

Stanislaus County Office-Special Education

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2025-26 School Contact Information

School Name	Stanislaus County Office-Special Education
Street	1336 Stonum Rd
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 541-2200
Principal	Sarah Grantano
Email Address	sgrantano@stancoe.org
School Website	www.stancoe.org
Grade Span	
County-District-School (CDS) Code	50-10504-6069546

2025-26 District Contact Information

District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1900
Superintendent	Scott Kuykendall
Email Address	skuykendall@stancoe.org
District Website	www.stancoe.org

2025-26 School Description and Mission Statement

Stanislaus County Office of Education's (SCOE) Special Education programs serve students from birth to 22 years of age in severe and non-severe programs throughout the county in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, resource and traumatic brain injury.

The Early Start program (birth to age 3) serves 83 students in their natural environment; playgroups located within their community, in the home, and at the special education center.

SCOE has 2 special education centers; 1 with 10 Special Day Classes, serving Early Intervention students (ages 3-5), 1 with 16 Special Day Classes, serving extensive support needs/ behavior and medically fragile students (ages 5-22) and 31 Special Day classrooms located on public integrated school sites.

All of our employees strive to provide rich and caring educational experiences in the least restrictive setting possible. SCOE's Special Education department has over 600 employees providing services in homes, in our 2 schools and our Special Day Classes on 21 school and community sites throughout the county for approximately 735 students, in addition to providing services for students in their home school district.

Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing and audiological services, services for the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, inclusion, assistive technology, resource, counseling and assessments.

Mission Statement:

Through the caring and commitment of public education and effective leadership and instruction, we empower students and parents by supporting independence, providing opportunities through implementation of best practices, and establishing partnerships for life-long learning.

Vision Statement:

Our impact on individuals with disabilities and their families will provide independence, opportunity and hope for the future.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	56
Grade 2	59
Grade 3	39
Grade 4	26
Grade 5	29
Grade 6	29
Grade 7	29
Grade 8	23
Grade 9	10
Grade 10	10
Grade 11	7
Grade 12	35
Total Enrollment	462

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	22.1
Male	77.9
American Indian or Alaska Native	1.3
Asian	3.2
Black or African American	5.6
Filipino	0.6
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.4
White	25.5
English Learners	18
Foster Youth	0.9
Homeless	0.4
Socioeconomically Disadvantaged	56.7
Students with Disabilities	100

A. Conditions of Learning **State Priority: Basic**

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

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

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)	32.2	62.16	89.6	50.47	234405.2	84
Intern Credential Holders Properly Assigned	5	9.65	12	6.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	4.25	2.7	1.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	54.5	30.69	11953.1	4.28
Unknown/Incomplete/NA	12.4	23.94	18.7	10.54	15831.9	5.67
Total Teaching Positions	51.8	100	177.5	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)	22.7	53.61	75.2	50.89	231142.4	83.24
Intern Credential Holders Properly Assigned	9	21.26	14.8	10.01	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	11.24	5.9	4.02	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.09	41	27.77	11746.9	4.23
Unknown/Incomplete/NA	5.4	12.8	10.8	7.31	14303.8	5.15
Total Teaching Positions	42.3	100	147.8	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)	20.9	48.26	67.8	47.25	230039.4	100
Intern Credential Holders Properly Assigned	6.9	16.12	12.9	9.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7	16.14	10	6.99	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	38.3	26.69	12112.8	4.34
Unknown/Incomplete/NA	8.4	19.44	14.3	10	13705.8	4.91
Total Teaching Positions	43.3	100	143.5	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	2.00	2	2
Misassignments	0.20	2.7	5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	4.7	7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.4	0
Total Out-of-Field Teachers	0.00	0.4	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.3	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

All students in our programs have goals written into their IEP's (Individual Education Plan) that align to the state standards. Each integrated classroom's curriculum aligns to the school district adopted materials of that school campus. Each classroom's instruction is designed on the results of formative and summative assessment and is implemented in alignment with standards based curriculum. Each classroom has the core curriculum of that school site for easy integration and inclusion opportunities. In addition to the standards-based materials adopted by the State Board of Education and the local governing board of our special day class sites that are integrated on to general education campuses across the county, the following is a list of supplemental materials and academic intervention programs used in the classrooms, adopted by the local governing board that are also in alignment with content standards and are core content connectors. There were zero percent of students who lacked their own assigned textbooks and/or instructional materials.

McGraw Hill
Inspire Science
Number Worlds
Impact California

Eureka Math-Great Minds

- Handwriting Without Tears- Haughten
- News to You- Scripted Current Events Curriculum
- UNIQUE Learning System
- EDMARK
- Language For Learning
- Connecting Math
- Reading Mastery
- Enchanted Learning
- Moby Max
- Education.com
- Boom Cards
- Readtopia
- Essentials For Living

Second Step Social Emotional Curriculum
Super Skills Social Language Program
Room 14 Social Language Program
Social Thinking Series- Michelle Garcia Winner
Jedi Baker Social Skills Training
Skills for School Success- Anita Archer
Word Knowledge- Gene Tucker
Social Mapping- Michelle Garcia Winner
R.A.N. - Elizabeth Haughten
Phonemic Awareness- Elizabeth Haughten
Math Foundations- Elizabeth Haughten
Skill Builders- Math and Language Arts
Morphographic Spelling- Bob Dixon

Year and month in which the data were collected

December 2023

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	N2Y, LLC UNIQUE Learning Systems Edmark Reading Program 1 & 2 Reading Intervention K-12 Handwriting without Tears Writing Intervention K-6 Phonics Library, Houghton Mifflin Reading K-2 Horizons 3.2, Harcourt Brace/Houghton 3 Language for Learning, McGraw Hill Language for Thinking, McGraw Hill Language for Writing, McGraw Hill Reasoning and Writing, McGraw Hill Expressive Writing, McGraw Hill Rewards Reading Program Reading Mastery, McGraw Hill Spelling Mastery, McGraw Hill Read 180, Houghton Mifflin-Harcourt	0
Mathematics	N2Y, LLC UNIQUE Learning Systems Touch Math ILC K - 2 Saxon Math 2-4, Houghton Mifflin-Harcourt Connecting Math Concepts, McGraw-Hill Engage New York Morningside Math Program Numberworld's, McGraw-Hill Eureka Math- Great Minds	0
Science	N2Y, LLC UNIQUE Learning Systems Pearson- Life Science, Physical Science, Earth Science Inspire Science	0
History-Social Science	N2Y, LLC UNIQUE Learning Systems Holt- US History, Ancient Civilizations, Early Modern Times NatGeo- National Geographic Harcourt- Social Studies Impact California	0
Health	Positive Prevention Plus	0

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

School Facility Conditions and Planned Improvements

John F Kennedy School

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2, 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)	2	4	26	29	47	48
Mathematics (grades 3-8 and 11)	4	6	25	22	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	178	152	85.39	14.61	3.97
Female	45	38	84.44	15.56	5.26
Male	133	114	85.71	14.29	3.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	9	69.23	30.77	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	70	88.61	11.39	5.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	62	54	87.10	12.90	3.70
English Learners	25	24	96.00	4.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	80	86.02	13.98	5.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	178	152	85.39	14.61	3.97

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	179	159	88.83	11.17	5.66
Female	45	41	91.11	8.89	4.88
Male	134	118	88.06	11.94	5.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	11	78.57	21.43	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	79	72	91.14	8.86	6.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	62	56	90.32	9.68	5.36
English Learners	25	25	100.00	0.00	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	85	91.40	8.60	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	179	159	88.83	11.17	5.66

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)	16	0	6.59	1.19	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	44	68.75	31.25	2.27
Female	17	14	82.35	17.65	0.00
Male	47	30	63.83	36.17	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	19	63.33	36.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	13	59.09	40.91	7.69
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	21	63.64	36.36	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	44	68.75	31.25	2.27

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

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	

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	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	83.3	83.3	83.3	83.3	83.3
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Stanislaus County Office of Education ensures parental involvement through the Individual Education Program (IEP) meeting process. Parents participate in not less than one IEP meeting per year with their child's full educational team and more if needed.

Parents play a vital role in the education of their children and we encourage participation in the local school site Parent Teacher Organization.

There are many opportunities for parental involvement in the educational settings that include: regularly scheduled parent trainings, regular home visits, assisting in classrooms, and attending group sessions with their children.

The SELPA Community Advisory Committee meets once a month to involve parents in a variety of special education issues and establish a network of support. The Stanislaus County Office of Education also holds trainings designed to educate, support, and empower parents in the journey of raising a child with special needs.

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	42.9	--	--	40.1	42.9	48.5	8.2	8.9	8
Graduation Rate	7.1	--	--	31.8	37.2	32.2	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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	547	526	251	47.7
Female	121	115	56	48.7
Male	426	411	195	47.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	10	52.6
Black or African American	32	30	12	40.0
Filipino	--	--	--	--
Hispanic or Latino	294	285	149	52.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	10	34.5
White	147	140	56	40.0
English Learners	97	94	50	53.2
Foster Youth	13	11	6	54.5
Homeless	--	--	--	--
Socioeconomically Disadvantaged	340	327	166	50.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	546	525	250	47.6

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
3.7	3.03	3.29	3.39	2.43	2.07	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	0	0	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	3.29	0.00
Female	2.48	0.00
Male	3.52	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	9.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	4.08	0.00
English Learners	1.03	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.11	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

Facilities owned, operated, and utilized by the Stanislaus County Office of Education are maintained and reviewed regularly by our maintenance staff to ensure all facilities are safe and in good condition. A very high standard of classroom hygiene standards have been adopted throughout the County programs and daily custodial services guarantee sanitation and cleanliness in our restrooms and classrooms.

In June of 2012, a new special education facility was opened (JFK) serving our severe behavioral, medically fragile, and transition students. August 2013, the renovation of the special education facility (Margaret L. Annear) serving the Early Intervention students was completed on the same campus.

Every classroom and common area has a School Emergency Response- Procedures and Guidelines binder posted for easy access to assist in emergency situations. Our campus is wired with a Bogan Emergency Response System, which allows communication in emergency situations. Additionally, we have cameras outside of the facilities to assist with safety issues. Our site receives annual safety reviews by the SCOE Safety Director, SCOE maintenance staff, the Ceres Fire Department, and a representative from our insurance carrier. All site concerns are handled immediately by our custodian, SCOE maintenance, administration or the safety team. Our Site Safety team meets twice a year, we have crisis simulation drills at least once per month, exceeding the requirements by law.

The comprehensive safe school site plan was reviewed and discussed with faculty by the regional health and safety plan coordinator after board approval for 24-25. The comprehensive safe school plan does include and has always included students with disabilities, being that they are separate school sites to meet the needs of all students with disabilities and ensure their safety during drills and in the case of an emergency.

SELPA policy mandates that all SCOE classrooms operated on district sites will be included in their comprehensive school safety plans, crisis simulation and safety requirements per ed code, fire code and ADA regulations.

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	8	1	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	4	6	0	0
Other	9	27	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
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	3	6	0	0
Other	8	32	0	0

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
K	9	1		
5	8	1		
6	5	6		
Other	9	30		

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	1	11	0	0
Mathematics	2	6	0	0
Science	2	8	0	0
Social Science	2	9	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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				\$104,014
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-1.8
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

Special education funds, grants and relief funds are used to provide all required interventions and direct services as specified by each students Individual Education Program and/or Individual Family Service Plan per IDEA part C and part B. Stanislaus County Office of Education is a provider of service for local school districts and are charged for services using a fee for service model.

All services provided follow best practices as indicated by SELPA policies and procedures, including caseloads, class size, and specialized classroom supports.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

SCOE is committed to providing professional development opportunities for all staff. Four days of professional development are added to the certificated contract.

Most trainings are specific to the area of expertise and are offered as conferences and workshops. Some programs have weekly training components to support their specific programs.

A professional development plan was created to offer opportunities for certificated and non-certificated staff to choose from a variety of sessions, (in person or virtual format) by selecting one of four topics offered each month for professional growth.

Professional Development

We have also added a para educator training, sub training and an annual behavior intervention certification program.

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	4	4	4