

one.Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Janine Kaeslin, Assistant Superintendent, SJCOE

 Principal, one.Charter

About Our School

At one.Charter, we believe every student can succeed regardless of circumstance or prior experiences. Our staff, which includes: teachers, counselors, mental health specialist, administrators, student services personnel, campus safety technicians are focused on helping the student and their family. We understand the many challenges our students face, and we have designed multiple school sites and programs to help them with their academic and social/emotional growth. We are privileged to work with local community organizations and families as we continue our purpose of positively impacting student's lives.

Welcome to one.Charter!!

Principal's Comment

Welcome to one.Charter!

Contact

one.Charter
2707 Transworld Dr.
Stockton, CA 95206-3948

Phone: 209-468-9265
Email: jkaeslin@sjcoe.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
Email Address	jstanton@sjcoe.net
Website	http://www.sjcoe.org

School Contact Information (School Year 2019—20)	
School Name	one.Charter
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9265
Principal	Janine Kaeslin, Assistant Superintendent, SJCOE
Email Address	jkaeslin@sjcoe.net
Website	http://sjcoe.org/onecharter/
County-District-School (CDS) Code	39103970120717

Last updated: 1/16/2020

School Description and Mission Statement (School Year 2019—20)

About Our School:

one.Charter is comprised of several schools designed to meet the various needs of at-promise students throughout San Joaquin County. Our schools primarily serve students who have become disengaged in traditional school settings for a variety of reasons and come to us for a chance to continue their education and make positive changes to their lives as well as to their communities.

Our schools include one.Charter Bianchi, one.Charter Main, Career Readiness Academy, Charter Elementary, and Come Back Kids. one.Bianchi and one.Main are school sites for grades 7-12. Both sites have a Visual and Performing Arts focus and use enrichment instructors for the Arts to enhance the core academic programs. Career Readiness Academy is group of schools designed to serve 12th grade students who are severely deficient credits and are not on track to graduate with their class. The main focus of these schools is to provide students with a high school diploma while focusing on career preparation. Students are required to do job shadowing or an internship/apprenticeship while earning credits for a high school diploma. Come Back Kids is a recent addition to the one.Charter family. The purpose of this school is to provide students 18 years or older who did not graduate in their four years of high school with an opportunity to come back to school and earn their high school diploma. There are several school sites throughout San Joaquin County to meet this need in the community. The program operates on a true Independent Study model to serve the adults who are working or facing life challenges that make it difficult to attend school on a daily basis. Finally, Charter Elementary, located in downtown Stockton, is a small K-6 site that serves students who are homeless. The focus of this school is to support the educational and emotional needs of the students as they transition between living situations and a more permanent school setting.

Our staff is comprised of amazing people who understand the dynamics of the students they serve. They wear multiple hats (teacher/counselor/tutor/mentor) as they work with at-promise students. All staff members understand the need to build positive relationships, so they implement PBIS and Restorative Practices techniques to create a nurturing learning environment. They also understand the need for a solid academic foundation, so they are well versed in the California State Standards, use curriculum aligned to those standards and participate in on-going training to enhance their classroom engagement strategies.

At one.Charter, we believe all students can learn, become successful, and benefit their community regardless of their current situation. We have designed our schools around this belief!!

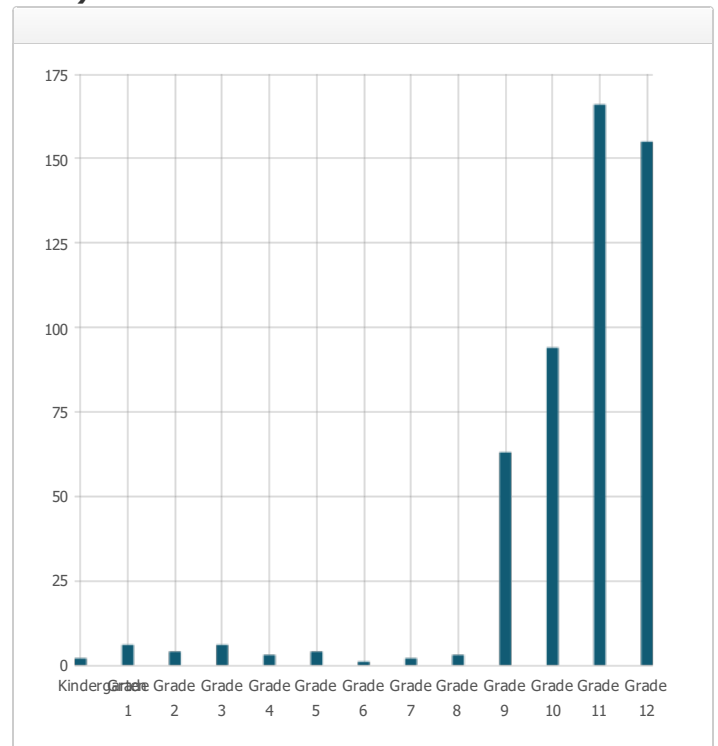
one.Charter Mission Statement:

Through rigorous learning and creative opportunities, we inspire students to discover self-confidence and develop their unique potential and purpose.

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	6
Grade 2	4
Grade 3	6
Grade 4	3
Grade 5	4
Grade 6	1
Grade 7	2
Grade 8	3
Grade 9	63
Grade 10	94
Grade 11	166
Grade 12	155
Total Enrollment	509



Last updated: 1/2/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	17.90 %
American Indian or Alaska Native	1.80 %
Asian	2.90 %
Filipino	1.60 %
Hispanic or Latino	59.10 %
Native Hawaiian or Pacific Islander	0.40 %
White	11.00 %
Two or More Races	4.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.20 %
English Learners	10.80 %
Students with Disabilities	2.60 %
Foster Youth	3.30 %
Homeless	12.20 %

A. Conditions of Learning

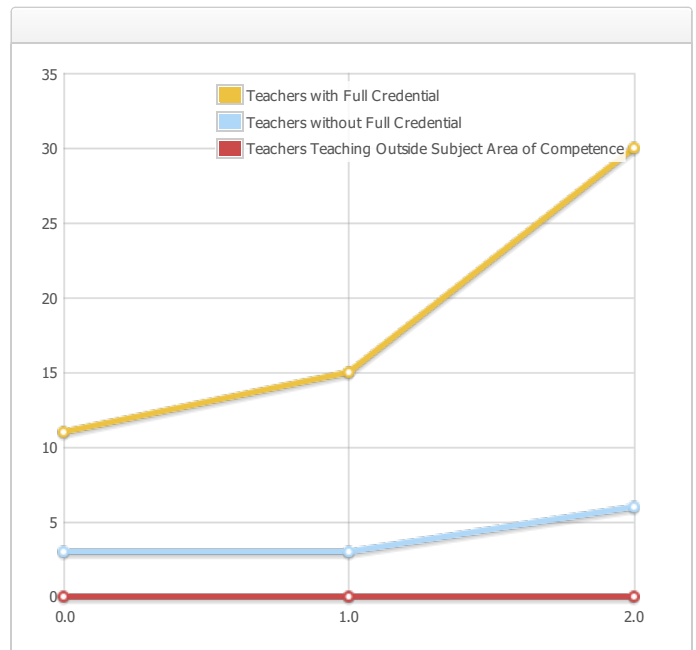
State Priority: Basic

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

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

Teacher Credentials

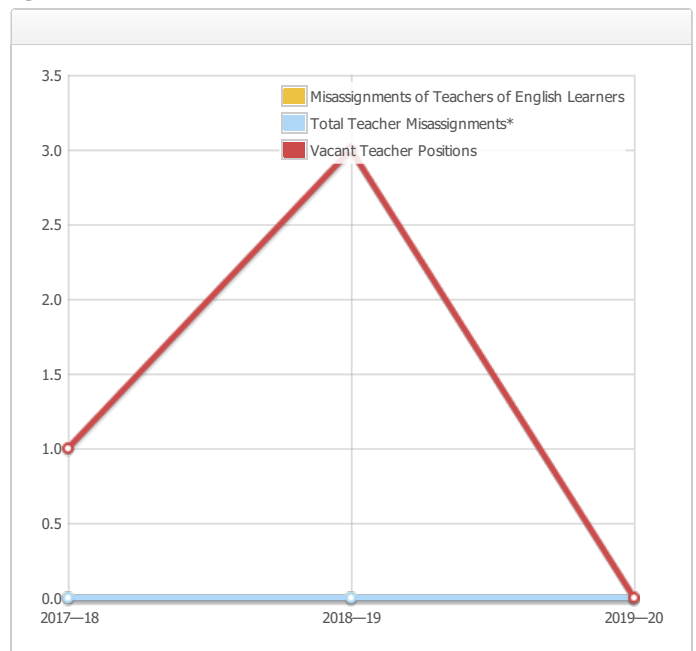
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	11	15	30	182
Without Full Credential	3	3	6	69
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	3	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K-6: Benchmark Advance, California Edition/ 2016-17/ YES 7-12: SpringBoard by College Board; StudySync (CARE program)/ 2017-18/ YES</p> <p>Supplemental 7-12: PLATO Courseware and Accucess Modules/ 2016-17/ NO Supplemental ELD: WRITE approach/ 2017-18/ YES Supplemental K-6: Plato Exact Path/ 2017-18/ YES</p>	Yes	0.00 %
Mathematics	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K-6: enVision Math/ 2012-13/ YES 7-8: Houghton Mifflin Harcourt, California Go Math Grades 7 and 8/ YES 9-12: Houghton Mifflin Harcourt, Integrated Mathematics I/ 2016-17/ YES Big Ideas Math Algebra (CARE program)/ 2016-17/ YES</p> <p>Supplemental 7-12: PLATO Courseware and Accucess Modules/ 2016-17/ NO Supplemental K-6: Plato Exact Path/ 2017-18/ NO</p>	Yes	0.00 %
Science	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>7-12: PLATO Courseware; Glencoe, Biology, Dynamics of Life/ 2016-17/ NO Glencoe Physical with Earth Science/ 2016-17/ NO</p>	No	0.00 %
History-Social Science	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>K - 12: IMPACT/ 2018-19/YES California Social Studies McGraw Hill/ 2018-19/ YES Supplemental: PLATO Courseware/ 2016-17/NO</p>	Yes	0.00 %
Foreign Language	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>PLATO Courseware/ 2016-17/ NO</p>	No	0.00 %
Health	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p> <p>PLATO Courseware/ 2016-17/ NO</p>	No	0.00 %
Visual and Performing Arts	<p>Subject Textbooks and Instructional Materials/ Year Adopted/ Most Recent Adoption?</p>	No	0.0 %

PLATO Courseware/ 2016-17/NO			
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

one.Charter Schools take great pride ensuring that all school buildings are clean, safe and functional. To assist in this effort, one.Charter Schools use a facility survey instrument developed by the State of California Office of Public School Construction: The FIT REPORT . Note that our FIT reports covers only the sites owned and maintained by San Joaquin County Operated Programs. The buildings are located in different parts of San Joaquin County. Our one.Charter sites are all rated "good" overall.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Classroom lighting was replaced at Bianchi 6/3/19 to 7/31/19. Budget was \$30,000
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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Last updated: 1/27/2020

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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	12.0%	6.0%	35.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	2.0%	0.0%	24.0%	25.0%	38.0%	39.0%

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/2/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	66	35.87%	64.13%	6.15%
Male	76	30	39.47%	60.53%	3.33%
Female	108	36	33.33%	66.67%	8.57%
Black or African American	29	10	34.48%	65.52%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	112	41	36.61%	63.39%	9.76%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	8	50.00%	50.00%	0.00%
Two or More Races	13	5	38.46%	61.54%	0.00%
Socioeconomically Disadvantaged	165	56	33.94%	66.06%	7.27%
English Learners	22	8	36.36%	63.64%	12.50%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	28	17	60.71%	39.29%	11.76%

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	70	38.04%	61.96%	0.00%
Male	75	31	41.33%	58.67%	0.00%
Female	109	39	35.78%	64.22%	0.00%
Black or African American	28	11	39.29%	60.71%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	114	42	36.84%	63.16%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	9	56.25%	43.75%	0.00%
Two or More Races	13	6	46.15%	53.85%	0.00%
Socioeconomically Disadvantaged	166	60	36.14%	63.86%	0.00%
English Learners	22	8	36.36%	63.64%	0.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	28	17	60.71%	39.29%	0.00%

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/2/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

CTE was not offered at one.Charter for the 2018-19 school year.

Last updated: 1/27/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/27/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure

Percent
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2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	2.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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 2018-19 school year, a family engagement team was established. The team is responsible to provide support and learning opportunities for families through workshops, seminars, and school events. The program used the Family Engagement Toolkit provided by the California Department of Education as guidance, as well as established a committee to work through the toolkit. The main objectives of the committee include identifying ways to build trusting relationships with the families we serve and to ensure all family engagement efforts are tied to student learning.

During the 2019-20 school year, the family engagement specialists continued to promote family involvement in a variety of ways. Workshops were added to school site council and district English learner advisory committee meetings. In addition, a calendar of workshops are offered at different sites throughout San Joaquin County. Site specific workshops are also available based on the needs of individual sites. Parents can attend any workshop.

In addition to workshops, families are also invited to focus groups that have been scheduled at different sites on different dates and times throughout the school year. Parents in attendance are encouraged to provide feedback related to the program, as well as to make improvement suggestions.

Parents and families are invited to events throughout the year such as Back-to-School nights, Open House nights, student showcases, student Graduation by Exploration presentations, and parent/teacher conferences. Parents are also encouraged to participate as members in the school site council and district English learner advisory committee, attend LCAP meetings, and volunteer at quests or in the classroom. During student enrollment, parents and families are active participants and receive a 'Parent Involvement' magnet that lists important school event dates. Translation services are provided when needed and/or requested. 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 weekly enrollments parents and caregivers are given a pamphlet that explains the family engagement program and what is offered. Parents are also given dates of upcoming focus groups, workshops and parenting classes. Parents are also given information related to Peachjar and Facebook; two additional ways the team is reaching out to families to keep them up to date on ways to be involved with the school. By the fall 2020, parents will also be invited to participate on the Family Engagement Committee.

Parents and caregivers who would like to know more about parental involvement opportunities available throughout the program should reach out to Lindsey Clark (209)292-2660 or Jennifer DeAngelo (209) 292-2658.

State Priority: Pupil Engagement

Last updated: 1/16/2020

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

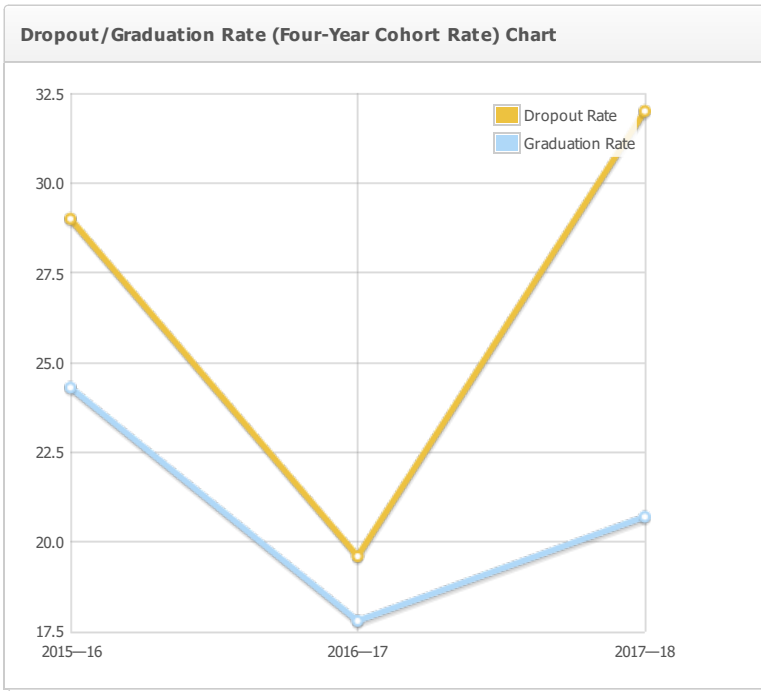
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16

Dropout Rate	29.00%	50.90%	9.70%
Graduation Rate	24.30%	--	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	19.60%	32.00%	33.90%	32.00%	9.10%	9.60%
Graduation Rate	17.80%	20.70%	--	--	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/2/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	8.10%	5.30%	2.30%	7.00%	9.40%	6.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/2/2020

School Safety Plan (School Year 2019—20)

School Safety Plan

All COSP school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan. This was addressed on 8/5/19 and 9/12/19. Input was sought from parents, staff, law enforcement, fire representative, and first responders. The Site Specific Emergency Plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California Schools. Schools are annually restocked with first aid supplies and teachers are issued a "grab and go" emergency backpack in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review. The Site Specific Emergency Plan is a template that all Court, Community, BFA, and one.Charter schools use. The template is amended by each site to include site specific information.

COSP also collaborates with community agencies and county employed clinicians that focus on violence prevention and who provide direct services to students/families; i.e. Child Abuse Prevention Council and 654 Probation.

Emergency preparedness training is offered annually to all staff by the Emergency Preparedness Coordinator at SJCOE. Staff training opportunities are provided on 1/16/2020. Active Shooter Training is offered to all staff annually by Keenan Safe Schools Modules. Staff received training opportunities on 9/11/19. Annual professional development is offered in managing assaultive behavior on 9/9/19, 10/7/19, 11/7/19, and 12/2/19; mental health first aid training on 10/24/19; drug impairment recognition on 10/14-15/2019; and classroom management skill building throughout the year.

Also at the beginning of the school year, the school counselors distribute a crisis file that provides on-line resources for teaching and support staff. County Operated Schools and Programs staff resources include:

- Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus
- COSP Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers
- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information
- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills, and positive relationship building activities throughout the school year through PBIS interventions and BASE resources. During the 2019-2020 school year, the one.Program school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00		8	
Mathematics	25.00		6	
Science	26.00		4	
Social Science	27.00		9	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00		11	
Mathematics	24.00		11	
Science	43.00			6
Social Science	29.00		9	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	23		
Mathematics	20.00	23		
Science	28.00		17	
Social Science	24.00		20	

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

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	221.30

*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.

**Average Number of Pupils per Counselor

Last updated: 1/2/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*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.

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10726.33	\$179.70	\$10546.63	\$64347.00
District	N/A	N/A	--	\$64347.00
Percent Difference – School Site and District	N/A	N/A	--	0.00%
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	34.00%	--

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

Last updated: 1/10/2020

Types of Services Funded (Fiscal Year 2018–19)

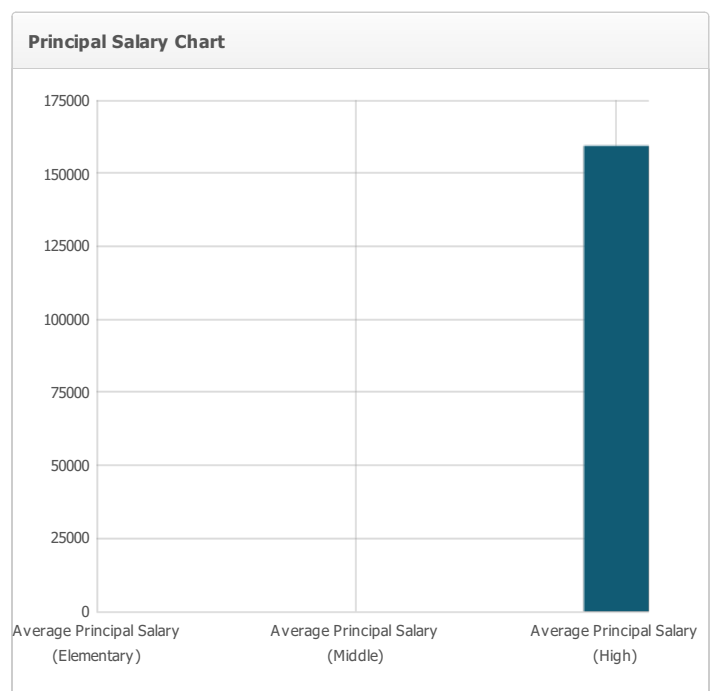
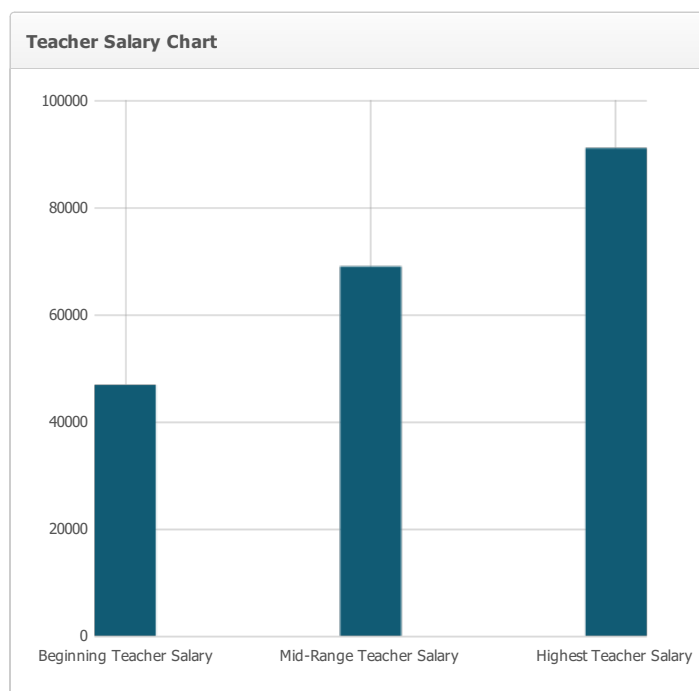
Edmentum Supplemental Courseware and Assessment Program
 Core Curriculum and materials/supplies
 Parental Involvement
 Professional Development
 Summer School
 Mental Health Clinicians
 Truancy Task Force
 Positive Behavior Intervention Services
 Restorative Practices

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,850	--
Mid-Range Teacher Salary	\$68,956	--
Highest Teacher Salary	\$91,062	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$159,378	--
Superintendent Salary	\$235,000	--
Percent of Budget for Teacher Salaries	23.89%	34.00%
Percent of Budget for Administrative Salaries	14.90%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/2/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	44	118	104