



Children's Home of Stockton Non-Public School

Address: 430 N. Pilgrim Street
Stockton, CA 95205
Phone: (209) 466-0853

Principal: Michael Dutra
Grade Span: K-12
Fax Number: (209) 466-0946

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

California Department of Education
School Accountability Report Card
Reported Using Data from 2015-16 School Year
Published During 2016-17

About This School

The Children’s Home of Stockton Non-Public School is a private non-profit, non-sectarian special education school certified by the California State Department of Education. Our school operates on a 180-day school year calendar, and offers 20-day extended school year program for qualifying students, based on assessed need. Our program provides an alternative educational environment for students requiring intensive specialized educational and/or socio-emotional programming in a highly structured environment. Our school program is staffed with highly trained Master’s Degree and/or Special Educational Credentialed teachers. Staff members work as a team to provide students with a positive school experience in a comprehensive educational environment. Individualized Educational Plans are utilized to assess, monitor and enhance student academic skills and levels of socio-emotional function, with the goal of their successful return to a public school setting.

District Contact Information (School Year 2016–17)

| | |
|-----------------------|----------------------------------|
| District Name | Stockton Unified School District |
| Phone Number | (209) 933-7120 |
| Superintendent | Julie Penn |
| E-mail Address | N/A |
| Web Site | www.stocktonusd.net |

School Contact Information (School Year 2016–17)

| | |
|--|---|
| School Name | Children’s Home of Stockton Non-Public School |
| Street | 430 N. Pilgrim Street |
| City, State, Zip | Stockton, CA 95205 |
| Phone Number | (209) 466-0853 |
| Principal | Michael Dutra |
| E-mail Address | mdutra@chsstk.org |
| Web Site | www.chsstk.com |
| County-District-School (CDS) Code | 98-68676-7059348 |

School Description and Mission Statement (School Year 2016–17)

“Children’s Home of Stockton gives at-risk youth a chance for a productive life through treatment and education in a safe nurturing environment.”

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 2 |
| Grade 3 | 4 |
| Grade 4 | 5 |
| Grade 5 | 3 |
| Grade 6 | 1 |
| Grade 7 | 6 |
| Grade 8 | 7 |
| Ungraded Elementary | N/A |
| Grade 9 | 12 |
| Grade 10 | 4 |
| Grade 11 | 4 |
| Grade 12 | 13 |
| Ungraded Secondary | N/A |
| Total Enrollment | 61 |

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 25% |
| American Indian or Alaska Native | 1% |
| Asian | 5% |
| Filipino | 0% |
| Hispanic or Latino | 35% |
| Native Hawaiian or Pacific Islander | 0% |
| White | 24% |
| Two or More Races | 8% |
| Socioeconomically Disadvantaged | 100% |
| English Learners | 17% |
| Students with Disabilities | 100% |
| Foster Youth | 31% |

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 2014-15 | School 2015-16 | School 2016-17 | District 2016-17 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 8 | 7 | DPL | DPL |
| Without Full Credential | 0 | 0 | 0 | DPL |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | DPL |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100% | 0% |
| All Schools in District | DPC | DPC |
| High-Poverty Schools in District | DPC | DPC |
| Low-Poverty Schools in District | DPC | DPC |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2016-17)**

Year and month in which the data were collected: February 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------------|---|
| Reading/Language Arts | Holt, Rinehardt and Winston, 2010 | Y | 0% |
| Mathematics | Prentice Hall, 2009 | Y | 0% |
| Science | McDougal Littell, 2008 | Y | 0% |
| History-Social Science | DPL | DPL | DPL |
| Foreign Language | DPL | DPL | DPL |
| Health | DPL | DPL | DPL |
| Visual and Performing Arts | DPL | DPL | DPL |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | DPL |

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

School Facility Conditions and Planned Improvements

Children’s Home of Stockton Non-Public School strongly emphasized on ensuring the safety of all students and staff members. The school maintenance keeps our facility in compliance with the federal and state health and safety regulations. Classrooms, library, multipurpose room, offices, hallways, stairwells, restrooms, and courtyards are in excellent condition.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed.
- Description of any needed maintenance to ensure good repair.
- The year and month in which the data were collected.
- The overall rating.

Year and month of the most recent FIT report: February 2016

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

Year and month of the most recent FIT report: DPL

| Overall Rating | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy (grades 3-8 and 11) | DPC | DPC | DPC | DPC | DPC | DPC |
| Mathematics (grades 3-8 and 11) | DPC | DPC | DPC | DPC | DPC | DPC |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA – Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA – Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA – Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA – Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA – Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Mathematics – Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

Mathematics – Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

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

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.

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

Note: Science test results include California Standards Tests (GSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015–16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|--|-------------------------|---|--|---------------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015–16)

Each student in placement at the Children’s Home of Stockton Non-Public School is provided with training in daily living skills, as well as vocational education and training as appropriate to their age and assessed needs. Students are given interest and aptitude tests in the NPS program, and have the opportunity to attend emancipation workshops in a variety of areas, including Job Search and Interview Skills, Apartment Hunting, Shopping, Money Management and Banking, etc. Opportunities for both on-grounds and community-based employment are provided to students, as well as mandatory savings plan to help emancipating students prepare for their eventual independence.

Career Technical Education Participation (School Year 2015–16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | N/A |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 100% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission | N/A |
| 2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission | N/A |

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.

California Physical Fitness Test Results (School Year 2015–16)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | DPC | DPC | DPC |
| 7 | DPC | DPC | DPC |
| 9 | DPC | DPC | DPC |

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2016–17)

Parental involvement opportunities are available to all our student's parents in both English and Spanish. Parents and guardian are notified through daily point sheets that include the student class schedule, behavior goals and feedback information from the teacher. Parents and guardian are kept informed through phone calls or email system. We encourage and invite all parents and guardian to be active in their child's education. Parents and guardian are included in periodic and annual improvement process to help ensure the educational and behavioral goal are met for each student.

State Priority: Pupil Engagement

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 | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| Graduation Rate | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

| Student Group | School | District | State |
|--|--------|----------|-------|
| All Students | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC |
| White | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC |

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 | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 24 | 27 | 20 | DPC | DPC | DPC | DPC | DPC | DPC |
| Expulsions | 0 | 1 | 0 | DPC | DPC | DPC | DPC | DPC | DPC |

School Safety Plan (School Year 2016-17)

Children’s Home of Stockton Non-Public School has a Disaster Plan policy in place to ensure the safety and wellbeing of all students and staff members. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff members are trained in emergency procedure, including evacuation routes and safety checks.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | N/A | DPC |
| First Year of Program Improvement | N/A | DPC |
| Year in Program Improvement | N/A | DPC |
| Number of Schools Currently in Program Improvement | N/A | DPC |
| Percent of Schools Currently in Program Improvement | N/A | DPC |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2013-14 Number of Classes* | | | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | |
|--------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 12 | N/A | N/A | N/A | 12 | 0 | N/A | N/A | DPC | | N/A | N/A |
| 1 | 12 | N/A | N/A | N/A | 12 | 0 | N/A | N/A | DPC | | N/A | N/A |
| 2 | 12 | N/A | N/A | N/A | 12 | 2 | N/A | N/A | DPC | | N/A | N/A |
| 3 | 12 | N/A | N/A | N/A | 12 | 3 | N/A | N/A | DPC | | N/A | N/A |
| 4 | 12 | N/A | N/A | N/A | 12 | 1 | N/A | N/A | DPC | | N/A | N/A |
| 5 | 12 | N/A | N/A | N/A | 12 | 1 | N/A | N/A | DPC | | N/A | N/A |
| 6 | 12 | N/A | N/A | N/A | 12 | 6 | N/A | N/A | DPC | | N/A | N/A |
| Other | DPC | N/A | N/A | N/A | 12 | N/A | N/A | N/A | DPC | | N/A | N/A |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2013-14 Number of Classes* | | | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | |
|-----------------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 12 | Max | N/A | N/A | 12 | 12 | N/A | N/A | 12 | Max | N/A | N/A |
| Mathematics | 12 | Max | N/A | N/A | 12 | 12 | N/A | N/A | 12 | Max | N/A | N/A |
| Science | 12 | Max | N/A | N/A | 12 | 12 | N/A | N/A | 12 | Max | N/A | N/A |
| Social Science | 12 | Max | N/A | N/A | 12 | 12 | N/A | N/A | 12 | Max | N/A | N/A |

* 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.

Academic Counselors and Other Support Staff (School Year 2015–16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | N/A | N/A |
| Counselor (Social/Behavioral or Career Development) | N/A | N/A |
| Library Media Teacher (librarian) | N/A | N/A |
| Library Media Services Staff (paraprofessional) | N/A | N/A |
| Psychologist | N/A | N/A |
| Social Worker | N/A | N/A |
| Nurse | N/A | N/A |
| Speech/Language/Hearing Specialist | N/A | N/A |
| Resource Specialist (non-teaching) | N/A | N/A |
| Other | N/A | N/A |

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$28,247 | DPL | DPL | \$41,619 |
| District | N/A | N/A | DPL | DPC |
| Percent Difference – School Site and District | N/A | N/A | DPL | DPL |
| State | N/A | N/A | DPC | DPC |
| Percent Difference – School Site and State | N/A | N/A | DPL | DPL |

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

Types of Services Funded (Fiscal Year 2015–16)

Children’s Home of Stockton Non-Public School programs offers comprehensive services including speech and language, student transportation, behavior intervention case management, behavior modification point/level system, individual/group/family therapy, psychiatric services and medication monitoring, comprehensive case management, one-on-one behavioral aide (when required by IEP) transitional/vocational program and after-school tutoring program.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

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

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

Advanced Placement (AP) Courses (School Year 2015–16)

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

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

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

Professional Development

Children's Home of Stockton Non-Public School provides annual training to all staff members e.g. First Aid & CPR, Driver's Safety, Crisis Prevention Intervention, etc. The training provided allows administrator, teachers, and other staff members to become highly skilled at providing quality leadership, instruction and support to the students. Staff members have the opportunity in a variety of district sponsored professional development. We strongly believe effective professional growth increases overall student achievements.