Improvements

Siskiyou County Special Education provides 13 classrooms on campuses in local school districts across Siskiyou County. We have a team of 4 full-time maintenance custodians to ensure that classrooms and restrooms are kept clean and safe, providing a safe clean environment for students, staff and volunteers.

The Risk Control Manager of InterWest Insurance Services, Inc., Philip Clark of Keenan and Associates, and HUE & Cry Security System, Inc. evaluate and inspect for adherence to safety protocols at regular intervals to ensure compliance with all applicable health and safety codes. In addition, site-teachers are required and trained to populate the Monthly Self Inspection Tool to identify, document and request any needed repairs, upgrades, hazardous conditions or safety violations in writing to our Maintenance Supervisor, Dimas Martinez.

Year and month of the most recent FIT report	October 2024

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

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

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 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)	19	0	41	40	46	47
Mathematics (grades 3-8 and 11)	0	0	25	27	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	5	15.63	84.37	--
Female	--	--	--	--	--
Male	26	4	15.38	84.62	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	3	18.75	81.25	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	2	11.11	88.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	5	15.63	84.37	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	4	12.50	87.50	--
Female	--	--	--	--	--
Male	26	3	11.54	88.46	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	2	12.50	87.50	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	1	5.56	94.44	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	4	12.50	87.50	--

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.

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.

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

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.

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)	--		--		30.29	30.73

2023-24 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	14	2	14.29	85.71	--
Female	--	--	--	--	--
Male	11	2	18.18	81.82	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	2	14.29	85.71	--

2023-24 Career Technical Education Programs

N/A

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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. The administration of the PFT requires only participation results 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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parents are involved in the educational program for their children through the annual Individualized Education Plan meetings. Their child's program is designed for the school year. Three year reevaluation assessments meetings are also held to update the eligibility for special education services for each child. Parents are kept informed of their student's progress in school on a daily basis through parent/teacher communication verbally or in writing. Parents are also given quarterly written progress reports on their child's individual goals and objectives. Parents are invited to participate in classroom activities throughout the year such as: field trips, special projects and classroom observations and others. The SELPA has at least three CAC meetings a year to discuss the program and concerns. Input is gathered and discussed. The CAC meetings also provide an opportunity for trainings and support.

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 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
Dropout Rate	--	--	0	7.6	16.4	0	7.8	8.2	8.9
Graduation Rate	--	--	--	86.1	79.1	--	87.0	86.2	90.2

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

This table displays the 2023-24 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	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	77	72	45	62.5
Female	21	21	10	47.6
Male	56	51	35	68.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	11	68.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	37	34	20	58.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	51	34	66.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	71	44	62.0

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.

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.

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	0	2.56	3.9	0.76	0.27	0.54	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.00
Female	0.00	0.00
Male	5.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.05	0.00

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

2024-25 School Safety Plan

The Special Education Department is committed to providing a safe and secure campus for all students, parents, and staff. Each individual SCOE classroom is covered by a site-specific safety plan developed by the District and site that hosts each SCOE class. Those plans are comprehensive, include coordination with all countywide government agencies, and ensure that SCOE students on each campus will be provided with the support and services needed in an emergency. Each staff member is certified in CPI and CPR bi-annually and each classroom is provided with a safety backpack for emergency situations. Student specific safety procedures are reviewed annually for each student. Our SCOE classes are required to practice fire, intruder,

2024-25 School Safety Plan

and evacuation drills as part of each school site safety plan.

Date Last Reviewed/Updated: Jan 2025
Date Discussed with Staff: Aug 2024

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.

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	1	1		
3	1	1		
4	1	1		
Other	6	7		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
1	1	1		
Other	5	7		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	7	11	0	0

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				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$123,502.38	$112,236.53	$11,265.86	$74,062.00
District	N/A	N/A	NA	
Percent Difference - School Site and District	N/A	N/A	NA	0.0
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	4.5	

Fiscal Year 2023-24 Types of Services Funded

Our students are provided services through the SELPA - Special Education Services which are restricted funding sources.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$46,111.00	
Mid-Range Teacher Salary	$74,062.00	
Highest Teacher Salary	$89,780.00	
Average Principal Salary (Elementary)	$125,884.67	
Average Principal Salary (Middle)	$125,884.67	
Average Principal Salary (High)	$125,884.67	
Superintendent Salary	$152,695.00	
Percent of Budget for Teacher Salaries	22.67%	
Percent of Budget for Administrative Salaries	7.46%	

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

All staff have the opportunity to participate in professional development opportunities throughout the year. They were offered stipends to participate in mental health related trainings over the past year. Teachers have also been trained and will continue to be trained in the Crisis Prevention Instructional Program. In addition, teachers are receiving professional development in the areas of autism and other instructional strategies through conference attendance. Teachers are supported during implementation by program managers in the adoption of Common Core Curriculum. Our Paraprofessionals receive training at the beginning of the year to support them in working with students that have challenging behaviors and unique learning needs.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	