San Benito County Opportunity School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	San Benito County Opportunity School
Street	191 Alvarado St.
City, State, Zip	Hollister Ca
Phone Number	(831) 637-9269
Principal	Garret Quindimil
Email Address	gquindimil@sbcoe.org
School Website	www.sbcoe.org
Grade Span	7-9
County-District-School (CDS) Code	35 10355 3530037

2025-26 District Contact Information

District Name	San Benito County Office of Education
Phone Number	(831) 637-5393
Superintendent	Krystal Lomanto
Email Address	klomanto@sbcoe.org
District Website	www.sbcoe.org

2025-26 School Description and Mission Statement

San Benito County Opportunity School is operated by the San Benito County Office of Education. The staff believes all students can learn, given high expectations and appropriate support. Education is a shared responsibility which includes parents, students, staff, and the community. The mission of Santa Ana Opportunity School is to provide students with a safe, positive, learning environment with modern resources and accommodations necessary to learn. The goal is to educate all students to their highest potential, so they will have the greatest range of personal options upon graduation. It is the 21st century vision of San Benito Alternative Education sites to deliver meaningful, accessible curriculum through multiple avenues in a safe, supportive, positive learning environment. With the help of our entire community, we will empower our students by developing the necessary skills needed to join our complex world as an engaged citizen.

San Benito County Opportunity School serves youths in grades 7-9. Students are admitted based upon referral by another school district when the student has been unsuccessful or when a student moves to San Benito County and had been attending an opportunity school in their previous county of residence.

Average daily enrollment for Santa Ana Opportunity School is approximately 19 students. However, over a school year this site can serve approximately 40 students.

Teachers at San Benito County Opportunity School align their curriculum maps, lessons, and formative assessments to the Common Core State Standards to achieve positive classroom results. San Benito County Opportunity School teaching staff provides core academic courses in English Language Arts (ELA), Algebra Readiness or Algebra, History/Social Science and Science. In addition, migrant education and special education services are available. Computers are available to students within the classroom as San Benito County Opportunity School embraces technology and has a Google Chrome Book for every student. Each student is assessed in English and Math. Personal and/or crisis counseling is provided by the school counselor and School Social Worker. The principal and various other staff members provide additional mentoring and coaching in the areas of communication, grades, and social development. San Benito County Opportunity School also uses Restorative Practices and is in the process of fully developing this program.

San Benito County Opportunity School provides a safe, organized, and supportive environment that offers challenging and equitable opportunities for all students, thereby promoting equity and diversity. It fosters academic achievement of all students,

2025-26 School Description and Mission Statement

while developing vocational and interpersonal skills required for success in a rapidly changing and technological world. The staff of San Benito County Opportunity School instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	4
Grade 9	28
Total Enrollment	32

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	28.1
Male	71.9
Hispanic or Latino	93.8
White	3.1
English Learners	28.1
Homeless	3.1
Migrant	9.4
Socioeconomically Disadvantaged	87.5
Students with Disabilities	18.8

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.

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)	0.8	36.36	0.8	37.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	59.09	1.3	57.78	11953.1	4.28
Unknown/Incomplete/NA	0.1	4.55	0.1	4.44	15831.9	5.67
Total Teaching Positions	2.2	100	2.2	100	279044.8	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.

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)	0.8	40.5	0.8	30	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	19.5	0.5	19.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	39	1.3	50	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	2	100	2.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1	33.33	1	17.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	46.43	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	66.67	2	35.71	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	3	100	5.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.3	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.3	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.30	0.7	2
Total Out-of-Field Teachers	1.30	0.7	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	17.6	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)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All books currently in use were chosen from the approved list provided by the CDE.

Year and month in which the data were collected	November, 2025

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	Springboard Language Arts, grades 7,8, and 9 Edgenuity, various classes based on students need or for credit recovery	0
Mathematics	Pre Algebra, Math Links 2014 Algebra I, Big Ideas Math, 2020 Edgenuity, various classes based on student need or for credit recovery	0
Science	Life Science Grade 7, McDougall-Littell, 2007 Physical Science Grade 8, McDougal Littell 2007 Earth Science, Grade 9, Prentice Hall, 2006 Environmental Science, National Geographic, 2020 Edgenuity, various classes based on student need or for credit recovery	0
History-Social Science	America, History of Our Nation: California Edition, Prentice Hall 2006 Edgenuity, various classes based on students need or for credit recovery	0
Foreign Language	N/A	0
Health	Health, Glencoe, McGraw-Hill, 2009	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	Available from San Andreas Continuation High School	0

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

School Facility Conditions and Planned Improvements

The San Benito County Opportunity School Facility Inspection Tool (FIT) report shows an overall rating of 97.06%, classified as GOOD. This score reflects that the school is well-maintained, with only a few minor, non-critical deficiencies observed. These issues are isolated, related to normal wear and tear, and/or currently being addressed. The majority of the evaluated categories—including Systems, Electrical, Restrooms/Fountains, Safety, and Structural and Exterior received a rating of GOOD.

Year and month of the most recent FIT report	January 2, 2026

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		Inspector Comment: The carpets in C1/2 and D1/2 are worn due to normal wear and need to be replaced.
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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	0	0	0	47	48
Mathematics (grades 3-8 and 11)	0	0	0	0	35	37

2024-25 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	12	12	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
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	--	--	--	--	--

2024-25 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	12	12	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
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	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	0	--	0	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
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	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 Opportunities for Parental Involvement

Opportunities for involving parents as partners begin with the enrollment/orientation process. The school provides information to the parents and school community regarding student achievement, and academic standards. Parents learn they are welcome on campus and consider the school as a source of support for themselves as well. The principal maintains an open-door policy and is available when parents need to talk or need assistance in making connections with other service agencies.

Teachers involve parents by providing ongoing communication about the progress of their student(s). For example, teachers call to share student successes and/or to seek parent support in changing inappropriate student behavior. In addition to making phone calls, teachers also send home "good news" reports, grade progress reports, and other forms of written communication, including postcards. An automated, electronic messaging system notifies parents when students are absent and about upcoming events.

San Benito County Opportunity School has a School Site Council, which meets on a regular basis. The School Site Council provides input on goals and budgets for the school. An Open House and Parent Teacher conferences are also provided to allow for parent involvement in the school.

The school leadership encourages parental and community involvement initially through the student enrollment orientation process. Any communications such as newsletters and bulletins are developed and mailed home in both English and Spanish. Community resources that support students' physical, emotional and social well-being are made available to both students and parents.

For more information on how to become more involved with the school please contact Principal Garret Quindimil at gquindimil@sbcoe.org or at 831-637-9269 ext.303.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	58	54	43	79.6
Female	18	18	15	83.3
Male	40	36	28	77.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	52	41	78.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	18	17	13	76.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	52	48	38	79.2
Students Receiving Migrant Education Services	--	--	--	--
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.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
44.68	13.21	29.31	22.92	5.79	23.96	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.51	0	1.72	4.17	0	1.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	29.31	1.72
Female	16.67	0.00
Male	35.00	2.50
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	26.79	1.79
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	26.92	1.92
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

San Benito County Opportunity School staff provides a safe, orderly and supportive environment for students. The school shares a campus that houses other San Benito County Office of Education educational programs. This location allows for greater supervision of, and support to, students and teaching staff. Teaching staff are aware of and abide by school safety procedures as outlined in the School Safety Plan. Daily safety procedures have been put in place based on student needs. These include escorted restroom visits, visual contact of minors at all times, student movement standards, and protocols for speaking with staff, etc.

The School Safety Plan is reviewed and updated annually. This year this will occur January 2026. Each year, an in-house inspection and reporting process is conducted. Every year a Workman's Compensation Inspection is conducted, as well as a Fire Safety Inspection. Various drills are held throughout the year, including fire drills, earthquake drills, and lock-down drills. Moreover, staff participate in a monthly Five-Minute Safety Lesson. All staff must complete online safety training modules from Keenan Safe Schools.

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	6	4	0	0
Mathematics	12	2	0	0
Science	10	2	0	0
Social Science	10	2	0	0

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	7	4		
Mathematics	14	2		
Science	14	2		
Social Science	14	2		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	2		
Mathematics	13	2		
Science	14	2		
Social Science	14	2		

2024-25 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	170

2024-25 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)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$30,895	$3,767	$27,128	$109,289
District	N/A	N/A	$22,099	
Percent Difference - School Site and District	N/A	N/A	20.4	-1.6
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	83.5	

Fiscal Year 2024-25 Types of Services Funded

The San Benito County Opportunity School provides many student programs to ensure an opportunity for positive academic outcomes. A Migrant Program, which is overseen by San Benito County Office of Education is offered to those that qualify. A Wellness Center, and Mental Health Therapist is available for all students at the school. Restorative Practices including Restorative Circles are provided to all students at the school. Ninth graders may take elective courses on Edgenuity, if they are considered credit deficient, as a way to makeup credits towards graduation during the 2024-2025 school year. IXL and STAR 360 are online programs/services that are also provided to students to assess academic progress throughout the year as well as provide academic skill development.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

Professional Development

The Administrator of San Benito Alternative Education programs, and staff determine the professional development plan based upon a variety of information, including student achievement data, curricular needs, and teacher input via a San Benito Countywide Professional Development Survey, as well as input from monthly staff meetings, quarterly professional

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development meetings and individual evaluations.

Instructional staff are provided professional development every Thursday. A variety of professional development workshops for teachers and staff, sponsored by site administration or the San Benito County Office of Education, are offered free of cost, in San Benito County Office of Education's monthly professional development events, which include San Benito Math Talks, Arts in the Classroom, PBIS, and Social Emotional Learning and English Learner supports.

2024-2025 Professional development activities included Social Emotional Learning, Trauma-Informed Practices, English Learner Supports/Integrated and Designated ELD, Reclassification supports, ELPAC Lesson Design, Culturally Designated Pedagogy, Professional Learning Communities, and student data analysis. Lockdown training was done as well during the 25-26 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	9