Stockton Educational Center
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	5930 N. Sky Rd Lodi, CA, 95240-9599	**Principal:**	Jerry D. Willis
Phone Number:	(209) 466-1627	**Grade Span:**	K-12

As Partners 1st 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. Parents and guardians can use the information in the SARC to make informed decisions about their child's education. For more information about the California School Dashboard (Dashboard) or how to read and understand your school's data and performance, please visit the Dashboard at https://www.caschooldashboard.org/ which displays the data in a manner that is easy to read and understand. The Dashboard also shows how your school and its student groups are performing on the state and local level, and which student groups, specific grade levels, and 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 Code of Regulations, Title 5, Education, Division 1, Chapter 1, Subchapter 2.
- For more information about the CDE's efforts to collect and report the SARC, see the CDE's SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- 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, county, and state. 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, schools, and student groups are performing on state and local indicators included in the Dashboard. The Dashboard is designed to assist LEAs, schools, and student groups to see at a glance what they are doing well, where they need to make improvements, and where they need to focus their attention.

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 a workstation may be used per session, internet websites being accessed, and types of uses (e.g., downloading or streaming of Internet materials, efficiency, etc. the ability to print documents).

Admission Requirements for the University of California (UC)

Admission requirements for the University of California are set by the University of California Regents. For students who meet the four-year eligibility of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are prepared academically to succeed at the UC. For more information about UC admission requirements, please visit the UC Admissions website at http://admissions.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the California State University (CSU) is measured by course completion, GPA, and CSU Entrance Exam. To be eligible for admission to the CSU, students must complete 15 high school course subjects that include the following: 4 years of English, 3 years of mathematics, 2 years of social studies, 2 years of science, 1 year of visual and performing arts, 2 years of a single foreign language, and 1 year of a college preparatory elective. Students must also complete 4 years of college preparatory English and mathematics courses, and 2 years of college preparatory science courses, to be eligible for admission to the CSU. These requirements are designed to ensure that all eligible students are prepared academically to succeed at the CSU. For more information about CSU admission requirements, please visit the CSU Admissions website at https://www.calstate.edu/apply/index.aspx.

About This School

Jerry D Willis
Principal, Stockton Educational Center

"I hope each of you has a wonderful and meaningful summer break, filled with time to recharge, reflect, and reconnect with what matters most. As we open our doors to a brand new school year, I want to extend my heartfelt appreciation to every member of our school community for your ongoing support, collaboration, and dedication to our shared mission.

We are excited to begin this school year with renewed energy and purpose, building from the same mission that guided us all day in-person learning in each student's educational journey and beyond. Our commitment remains strong: to provide a safe, supportive, and inclusive environment where students can thrive academically, socially, and emotionally. We look forward to welcoming our students back to campus and continuing the work we have begun together.

From our current and new students, our goal as always is to provide a welcoming and supportive environment where all students feel safe and ready to succeed. Each student brings unique strengths and talents, and our role as educators is helping every student find the tools they need to thrive. At the heart of our mission is the belief that every student can succeed through individualized instruction, collaborative teaching, and strong school-to-home partnerships.

As we prepare for the year ahead, I want to thank our staff for their dedication and preparation to welcome back each student to success, and we truly value the trust you place in us to partner with you in your child's education. Together, we can create a school community that supports, challenges, and prepares our students for a bright future.

To our dedicated staff, teachers, and service providers: thank you for your hard work and commitment to excellence. It is because of your contributions that we continue to build a strong, inclusive, and supportive school community.

This school year, we celebrate our commitment to bringing learning, joy, celebrating behavior growth, and prepared by students for successful, fulfilling futures.

Contact
Stockton Educational Center
5930 N. Sky Rd
Lodi, CA 95240-9599

Phone: (209) 466-1627
Email: jwillis@stockton.org

About the School

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)	
District Name:	Stockton Educational Center
Phone Number:	(209) 466-1627
Superintendent:	Jerry D. Willis
Email Address:	jerrywillis@stockton.org
Website:	www.SkedLog.org

School Contact Information (School Year 2025–26)	
School Name:	Stockton Educational Center
District:	5930 N. Sky Rd
Street Address:	Lodi, CA 95240-9599
Phone Number:	(209) 466-1627
Principal:	Jerry D. Willis
Email Address:	jerrywillis@stockton.org
Website:	www.SkedLog.org
Grades Served:	K-12
Charter Number (Only Charter Schools):	0466780101880

Contact
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Contact Information (School Year 2025–26)

School Description and Mission Statement (School Year 2025–26)

Stockton Educational Center (SEC) is a nonprofit, non-sectarian, independent study charter school serving students with a wide range of disabilities at the mild, moderate, and severe levels. We provide specialized instruction for students ages 5 through 22, in grades Kindergarten through 12, including transitional adult program. Our student population consists of students with Autism Spectrum Disorder, Speech and Language Impairment, Intellectual Disabilities, Traumatic Brain Injury, Deaf-Blindness, Deafness, Hearing Impairment, Orthopedic Impairment, and Other Health Impairment.

Our classrooms are intentionally structured but not only to provide level, but also to students' social-emotional and functional needs to ensure instruction is individualized and meaningful. Our instructional approach integrates evidence-based practices including structured teaching, visual supports, behavioral supports, and data-driven instruction. Instruction is delivered across settings, including classroom-based instruction, community-based instruction, and independent living skills instruction. Students receive support through speech and language services, occupational therapy, and other related services as mandated by their IEPs.

Our mission is to prepare students for independent living and employment in conjunction with state adopted Common Core aligned instructional materials. In addition to core academics, students participate in extensive vocational training, including work experience, job shadowing, and skills development in areas such as customer service, hospitality, and retail environments.

Our vision is to provide a supportive, inclusive, and individualized learning environment where students with disabilities are empowered through structured lessons and modeling. Our multidisciplinary team of teachers, counselors, and therapists, alongside dedicated paraprofessionals, and community partners is ensure a collaborative and student-centered approach to success.

Our school is currently in year 6 seeking Community Based Instruction (CBI). These structured settings provide students with hands-on opportunities to practice functional academics, vocational skills, personal care routines, and independent living skills in authentic community environments. Our CBI program is designed to bridge classroom learning with real-world experiences, ensuring students can generalize skills across various settings, such as workplaces, public transportation, and community facilities, and strengthen self-advocacy skills.

Our CBI program includes a variety of community-based instructional settings, including, but not limited to, supermarkets, convenience stores, gas stations, and other retail environments, community-based worksites, and community-based day programs. For our older students, we also offer transition services through partnerships with local community colleges and business offices that prepare them for postsecondary education, vocational training, and employment opportunities. Our goal is to ensure students are not only prepared for academic success but also equipped with the skills and confidence to navigate their communities independently and access to their community resources. Our goal is to empower students with the knowledge, skills, and functional skills necessary to lead an independent and fulfilling life as possible beyond the classroom."

SEC Mission and Vision Statement

We will identify, pursue and manage wise the community of students with special needs beginning at kindergarten serving students K-12th grade students as well as adult day programs.

Our vision is to be the fundamental source for the community and to be the hearts and minds of our students so that we can work across their bridge as education and conform students to the individual needs and goals of our students so they can reach their individual highest level of success.

Student Enrollment by Grade Level (School Year 2024–25)

We also had additional Transitional students (TK).

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	1
Grade 8	1
Grade 9	4
Grade 10	4
Grade 11	2
Total Enrollment	22

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	23.00%
Male	77.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.00%
Black or African American	23.00%
Filipino	0.00%
Hispanic or Latino	36.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	17.00%
White	19.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.00%
Foster Youth	8.00%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	28.00%
Students with Disabilities	100.00%

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 Preparation and Placement (School Year 2021–22)

SEC has the following positions for the 2021-22 school year (reflects data from 10-15 days into the school year).

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed for Subject and Student Population (properly assigned)	7	87.5%	367.00	50.00%	229,616.00	84.00%
Intern Credential Holders Properly Assigned	0	0.0%	61.00	5.41%	440.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.0%	74.00	4.31%	1,501.00	4.00%
Credentialed Teachers Assigned Out of Field ("out of field" under ESSA)	0	0.0%	31.00	1.00%	1,003.00	0.50%
Unknowns(teachers)/NTA	1	12.5%	157.70	12.47%	1,901.60	5.00%
Total Teaching Positions	8	100%	690.70	100.00%	278,461.60	100.00%

Note: The data in the table located in item item item

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8, and high school)	--	--	52.86%	54.20%	30.72%	32.52%

Note: Science test results include the CAST and the Can-Do Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded standard on the CAST and Can-Do Science tests and dividing it by the total number of students who participated in a science assessment.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	25	47%	53%	52%
Female	13	7	54%	46%	57%
Male	40	17	42%	58%	--
American Indian or Alaska Native	0	0	0%	0%	--
Asian	4	0	0%	100%	--
Black or African American	23	9	39%	78%	--
Filipino	1	0	0%	100%	--
Hispanic or Latino	38	19	50%	50%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	--
Two or More Races	17	3	18%	82%	--
White	16	7	44%	56%	--
English Learners	13	4	31%	69%	--
Foster Youth	0	0	0%	0%	--
Homeless	2	0	0%	100%	--
Military	2	0	0%	100%	--
Socioeconomically Disadvantaged	35	15	44%	56%	--
Students Receiving Migrant Education Services	0	0	0%	0%	--
Students with Disabilities	12	3	25%	75%	--

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.

Career Technical Education (CTE) Programs (School Year 2023-24)

At Stockton Unified School District (SUSD), our mission is to prepare students for thriving careers in independence across essential life domains. We are committed to building the skills, confidence, and resilience necessary for students to successfully navigate academic, vocational, and personal responsibilities. Through individualized support and real-world learning opportunities, we empower our students to become productive, engaged, and resilient members of their communities.

At Stockton Unified Career, we implement Career Technical Education (CTE) through our Transitional Adult Program which emphasizes hands-on, community-based learning experiences that equip students with practical skills and confidence for independent living and employment. Our program focuses on essential independent living competencies, including money management, budgeting, time management, self-advocacy, and responsibility, and task completion. By actively engaging in authentic community experiences, students build the confidence and skills necessary for independent living and workplace readiness.

Students also participate in unified sports activities, where they develop foundational coaching technique, teamwork, leadership, and positive practice, and final preparation skills. These lessons extend beyond vocational exposure by integrating core academic concepts such as math, reading comprehension, and sequencing, allowing students to apply foundational skills in meaningful, real-world contexts.

Understanding that each student has individualized goals and needs, our program offers personalized support and flexible pathways to ensure each student accesses meaningful vocational opportunities. Supports may include visual schedules, assistive technology, communication devices, task analysis, and modified expectations, accommodations are tailored to maximize each student's strengths and ensure meaningful participation. Our program also emphasizes collaboration with families and community partners, fostering a supportive ecosystem that extends learning beyond the classroom.

As part of our comprehensive transition services, students are introduced to post-secondary pathways, including local community college and vocational training opportunities, ensuring a smooth transition from school to adulthood. Our program prepares students for independent living and lifelong learning by providing high-quality, student-centered, and community-based instruction that promotes independence, confidence, and long-term success.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Our student population receives a strong emphasis on functional academics and structured social-behavioral training. While many students demonstrate the cognitive ability to pursue UC/CSU-aligned coursework, our current instructional focus remains centered on foundational skills, independent living competencies, and vocational readiness. Students are receiving instruction in core subjects such as English, mathematics, science, and social studies, with a strong emphasis on functional academics, self-advocacy, emotional regulation, and professional conduct. Ongoing behavioral supports, structured check-ins, and individualized accommodations ensure that students not only access rigorous grade-level content but also build the essential foundational skills and behaviors that support long-term success.

UC/CSU Course Course Measure	Percent
2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Physical Education Class Participation Rate (School Year 2023-24)

Grade Level	Percent of Students Participating in Physical Education
9	--
10	--
11	--
12	--

Note: The administration of the PFT requires only participation rate for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2023-24)

Stockton Unified School District values the vital partnership between the school and families in fostering students' educational growth and personal development.

At Stockton Unified Career, we are committed to building strong partnerships between families and educators, understanding that parental involvement is essential to student success. We actively seek parent input in decision-making processes at the school site and throughout the district, ensuring that families have a voice in their child's education. Through welcoming and inclusive practices, we encourage parents to engage in all aspects of their child's education and provide opportunities for meaningful involvement in school activities and decision-making. We believe that when families are supported and empowered, students thrive academically, socially, and emotionally.

Weekly updates and ongoing communication ensure that parents remain informed and connected to their child's progress.

Parents are encouraged to participate in school events, volunteer opportunities, and parent-teacher conferences to support their child's learning. By offering guidance and fostering a nurturing environment, we aim to create a strong partnership between educators and families to maximize student success.

At Stockton Unified Career, we believe that strong collaboration between educators and families lays the foundation for student achievement, creating a learning environment where every child has the opportunity to thrive.

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
- Chronic Absenteeism

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

At Stockton Unified Career, several of our students have participated in graduation ceremonies at their district schools of residence, where they received a certificate of completion rather than a diploma. This practice reflects the flexible and individualized pathways we offer to ensure students can celebrate their progress in ways that are meaningful to their communities and aligned with their goals.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020-21)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
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	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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/caccgrinfo.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.

Chronic Absenteeism by Student Group (School Year 2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0.00	0.00	0.00	0.0%
Female	0.00	0.00	0.00	0.0%
Male	0.00	0.00	0.00	0.0%
Non-Binary	0.00	0.00	0.00	0.0%
American Indian or Alaska Native	0.00	0.00	0.00	0.0%
Asian	0.00	0.00	0.00	0.0%
Black or African American	0.00	0.00	0.00	0.0%
Filipino	0.00	0.00	0.00	0.0%
Hispanic or Latino	0.00	0.00	0.00	0.0%
Native Hawaiian or Pacific Islander	0.00	0.00	0.00	0.0%
Two or More Races	0.00	0.00	0.00	0.0%
White	0.00	0.00	0.00	0.0%
English Learners	0.00	0.00	0.00	0.0%
Foster Youth	0.00	0.00	0.00	0.0%
Homeless	0.00	0.00	0.00	0.0%
Socioeconomically Disadvantaged	0.00	0.00	0.00	0.0%
Students Receiving Migrant Education Services	0.00	0.00	0.00	0.0%
Students with Disabilities	0.00	0.00	0.00	0.0%

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/caccgrinfo.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.

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 safety and school climate

Suspensions and Expulsions (School Year 2020-21)

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Suspensions	--	--	8.53	5.24	3.47	3.65
Expulsions	--	--	0.00	0.00	0.08	0.07

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.

Suspensions and Expulsions by Student Group (School Year 2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	--	--
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

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.

School Safety Plan (School Year 2024-25)

Stockton Unified School District's comprehensive safety and emergency preparedness plan is designed to ensure the safety and security of students and staff on the school's adaptive safety campus.

Stockton Unified School District is committed to maintaining a safe, healthy, and organized learning and working environment, recognizing that every employee plays a critical role in ensuring their own safety as well as the safety of students, colleagues, and visitors. To uphold workplace safety standards and comply with California law, the District implements a comprehensive Injury and Illness Prevention Program (IIPP) that applies to all employees. The IIPP is a living document that is reviewed annually and updated as needed to incorporate lessons learned from safety drills and real-world incidents.

The safety plan undergoes regular evaluation to ensure its effectiveness, with the most recent review completed in August 2024. This ongoing review process reflects SUSD's commitment to continuous improvement in safety practices and preparedness. The District maintains high standards for emergency preparedness and regularly conducts drills to prepare students and staff for various emergency scenarios, including lockdowns, fires, and natural disasters. These exercises equip employees with the knowledge and skills needed to implement safety protocols consistently and effectively in real-time situations.

In addition to general workplace safety, Stockton Educational Center maintains a structured, school-wide behavioral support plan to foster a positive, safe, and predictable learning environment. The plan includes clear strategies for promoting positive behavior, addressing challenges proactively, and maintaining consistency across all settings. This framework supports both student well-being and staff confidence in managing classroom dynamics and school-wide expectations.

Through the integration of these initiatives, comprehensive safety protocols, ongoing professional development, and behavioral management, Stockton Educational Center demonstrates its dedication to creating a secure, supportive, and well-regulated environment that safeguards the health and well-being of both students and staff.

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 (Elementary) (School Year 2023-24)

At Stockton Educational Center, our 10 students are supported through four classrooms tailored to meet the unique needs of our student population. These classrooms include Kindergarten through 2nd grade, 4th through 6th grade, a high school in young adult class, an adult transitional program, and a middle to high school class designed for higher functioning students. Each classroom is structured to provide targeted academic, social, and functional support aligned to students' developmental and learning levels.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

At Stockton Educational Center, our 10 students are supported through four classrooms tailored to meet the unique needs of our student population. These classrooms include Kindergarten through 2nd grade, 4th through 6th grade, a high school in young adult class, an adult transitional program, and a middle to high school class designed for higher functioning students. Each classroom is structured to provide targeted academic, social, and functional support aligned to students' developmental and learning levels.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023-24)

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

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)

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

*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.

Ratio of Pupils to Academic Counselor (School Year 2024-25)

24:100 (we have an on campus counselor who serves our students needs.)

Title	Ratio
Pupils to Academic Counselor	24:100

* 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.

Student Support Services Staff (School Year 2024-25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	--
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)

Level	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--
District	N/A	N/A	$62,036.00
Percent Difference - School Site and District	N/A	N/A	--
State	N/A	N/A	$74,486.16
Percent Difference - School Site and State	N/A	N/A	--

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

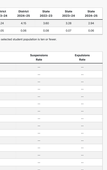
Types of Services Funded (Fiscal Year 2024-25)

Services and supports funded through Educational Services Center include speech therapy, behavior intervention, counseling, and transportation.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$69,960.00	$69,960.00
Mid-Range Teacher Salary	$83,440.00	$89,963.00
Highest Teacher Salary	$109,941.00	$120,664.28
Average Principal Salary (Elementary)	$164,516.00	$174,944.73
Average Principal Salary (Middle)	$0.00	$183,643.08
Average Principal Salary (High)	$183,856.00	$192,576.86
Superintendent Salary	$280,000.00	$323,566.20
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Advanced Placement (AP) Courses (School Year 2024-25)

Click on to access/view information from CDE.

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*

Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

Professional Development

Staff at Stockton Educational Center participate in ongoing professional development to ensure they are equipped to meet the diverse needs of our students. Training covers a range of essential topics, including the duties and responsibilities of educational support professionals, effective behavior management techniques, and appropriate communication strategies. Additionally, staff are trained in targeted strategies and interventions designed to maintain student safety both within the school environment and during transportation. These development opportunities help staff implement best practices consistently, fostering a safe, supportive, and effective learning environment for all students.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15