

Educación especial del condado de San Joaquín

Informe de Responsabilidad Escolar 2024-25

Informado utilizando datos del año escolar 2024-25

Departamento de Educación de California

DIRECCIÓN: 2707 Transworld Dr.
Stockton, CA, 95206-3948

Principal: Rowena Fairbanks, Directora de
División

Teléfono: (209) 468-9279

**Rango de
grados:** P-12

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

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

Búsqueda de datos

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

Acceso a Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Rowena Fairbanks, Division Director

📍 Principal, San Joaquin County Special Education

Contact

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

Phone: [\(209\) 468-9279](tel:(209)468-9279)

Email: rfairbanks@sjcoe.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

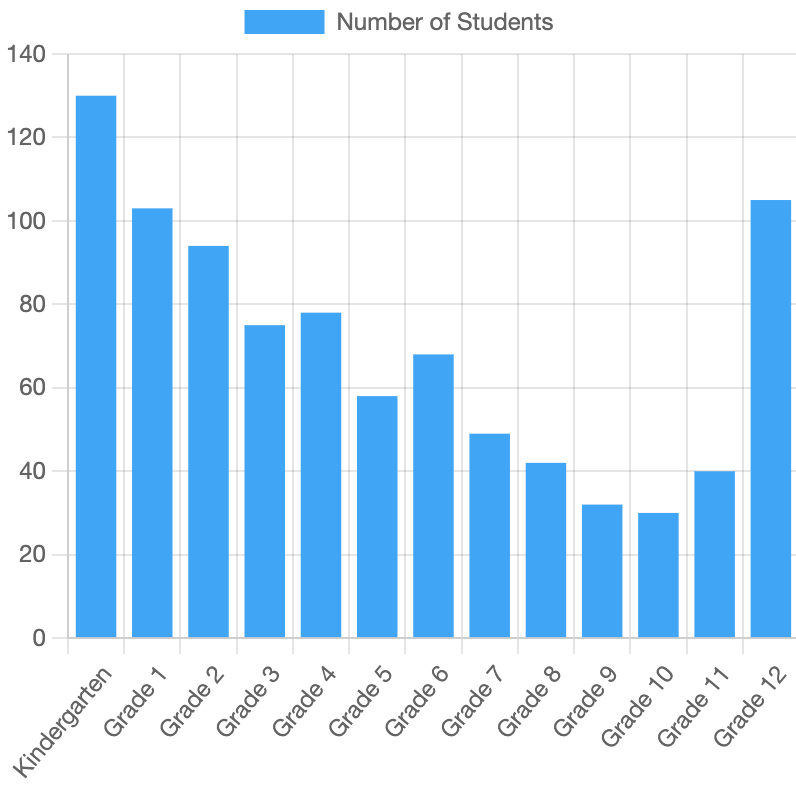
School Name	San Joaquin County Special Education
Street	2707 Transworld Dr.
City, State, Zip	Stockton, CA , 95206-3948
Phone Number	(209) 468-9279
Principal	Rowena Fairbanks, Division Director
Email Address	rfairbanks@sjcoe.net
Website	http://sjcoe.org/specialeducation
Grade Span	P-12
County-District-School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

School Description and Mission Statement (School Year 2025–26)

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	130
Grade 1	103
Grade 2	94
Grade 3	75
Grade 4	78
Grade 5	58
Grade 6	68
Grade 7	49
Grade 8	42
Grade 9	32
Grade 10	30
Grade 11	40
Grade 12	105
Total Enrollment	904



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	25.60%
Male	74.40%
Non-Binary	0.00%
American Indian or Alaska Native	1.40%
Asian	16.60%
Black or African American	9.20%
Filipino	6.60%
Hispanic or Latino	44.90%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	5.90%
White	14.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.30%
Foster Youth	1.10%
Homeless	3.70%
Migrant	0.10%
Socioeconomically Disadvantaged	43.30%
Students with Disabilities	99.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	33.80%	116.40	42.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	8.00	11.27%	27.30	9.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.00	21.13%	28.20	10.29%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.41%	74.20	27.06%	11953.10	4.28%
Unknown/Incomplete/NA	23.00	32.39%	28.00	10.22%	15831.90	5.67%
Total Teaching Positions	71.00	100.00%	274.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	23.16%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	12.00	12.63%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	22.00	23.16%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.50	18.42%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	21.50	22.63%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	95.00	100.00%	301.10	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

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)	44.40	47.55%	155.80	49.86%	230039.40	100.00%
Intern Credential Holders Properly Assigned	7.00	7.49%	10.90	3.49%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	28.00	29.95%	73.90	23.66%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.14%	53.00	16.96%	12112.80	4.34%
Unknown/Incomplete/NA	12.00	12.87%	18.80	6.02%	13705.80	4.91%
Total Teaching Positions	93.50	100.00%	312.40	100.00%	278927.10	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.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	5.00	15	26.00
Misassignments	10.00	7	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	15.00	22	28.00

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

Indicator	2021-22 Number	2022-23 Number	2023-24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	17.5	2.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	17.5	2.00

Class Assignments

Indicator	2021-22 Percent	2022-23 Percent	2023-24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.1%	10.4%	5.60%
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%	2.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	5%	5%	21%	19%	47%	48%
Mathematics (grades 3-8 and 11)	5%	4%	7%	10%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	405	95.97%	4.03%	4.69%
Female	106	99	93.40%	6.60%	4.04%
Male	314	304	96.82%	3.18%	4.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	85	82	96.47%	3.53%	1.22%
Black or African American	43	43	100.00%	0.00%	0.00%
Filipino	24	24	100.00%	0.00%	12.50%
Hispanic or Latino	176	168	95.45%	4.55%	5.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	9.09%
White	62	59	95.16%	4.84%	5.08%
English Learners	118	115	97.46%	2.54%	1.74%
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67%	8.33%	9.09%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	198	189	95.45%	4.55%	4.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	420	404	96.19%	3.81%	4.70%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	406	96.21%	3.79%	4.43%
Female	106	99	93.40%	6.60%	3.03%
Male	314	305	97.13%	2.87%	4.92%
American Indian or Alaska Native	--	--	--	--	--
Asian	85	83	97.65%	2.35%	2.41%
Black or African American	43	43	100.00%	0.00%	0.00%
Filipino	24	24	100.00%	0.00%	12.50%
Hispanic or Latino	176	168	95.45%	4.55%	5.36%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	9.09%
White	62	59	95.16%	4.84%	3.39%
English Learners	118	116	98.31%	1.69%	2.59%
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67%	8.33%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	198	190	95.96%	4.04%	2.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	420	405	96.43%	3.57%	4.44%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The

"Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	8.33%	10.45%	4.55%	6.16%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	134	93.71%	6.29%	10.45%
Female	38	35	92.11%	7.89%	5.71%
Male	105	99	94.29%	5.71%	12.12%
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45%	4.55%	4.76%
Black or African American	11	11	100.00%	0.00%	0.00%
Filipino	13	13	100.00%	0.00%	23.08%
Hispanic or Latino	66	61	92.42%	7.58%	9.84%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	20	90.91%	9.09%	15.00%
English Learners	41	40	97.56%	2.44%	5.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	64	95.52%	4.48%	15.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	142	134	94.37%	5.63%	10.45%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Not applicable to this population

Not applicable to this population

Career Technical Education (CTE) Participation (School Year 2024–25)

Not applicable to this population

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

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Not applicable to this population

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	66%	66%	66%	66%	64%
7	70%	68%	68%	68%	70%
9	71%	71%	71%	71%	71%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

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

State Priority: Pupil Engagement

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

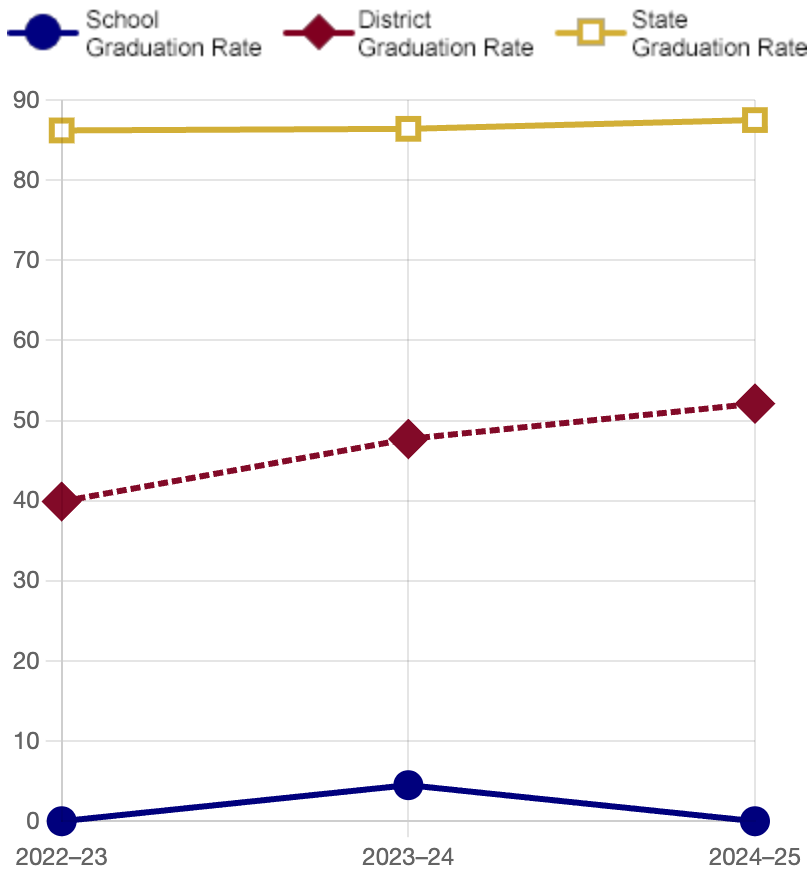
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

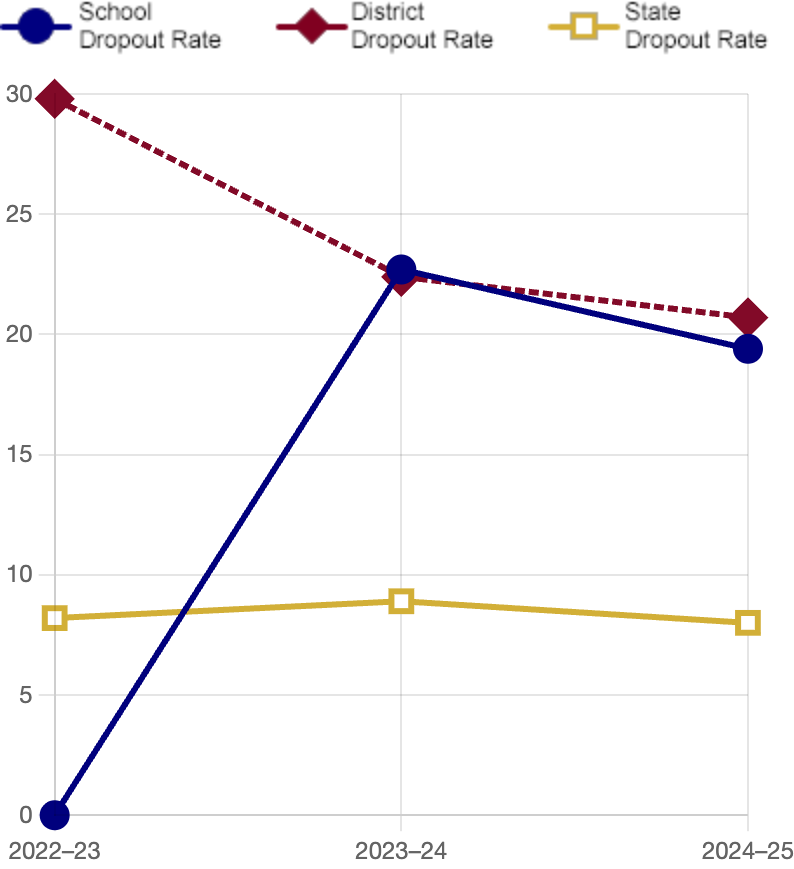
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	0.0%	4.5%	0.0%	39.9%	47.7%	52.1%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	22.7%	19.4%	29.8%	22.4%	20.7%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	0	0.0%
Female	11	0	0.0%
Male	20	0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	16	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	19	0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	31	0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1029	1000	508	50.8%
Female	271	259	141	54.4%
Male	757	740	367	49.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	6	46.2%
Asian	173	170	84	49.4%
Black or African American	103	97	48	49.5%
Filipino	62	62	33	53.2%
Hispanic or Latino	458	444	242	54.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	56	25	44.6%
White	153	150	64	42.7%
English Learners	253	250	121	48.4%
Foster Youth	19	17	8	47.1%
Homeless	39	37	28	75.7%
Socioeconomically Disadvantaged	494	478	271	56.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	1024	998	508	50.9%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 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
Suspensions	1.30	0.84	1.26	5.81	4.56	4.86	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.09	0.00	0.03	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26%	0.00%
Female	0.74%	0.00%
Male	1.45%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.58%	0.00%
Black or African American	1.94%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.09%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.69%	0.00%
White	2.61%	0.00%
English Learners	0.40%	0.00%
Foster Youth	15.79%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.43%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.27%	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.

School Safety Plan (School Year 2025–26)

All Special Education Program school sites have a comprehensive school safety plan in accordance with the Safe School policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management Systems (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command Systems (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation. At the beginning of each school year, Special Education Programs school site staff update their site-specific emergency plan. The site specific emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (ESMA), EMSA emergency first aid guidelines of California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of student with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan (ISHP). A copy of the Emergency Plan binder is housed at the school site and the Special Education Programs Director's office and is available for parent/guardian review. Special Education Programs also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families.

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

In addition, school site principals and administrators attended the annual Safe Schools Summit, hosted by the San Joaquin County Office of Education, on October 22, 2025.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	22	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	9.00	53	0	0

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	1.00	1	0	0
6	4.00	2	0	0
Other**	8.00	59	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1	1.00	1		
2				
3				
4				
5	1.00	1		
6				
Other**	9.00	65		

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	10		
Mathematics	2.00	8		
Science	3.00	5		
Social Science	2.00	8		

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	11.00
Social Worker	
Nurse	4.00
Speech/Language/Hearing Specialist	18.00
Resource Specialist (non-teaching)	1.00
Other**	20.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18805.75	\$18805.75	--	\$82346.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

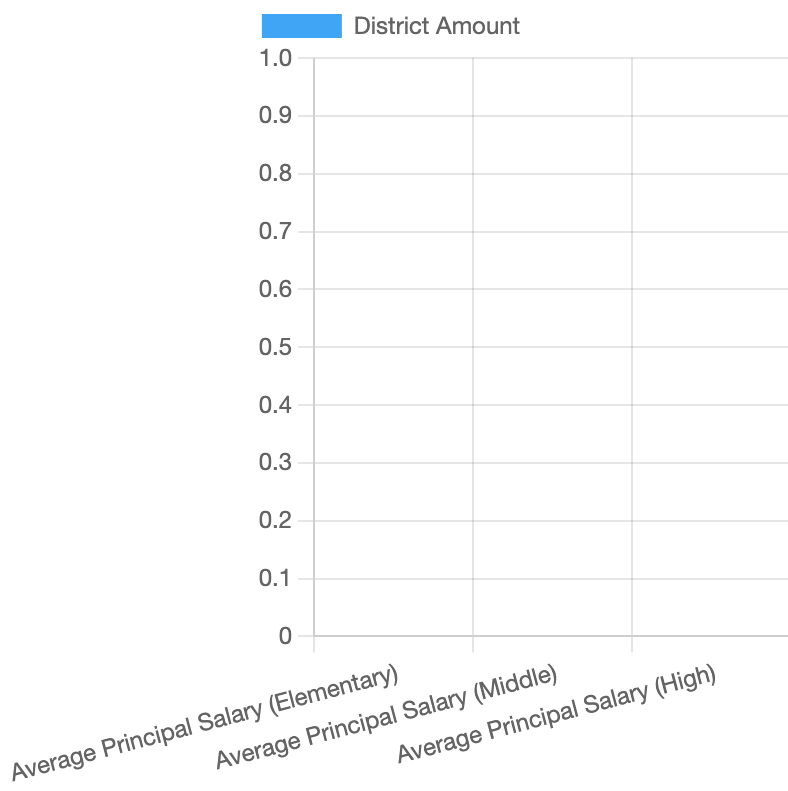
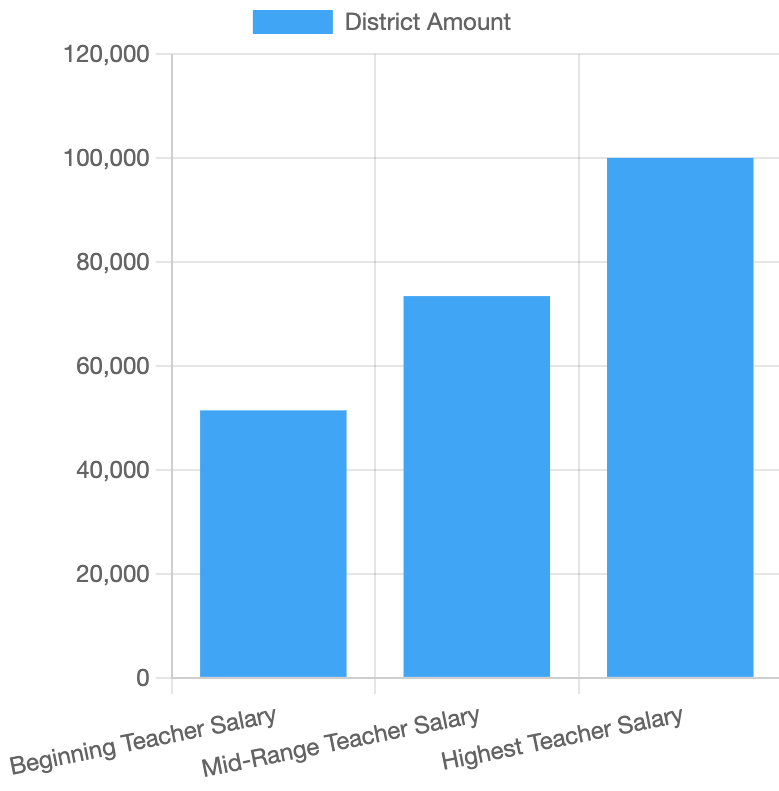
- Unique Learning System
- SymbolStix
- News2You
- Edmentum
- Laptops
- Chromebooks
- iPads
- Books and instructional materials
- Adaptive equipment
- Specialized seating
- Augmentative and Alternative Communication (AAC) devices
- Extended School Year (ESY)
- Professional development
- Speech and language therapy
- Occupational therapy (OT)
- Physical therapy (PT)
- Adapted physical education (APE)
- Deaf and hard of hearing services
- Vision services (including orientation and mobility)
- Counseling and psychological services
- Nursing and health services
- Functional behavior assessments (FBA)
- Behavior intervention plans (BIP)
- Behavior specialists/BCBAs
- Mental health counseling

- Crisis intervention supports

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51458.00	--
Mid-Range Teacher Salary	\$73435.00	--
Highest Teacher Salary	\$100017.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$245000.00	--
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Para obtener información detallada sobre los salarios, consulte la página web de salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/> .



Cursos de Colocación Avanzada (AP) (año escolar 2024-25)

Porcentaje de estudiantes en cursos AP 0 %

Sujeto	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
Inglés	0
Bellas Artes y Artes Escénicas	0
Lengua extranjera	0
Matemáticas	0
Ciencia	0
Ciencia social	0
Total de cursos AP ofrecidos*	0

*Cuando exista matrícula de cursos estudiantiles de al menos un estudiante.

Desarrollo profesional

Medida	2023- 24	2024- 25	2025- 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	9	9	9