

South County Consortium

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	South County Consortium
Street	200 Douglas St.
City, State, Zip	Petaluma, Ca, 94952-2567
Phone Number	707-778-4641
Principal	Melinda K. Susan
Email Address	msusan@petk12.org
School Website	www.petalumacityschools.org
Grade Span	P-12
County-District-School (CDS) Code	49708540132357

2025-26 District Contact Information

District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

The South County Consortium (SoCC) consists of the nine school districts in Petaluma (Petaluma Elementary and Secondary, Old Adobe, Waugh, Cinnabar, Two Rock, Wilmar, Dunham, and Two Rock). There are two programs: non-intensive preschool program and the preschool-high school intensive program. The non-intensive preschool program includes services for students aged 3-5 whose primary disability is speech and language impairment. The array of services includes speech and language therapy only, speech and language and occupational therapy, STRETCH program (4 days a week, for either 1.25 or 2 hours, and includes speech therapy, occupational therapy, and specialized academic instruction). The SoCC preschool to high school program is for students with moderate to severe disabilities/extensive support needs. They receive the majority of their instruction in special day classes on various campuses in Petaluma. All additional services are provided within the class. The Lifeskills classes are heterogeneous and include students with autism, intellectual disabilities, orthopedic impairment, and significant speech and language impairment. The therapeutic support program (TSP) is for students with social/emotional disabilities and behavior dysregulation.

The mission of the South County Consortium is to support school districts and families in Petaluma and surrounding areas by providing highly specialized programs for students in preschool through high school in their own communities. We support our students by providing integrative, individualized and strength based programs that foster communication, critical thinking, and technology skills. In collaboration with school teams, families, and community we assist students in gaining independence, achievement, and skills for becoming positive members of the community.

The 2024/2025 goals of the SoCC are to continue to increase integration/inclusion opportunities, continue to strengthen early intervention, and increase technology opportunities to increase learning and engagement. Additionally, the SoCC is working to decrease suspension rates, improve state testing scores, and reduce chronic absenteeism.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	7
Grade 1	12
Grade 2	10
Grade 3	6
Grade 4	8
Grade 5	10
Grade 6	5
Grade 7	7
Grade 8	6
Grade 9	14
Grade 10	13
Grade 11	9
Grade 12	22
Total Enrollment	129

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	20.2
Male	79.1
Non-Binary	0.8
American Indian or Alaska Native	1.6
Asian	3.9
Black or African American	2.3
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	1.6
Two or More Races	3.9
White	56.6
English Learners	7
Foster Youth	0.8
Homeless	0.8
Migrant	1.6
Socioeconomically Disadvantaged	51.9
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)	11.2	53.03	119.9	87.63	234405.2	84
Intern Credential Holders Properly Assigned	1	4.7	2	1.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.9	32.83	9.6	7.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.73	11953.1	4.28
Unknown/Incomplete/NA	2	9.39	4.2	3.13	15831.9	5.67
Total Teaching Positions	21.2	100	136.8	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)	4.5	27.41	103.8	78.38	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.02	1	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11	66.51	19.6	14.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.51	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.9	4.52	14303.8	5.15
Total Teaching Positions	16.6	100	132.4	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)	7.3	35.24	100.9	75.42	230039.4	100
Intern Credential Holders Properly Assigned	1.2	6.06	2	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	36.49	17.7	13.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	2.99	12112.8	4.34
Unknown/Incomplete/NA	4.5	22.07	9	6.79	13705.8	4.91
Total Teaching Positions	20.8	100	133.7	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	1.00	2	4
Misassignments	5.90	9	3.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.90	11	7.5

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	0
Total Out-of-Field Teachers	0.00	0	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)	85.7	77.7	37.5
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

Year and month in which the data were collected		August, 2024
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	McGraw Hill-School Education, Reading Wonders K-6 McGraw Hill School Education, Studysync, 7-8 Handwriting Without Tears Reading Mastery Accelerated Reader TK-6 Lexia Read 180 Edgenuity Brainpop, Brainpop Jr. Dreambox Learning Raz Plus Learning A-Z Edmark Unique Boom Cards Help Kidz Learn Reading Wonderworks SIPPS Explode the Code, Making Connections Read Naturally IXL	0
Mathematics	McGraw Hill Everyday Math College Preparatory Mathematics, Core Connections, Courses 1-3, Grades 7-8 CPM-high school Freckle Math Dreambox Learning Brainpop, Brainpop Jr. Happy Numbers Raz Plus Unique Learning A-Z Boom Cards Help Kidz Learn	0

	Touch Math IXL	
Science	Twig Education, Twig Science, K-6 integrated Mystery Science McGraw Hill-Inspire TCI Edgenuity Brainpop, Brainpop Jr. Dreambox Learning Unique Boom Cards	
History-Social Science	SAVVA K-5 My World Interactive Teachers' Curriculum Institute, History Alive! CA series 7-8 TCI HMH World National Geographic/Gov HMH American History Pearson: Economics Edgenuity Circles (James Stanfield Co) Success (Attainment) Brainpop, Brainpop Jr. Dreambox Learning Unique News 2 You Young People's History of the United States	0
Foreign Language	Edgenuity	

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

School Facility Conditions and Planned Improvements

Because there is no home school for the South County Consortium and students attend various Petaluma City Schools, we have included the overall FIT Report Results for all schools. SoCC has participated in Williams oversight for the last 3 years and all facilities were noted to be in good standing.

Year and month of the most recent FIT report

August 2024

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:	X			

School Facility Conditions and Planned Improvements				
Structural Damage, Roofs				
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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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)	17	24	47	47	47	48
Mathematics (grades 3-8 and 11)	12	9	42	43	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	55	45	81.82	18.18	26.67
Female	15	13	86.67	13.33	15.38
Male	40	32	80.00	20.00	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	28	23	82.14	17.86	30.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	22	73.33	26.67	31.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	45	81.82	18.18	26.67

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	55	45	81.82	18.18	8.89
Female	15	13	86.67	13.33	0.00
Male	40	32	80.00	20.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	23	82.14	17.86	17.39
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	30	22	73.33	26.67	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	45	81.82	18.18	8.89

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)	18.75	28.57	36.67	33.92	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	42	23	54.76	45.24	21.74
Female	12	8	66.67	33.33	--
Male	30	15	50.00	50.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	7	63.64	36.36	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	12	52.17	47.83	41.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	9	37.50	62.50	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	23	54.76	45.24	21.74

2024-25 Career Technical Education Programs

The students in the TSP program at the high school participate in the workability program and are able to take classes that support careers including Hatchery and other classes that are part of the career technical education (CTE) program (e.g. Digital Design, Culinary). Additionally, all students over the age of 16 must have an individual transition plan. Planning starts much earlier. Goals are developed as part of this plan. The goals are tied to supporting career development. It can include resume writing and academics that are prep for college. Additionally, students are provided with information about the Department of Rehabilitation and disabilities resources at the Santa Rosa Junior College. In the Lifeskills program, students participate in workability. They have a variety of jobs on campus.

Students participate in pedestrian safety activities that support their transition to the district program for 18-22 year olds. Additionally, parents and students are invited to the annual transition fair. The school team also works with the Department of Rehabilitation and North Bay Regional Center to prepare students for independent living and the workforce. Students over 16 have individual transition plans. Goals are developed to prepare them for careers.

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	1.72
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

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 SoCC has an active PTO that communicates through Facebook and Parent Square. There are also SoCC Facebook and Instagram pages. The preschool program hosts monthly parent connection activities for parents and their children. Parents are invited to school performances and field trips. Parents participate in every IEP meeting. Parents are invited to SoCC board meetings and input meetings regarding the SPSA. Teachers communicate with parents on a daily basis via text, email or

2025-26 Opportunities for Parental Involvement

phone. Other parents receive daily updates through reinforcement programs like Class Dojo. There are parent volunteers in the classroom.

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	26.7	36.4	40	26.7	36.4	40	8.2	8.9	8
Graduation Rate	40	27.3	20	40	27.3	20	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	15	3	20.0
Female	--	--	--
Male	13	2	15.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	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	11	1	9.1
English Learners	--	--	--
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	15	3	20.0

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a 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	141	140	66	47.1
Female	35	34	18	52.9
Male	105	105	48	45.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	22	48.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	79	78	34	43.6
English Learners	12	12	6	50.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	80	79	42	53.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	140	139	65	46.8

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
15.52	15.48	9.22	2.45	2.66	2.23	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	9.22	0.00
Female	5.71	0.00
Male	10.48	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.13	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.57	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

The SoCC classes are all part of the school safety plan on the host site. Teachers participate in trainings and information sessions on their school sites.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	6	0	0
Other	8	6	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	0	0	0	0
Other	8	7	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
1	4	1		
Other	9	6		

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	3	13	0	0
Mathematics	3	11	0	0
Science	3	9	0	0
Social Science	5	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	3	16		
Mathematics	3	10		
Science	3	8		
Social Science	5	5		

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	3	19		
Mathematics	3	16		
Science	7	3		
Social Science	4	9		

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	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.7

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	42759.17	44943.23	2184.07	78695
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-111.4	-9.2
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-132.6	

Fiscal Year 2024-25 Types of Services Funded

In the non-intensive preschool program, services include speech and language therapy and occupational therapy. There is a STRETCH program that includes speech, occupational therapy, and specialized academic instruction. Some students have vision and hearing services.

All of the students in the preschool-high school program are in special day classes. Based on their Individualized Education Plan, students have a variety of services including specialized academic instruction, speech and language services, occupational therapy, physical therapy, adapted physical education, nursing service, vision and hearing services, deaf and hard of hearing services, and counseling.

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

Six professional development days have been built into the work year calendar for 2023-2024 with some PD designated as a site specific PD opportunity. The professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included culturally responsive pedagogy, campus culture, site-level collaboration/reflection, and calming the anxious mind and body. SoCC also provided highly tailored trainings on positive behavior interventions. Instructional assistants have training monthly. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.

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	6	6	