

San Joaquin County Community School (one.Program)

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

one.[®]



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.

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/>.

2025-26 School Contact Information

School Name	San Joaquin County Community School (one.Program)
Street	2707 Transworld Drive
City, State, Zip	Stockton, CA 95206-3948
Phone Number	(209) 468-9265
Principal	Connor Sloan, Assistant Superintendent, County Operated Schools and Programs
Email Address	csloan@sjcoe.net
School Website	www.sjcoe.org
Grade Span	K-12
County-District-School (CDS) Code	39-10397-3930468

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Welcome to San Joaquin County Community Schools! Our programs serve students in grades K-12 and young adult students in alternative education settings across more than 30 different programs throughout San Joaquin County. This includes students enrolled in one of San Joaquin County Office of Education's court or community schools, all of which are accredited by Western Association of Schools and Colleges.

We promote the concept of one. believing that all of our students and staff have unique gifts and talents. When we recognize and support each other's strengths, together we can dramatically increase students' academic, social-emotional, and behavioral outcomes. We are committed to improving student attendance, delivering rigorous and consistent instruction across

2025-26 School Description and Mission Statement

the programs, and improving our capacity for building relationships in a therapeutic learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 4	2
Grade 5	2
Grade 6	5
Grade 7	10
Grade 8	49
Grade 9	141
Grade 10	156
Grade 11	343
Grade 12	312
Total Enrollment	1,021

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.9
Male	60.1
American Indian or Alaska Native	0.7
Asian	5.5
Black or African American	14.6
Filipino	0.7
Hispanic or Latino	61.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.8
White	9.4
English Learners	18
Foster Youth	2.8
Homeless	9.2
Migrant	0.4
Socioeconomically Disadvantaged	86.7
Students with Disabilities	8.9

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)	21.7	39.52	116.4	42.45	234405.2	84
Intern Credential Holders Properly Assigned	1.7	3.16	27.3	9.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	8.92	28.2	10.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	24.6	44.61	74.2	27.06	11953.1	4.28
Unknown/Incomplete/NA	2	3.75	28	10.22	15831.9	5.67
Total Teaching Positions	55.1	100	274.2	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)	14	28.01	129.9	43.14	231142.4	83.24
Intern Credential Holders Properly Assigned	1.3	2.64	29.1	9.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.1	10.24	40.3	13.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	27.8	55.61	76.4	25.37	11746.9	4.23
Unknown/Incomplete/NA	1.7	3.5	25.3	8.4	14303.8	5.15
Total Teaching Positions	49.9	100	301.1	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)	14.9	26.46	155.8	49.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.9	3.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.8	24.53	73.9	23.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	23.8	42.15	53	16.96	12112.8	4.34
Unknown/Incomplete/NA	3.8	6.84	18.8	6.02	13705.8	4.91
Total Teaching Positions	56.5	100	312.4	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			4
Misassignments			9.8
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			13.8

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
Local Assignment Options			23.8
Total Out-of-Field Teachers			23.8

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)			18.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0.6

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

Year and month in which the data were collected		December 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	K-6 Benchmark Advance, CA Edition / 2016-17 K-8 Curriculum Associates, iReady / 2024-25 7-12 SpringBoard by College Board / 2017-18 ELD SpringBoard by College Board / 2017-18 Grade 9 CARE Program StudySync / 2017-18 9-12 Edmentum Courseware / 2017-18	0
Mathematics	K-6 Curriculum Associates / iReady /2024 K-8 Ready Math / 2021-22 9-12 Houghton Mifflin Harcourt, Integrated Math I / 2016-17 Grade 9 CARE Program Big Ideas Math and Algebra / 2016-17 9-12 Edmentum Courseware / 2017-18	0
Science	K-12 Houghton Mifflin Harcourt, Science Dimensions / 2021-22 9-12 Edmentum Courseware / 2017-18	0
History-Social Science	K-12 McGraw Hill, Impact California Social Studies / 2018-19 9-12 Edmentum Courseware / 2017-18	0
Foreign Language	9-12 Edmentum Courseware / 2016-17	0
Health	9-12 Edmentum Courseware / 2016-17 Delta Health Making Proud Choices	0
Visual and Performing Arts	K-12 The Art of Education University / 2024-25	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Facility Conditions: Many Community and Charter school sites are co-located in the same facilities throughout San Joaquin County. We take great effort to ensure that all school buildings are clean, safe, and functional. To assist in this effort, we use the Office of Public School Construction Facility Inspection Tool (FIT) to determine facility conditions. Our FIT Reports cover 11 school sites owned by San Joaquin County Office of Education and maintained by County Operated Schools and Programs. These 11 sites are rated "good" overall.

Cleaning Process and Schedule: Our cleaning services are contracted out. The Director of Student Services works on a continuing basis with the contractor to ensure quality and a regular cleaning schedule. Each facility is cleaned daily.

Maintenance and Repair: LEA maintenance staff ensure that repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

August 2025

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 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)	8	6	21	19	47	48
Mathematics (grades 3-8 and 11)	1	2	7	10	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	532	311	58.46	41.54	6.17
Female	199	117	58.79	41.21	6.90
Male	333	194	58.26	41.74	5.73
American Indian or Alaska Native	--	--	--	--	--
Asian	30	21	70.00	30.00	9.52
Black or African American	83	33	39.76	60.24	6.06
Filipino	--	--	--	--	--
Hispanic or Latino	335	204	60.90	39.10	5.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	12	42.86	57.14	0.00
White	45	31	68.89	31.11	10.00
English Learners	85	52	61.18	38.82	1.96
Foster Youth	13	4	30.77	69.23	--
Homeless	49	26	53.06	46.94	3.85
Military	0	0	0	0	0
Socioeconomically Disadvantaged	462	269	58.23	41.77	4.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	30	61.22	38.78	3.45

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	533	328	61.54	38.46	2.16
Female	200	129	64.50	35.50	1.57
Male	333	199	59.76	40.24	2.54
American Indian or Alaska Native	--	--	--	--	--
Asian	30	21	70.00	30.00	0.00
Black or African American	84	43	51.19	48.81	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	335	211	62.99	37.01	2.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	14	50.00	50.00	0.00
White	45	30	66.67	33.33	0.00
English Learners	85	51	60.00	40.00	1.96
Foster Youth	13	6	46.15	53.85	--
Homeless	50	24	48.00	52.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	463	284	61.34	38.66	1.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	32	65.31	34.69	3.13

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)	4.12	2.14	4.55	6.16	30.73	32.52

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	227	140	61.67	38.33	2.14
Female	79	53	67.09	32.91	0.00
Male	148	87	58.78	41.22	3.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	32	20	62.50	37.50	5.00
Filipino	0	0	0	0	0
Hispanic or Latino	145	96	66.21	33.79	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	6	33.33	66.67	--
White	19	10	52.63	47.37	--
English Learners	38	25	65.79	34.21	0.00
Foster Youth	--	--	--	--	--
Homeless	30	19	63.33	36.67	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	120	61.22	38.78	2.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	9	50.00	50.00	--

2024-25 Career Technical Education Programs

The CTE program aims to enhance student achievement, increase graduation rates, and improve readiness for higher education and the workforce. The program emphasizes preparing students for high-skill, high-wage, and high-demand careers. Through various learning programs and industry partnerships, students gain valuable real-world experience and career readiness.

Industry Sector: Hospitality, Tourism, and Recreation

Pathway: Food Service & Hospitality

Course Name: Culinary Arts I & II

Sequence: Culinary Arts I (Concentrator)

Sequence: Culinary Arts II (Capstone)

Industry Sector: Transportation

Pathway: Operations

Course Name: Logistics I & II

Sequence: Logistics I (Concentrator)

Sequence: Logistics II (Capstone)

Industry Sector: Transportation

2024-25 Career Technical Education Programs

Pathway: Operations

Course Name: Warehouse I & II

Sequence: Warehouse I (Concentrator)

Sequence: Warehouse II (Capstone)

Industry Sector: Building and Construction Trades

Pathway: Residential and Commercial Construction

Course Name: Introduction to Building Construction & Construction Trades Technology

Sequence: Introduction to Building Construction (Concentrator)

Sequence: Construction Trades Technology (Capstone)

Industry Sector: Business Finance

Pathway: Business Management

Course Name: Business Technology I

Sequence: Business Technology (Concentrator)

Industry Sector: Energy, Environment, and Utilities

Pathway: Energy and Power Technology

Course Name: Energy and Power Technology I & II

Sequence: Energy and Power Technology I (Concentrator)

Sequence: Energy and Power Technology II (Capstone)

Industry Sector: Health Science and Medical Technology

Pathway: Health Care Administrative Services

Course Name: Introduction to Sports Medicine I & II

Sequence: Sports Medicine I (Concentrator)

Sequence: Sports Medicine II (Capstone)

Industry Sector: Health Science and Medical Technology

Pathway: Patient Care

Course Name: Patient Care I & II

Sequence: Patient Care I (Concentrator)

Sequence: Patient Care II (Capstone)

Primary Representative of the CTE advisory Committee: Tony Damele

Industries represented: Hospitality, Tourism, and Recreation and Transportation

All courses are conducted directly by the school.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

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	0	0	0	0	0
Grade 7	42.4%	42.4%	42.4%	42.4%	42.4%
Grade 9	49.3%	46.5%	49.1%	50.3%	45.1%

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

The San Joaquin County Office of Education Alternative Programs recognizes that parents, guardians, and families are some of the most important members of the team that helps a student succeed. Student success increases when the school and parents/caregivers work in partnership. Parent involvement and family engagement are targeted and emphasized in goals found in the aligned LCAP, WASC, and SPSA plans. During the 2025-26 school year, the Family Engagement team continued to offer families in-person and virtual options for meetings and workshops. The Family Engagement team also offered site-based specific support for hosting and implementing parent involvement events. We are now also running Parent and Student Advisory Councils. These councils are designed to solicit feedback, provide updates, involve all parties in decision making, and to provide leadership opportunities to our students and families.

Parents and families are invited to events throughout the year such as Back-to-School night, Open House night, student showcases, student Graduation by Exploration presentations, Student Awards Nights, Resource Events, i.e.; Resources for Spanish Speaking families, Parent Project Preparing Our Kids for Success (Truancy Workshop for Parents), Parent Project Parenting Classes: Changing Destructive Adolescent Behavior, rapport building events, i.e.; Paint Nights, Holiday events and

2025-26 Opportunities for Parental Involvement

quarterly Family-Teacher conferences. Families are given an option as to whether they would like to conduct their Family-Teacher conference over the phone, virtually, or in-person. Parents are also encouraged to participate as members in the school site council, district English learner advisory committee, and to attend LCAP meetings. Translation services are provided when needed and/or requested. Language Link access is provided to all staff which allows them easy access to (several languages) over-the-phone translation services when needed to communicate with families. Parents are also invited to take a parent survey to gather feedback and input related to programs and services offered by SJCOE. The survey questions focus on communication, school safety, parent involvement, and access to community resources. The responses from the parents are reviewed and influence topics of workshops as well as discussion points during focus groups.

During enrollments, parents are asked to complete a brief survey. The survey includes questions related to student/family needs as well as parental hopes for their student. Parents are also given the contact information of the Family Engagement Specialists in the form of a welcome letter. The Family Engagement team follows up with families who identified specific needs during the enrollment survey (i.e. if the family noted that they currently have food insecurities, the team will follow up with food and other resources in the community to support the family in overcoming that barrier). Subsequent to enrollments, parents and students are provided an orientation date where they visit the school site, meet their student's teachers and campus connection technician, receive a schedule of their classes, and an opportunity to survey the campus.

Parents and caregivers who would like to know more about parent involvement opportunities available should reach out to Lindsey Clark (209) 292-2660 or Hector Calderon (209) 292-2658 or by email at familysupport@sjcoe.net.

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 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
Dropout Rate	45.6	45.9	32.8	29.8	22.4	20.7	8.2	8.9	8
Graduation Rate	32.4	36.8	54.1	39.9	47.7	52.1	86.2	86.4	87.5

2024-25 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	296	160	54.1
Female	110	66	60.0
Male	186	94	50.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	17	5	29.4
Black or African American	31	15	48.4
Filipino	--	--	--
Hispanic or Latino	181	104	57.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	6	50.0
White	39	24	61.5
English Learners	60	27	45.0
Foster Youth	--	--	--
Homeless	75	38	50.7
Socioeconomically Disadvantaged	283	152	53.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	43	16	37.2

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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1831	1553	603	38.8
Female	700	610	237	38.9
Male	1129	941	364	38.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	78	30	38.5
Black or African American	272	240	110	45.8
Filipino	17	11	2	18.2
Hispanic or Latino	1123	949	359	37.8
Native Hawaiian or Pacific Islander	12	12	6	50.0
Two or More Races	90	74	33	44.6
White	175	146	47	32.2
English Learners	331	274	106	38.7
Foster Youth	61	47	25	53.2
Homeless	164	153	79	51.6
Socioeconomically Disadvantaged	1555	1337	557	41.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	143	48	33.6

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
9.92	8.89	11.52	5.81	4.56	4.86	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
0	0	0.05	0.09	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.52	0.05
Female	9.57	0.00
Male	12.75	0.09
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.38	0.00
Black or African American	20.22	0.37
Filipino	5.88	0.00
Hispanic or Latino	10.60	0.00
Native Hawaiian or Pacific Islander	25.00	0.00
Two or More Races	12.22	0.00
White	5.14	0.00
English Learners	11.18	0.00
Foster Youth	11.48	0.00
Homeless	16.46	0.00
Socioeconomically Disadvantaged	12.03	0.06
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.06	0.65

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

All County Operated Schools and Programs (COSP) have a Comprehensive School Safety Plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB187, COSP school sites review and revise the safety plan annually. The plans are developed using the compliance tool for a Comprehensive School Safety Plan as required by the California Education Code Sections 32280-32289.5. Each document is prepared for employees to use at specific school sites for emergency, disaster, or crisis.

At the beginning of each school year, COSP school site staff update their site specific emergency plan during in-service days just prior to the start of the school year. Parents, staff, law enforcement, fire representatives, and first responders provide input on the document. The plan is shared at annual School Site Council (SSC) meetings and required signatures are acquired. The site specific safety plan includes language on tactical response, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California schools. The School Safety Plan was approved by the SSC November 13, 2025 and all signatures were acquired.

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.

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
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	2	1	0	0
Other	3	1	0	0

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
6	4	1		
Other	4	2		

2024-25 Elementary 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 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
Other	10	1		

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	9	76	7	0
Mathematics	13	33	3	4
Science	21	15	3	5
Social Science	15	34	5	6

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	114	4	1
Mathematics	10	47	2	5
Science	11	35	5	3
Social Science	10	69	3	1

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	5	281	5	1
Mathematics	6	114	3	4
Science	7	88	1	5
Social Science	7	157	7	

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	147.32

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)	7.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

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	\$18,805.75	\$18,805.75	\$0.00	\$82,346
District	N/A	N/A		\$82,346
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-200.0	

Fiscal Year 2024-25 Types of Services Funded

Core curriculum and materials/supplies
 Supplemental curriculum and materials/supplies
 The Writing Apprenticeship program
 Professional Development
 Classroom libraries
 Summer school
 Mental Health Clinicians
 Truancy Task Force
 Positive Behavior Intervention and Support services
 Restorative Practices
 Chrome Books
 MiFi Units
 Laptops
 Field trips

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	\$51,458	
Mid-Range Teacher Salary	\$73,435	
Highest Teacher Salary	\$100,017	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$245,000	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

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

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development includes both in-person and virtual training, with the vast majority offered in person. These opportunities include teacher in-service days, region-based PLCs, New Teacher Academy meetings, contracted professional development training, and staff meetings; conferences are not included. Some professional development is also offered during holiday and summer breaks.

This year, there has been a strong focus on differentiating professional development to meet teachers where they are. This includes targeted support for new teachers in effective classroom management, procedures and routines, and the integration of instructional strategies that increase student engagement. There has also been an emphasis on supporting teachers in integrating art across a variety of subject areas.

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	30	60	92