one.Charter

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.

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	one.Charter
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 0120717 1146

2025-26 District Contact Information

District Name	one.Charter
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

one.Charter is a network of schools designed to meet the diverse needs of at-promise students across San Joaquin County. Our schools primarily serve students who have become disengaged from traditional school settings and are seeking an opportunity to continue their education, achieve personal success, and make positive contributions to their communities.

The one.Charter network includes Bianchi, Main, Career Readiness Academy (CRA), Charter Elementary, Building Futures Academy (BFA), and Come Back Kids (CBK). Bianchi and Main serve grades 7–12 and emphasize Visual and Performing Arts through enrichment-based instruction that complements core academics. CRA supports credit-deficient 12th-grade students by providing pathways to graduation with a strong focus on career preparation, including job shadowing, internships, or

2025-26 School Description and Mission Statement

apprenticeships. BFA serves students ages 18–24 through a construction-focused program that combines hands-on skill development with diploma completion in partnership with AmeriCorps, YouthBuild, and Habitat for Humanity. CBK offers adults age 18 and older an Independent Study option to earn a high school diploma while balancing work and life responsibilities, with multiple sites across the county. Charter Elementary is a small K–6 program that supports unhoused students by addressing both academic and social-emotional needs during periods of transition.

At one.Charter, we believe all students can learn, succeed, and positively impact their communities, regardless of their circumstances.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	1
Grade 5	1
Grade 8	3
Grade 9	3
Grade 10	39
Grade 11	60
Grade 12	1,249
Total Enrollment	1,356

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	59.2
Male	40.8
American Indian or Alaska Native	0.4
Asian	6.6
Black or African American	13.1
Filipino	1.1
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.2
White	10
English Learners	10.3
Foster Youth	1.5
Homeless	11.7
Socioeconomically Disadvantaged	95.4
Students with Disabilities	2.1

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)	17.3	56.14	116.4	42.45	234405.2	84
Intern Credential Holders Properly Assigned	0.2	0.81	27.3	9.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.24	28.2	10.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.2	39.77	74.2	27.06	11953.1	4.28
Unknown/Incomplete/NA	0	0	28	10.22	15831.9	5.67
Total Teaching Positions	30.8	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)	20.5	58.32	129.9	43.14	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	0.71	29.1	9.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	40.3	13.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.8	39.52	76.4	25.37	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.42	25.3	8.4	14303.8	5.15
Total Teaching Positions	35.1	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)	20.7	50.76	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)	5.2	12.86	73.9	23.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.3	35.16	53	16.96	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.22	18.8	6.02	13705.8	4.91
Total Teaching Positions	40.8	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			1.2
Misassignments			4
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			5.2

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			14.3
Total Out-of-Field Teachers			14.3

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)			3.3
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

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 9-12 Edmentum Courseware / 2017-18 7-12 SpringBoard by College Board / 2017-18 ELD SpringBoard by College Board / 2017-18	0
Mathematics	K-6 Curriculum Associates / iReady /2024 K-8 Ready Math / 2021-22 9-12 Edmentum Courseware / 2017-18 9-12 Houghton Mifflin Harcourt, Integrated Math I / 2016-17	0
Science	9-12 Edmentum Courseware / 2017-18 K-12 Houghton Mifflin Harcourt, Science Dimensions / 2021-22	0
History-Social Science	9-12 Edmentum Courseware / 2017-18K-12 McGraw Hill, Impact California Social Studies / 2018-19	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

School Facility Conditions and Planned Improvements

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	

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)	4	4	21	19	47	48
Mathematics (grades 3-8 and 11)	6	19	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	64	53	82.81	17.19	3.77
Female	36	31	86.11	13.89	3.23
Male	28	22	78.57	21.43	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	37	84.09	15.91	2.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	47	82.46	17.54	4.26
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	63	52	82.54	17.46	19.23
Female	36	30	83.33	16.67	20.00
Male	27	22	81.48	18.52	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	37	84.09	15.91	18.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	46	82.14	17.86	19.57
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)	2.14	6.1	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	736	216	29.35	70.65	6.10
Female	444	117	26.35	73.65	4.39
Male	292	99	33.90	66.10	8.08
American Indian or Alaska Native	--	--	--	--	--
Asian	54	18	33.33	66.67	5.56
Black or African American	125	32	25.60	74.40	9.68
Filipino	11	2	18.18	81.82	--
Hispanic or Latino	429	138	32.17	67.83	5.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	7	20.59	79.41	--
White	76	18	23.68	76.32	11.11
English Learners	60	23	38.33	61.67	0.00
Foster Youth	--	--	--	--	--
Homeless	95	32	33.68	66.32	3.23
Military	0	0	0	0	0
Socioeconomically Disadvantaged	693	204	29.44	70.56	5.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 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	55
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	0	0	0	0	0
Grade 9	50%	50%	50%	50%	61.1%

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 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

2025-26 Opportunities for Parental Involvement

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	24.7	18.1	21.2	29.8	22.4	20.7	8.2	8.9	8
Graduation Rate	23.9	32.3	35.3	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	626	221	35.3
Female	332	113	34.0
Male	293	107	36.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	48	22	45.8
Black or African American	89	30	33.7
Filipino	--	--	--
Hispanic or Latino	380	129	33.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	7	33.3
White	60	24	40.0
English Learners	87	35	40.2
Foster Youth	11	2	18.2
Homeless	114	30	26.3
Socioeconomically Disadvantaged	600	208	34.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	6	31.6

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	2290	2016	413	20.5
Female	1315	1186	231	19.5
Male	973	829	182	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	14	3	21.4
Asian	137	120	13	10.8
Black or African American	338	291	74	25.4
Filipino	23	21	3	14.3
Hispanic or Latino	1422	1265	260	20.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	83	72	18	25.0
White	230	200	34	17.0
English Learners	219	191	28	14.7
Foster Youth	38	34	20	58.8
Homeless	320	289	87	30.1
Socioeconomically Disadvantaged	2166	1924	398	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	42	9	21.4

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
1.58	1.31	1	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	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	1.00	0.00
Female	0.53	0.00
Male	1.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.82	0.00
White	1.30	0.00
English Learners	0.46	0.00
Foster Youth	7.89	0.00
Homeless	0.31	0.00
Socioeconomically Disadvantaged	0.92	0.00
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

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 Medial 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	0	0	0	0
Other	6	2	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
5	1	1		

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
2	1			
3	1			
4	5			
5	6			
6	13			
Other		2		

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	7	14	0	0
Mathematics	19	1	1	0
Science	23	1	1	1
Social Science	11	8	1	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	9	15	1	1
Mathematics	13	6	1	1
Science	17	3	1	1
Social Science	8	10	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	8	37	2	
Mathematics	6	10	1	
Science	10	13		
Social Science	12	19	2	1

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	205.18

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)	5.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

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	$12,301.69	$477.54	$11,824.16	$82,346
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	5.9	

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded:
Core curriculum (Edmentum Courseware and assessments) and materials/supplies
Supplemental curriculum
Parental involvement
Professional Development
Extended learning (Fall, Winter, Spring, and Summer)
Mental health clinicians
Truancy Task Force
Positive Behavior Interventions and Supports
Restorative Practices
Artists in residence
Art therapy
Chrome Books
MiFi units
Transportation
Outreach specialists
CTE courses
Job counseling
Employment opportunities
Food pantry

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	3

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	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

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

Professional Development

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