

# School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education



**Address:** 4027 Normal St., San Diego, CA, 92103-2617 **Phone:** 619-296-2135

**Principal:** May Padilla

**Grade Span:** K-12

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/sar/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

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

## 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.

### **Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college coursework, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### **Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## About This School

**Table 1: District Contact Information (School Year 2025–26)**

Entity	Contact Information
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	619-725-5506
<b>Superintendent</b>	Fabiola Bagula
<b>Email Address</b>	<a href="mailto:fbagula@sandi.net">fbagula@sandi.net</a>
<b>Website</b>	<a href="http://www.sandiegounified.org">www.sandiegounified.org</a>

**Table 2: School Contact Information (School Year 2025–26)**

Entity	Contact Information
<b>School Name</b>	Aseltine School
<b>Street</b>	4027 Normal St.
<b>City, State, Zip</b>	San Diego, CA, 92103-2617
<b>Phone Number</b>	619-296-2135
<b>Principal</b>	Florida (May) Padilla
<b>Email Address</b>	<a href="mailto:mpadilla@aseltine.org">mpadilla@aseltine.org</a>
<b>Website</b>	<a href="http://www.aseltine.org">www.aseltine.org</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	37-68338-6975270

**Table 3: School Description and Mission Statement (School Year 2025–26)**

Aseltine School is a California Department of Education–certified Nonpublic School (NPS) that has provided special education services to students in San Diego County for 57 years. The school is approved to serve students with disabilities whose educational needs cannot be met within a public school setting. Aseltine School is committed to providing educational programs and related services designed to support students in accessing their education and making meaningful educational progress.

Aseltine School maintains a learning environment that supports cultural pluralism and reflects respect for the diversity of students, families, and communities within the San Diego region. Instructional practices are grounded in respect for individual student differences, including learning styles, disabilities, and social-emotional needs. Educational programming is structured to be developmentally appropriate, engaging, and aligned with students' interests, while maintaining high expectations for student participation and growth.



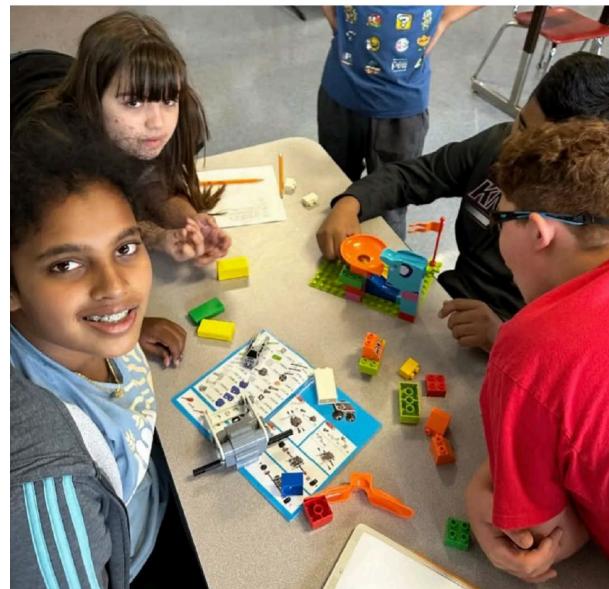
The mission of Aseltine School is to educate and empower students to become critical thinkers and active participants in their learning. The school serves students in grades K–12 who require specialized instruction and supports due to identified disabilities. Instructional programs are designed to address academic, behavioral, social-emotional, and functional skill development in accordance with each student's Individualized Education Program (IEP). Aseltine School provides a comprehensive continuum of special education services to students in grades K–12. Services are delivered in compliance with state and federal special education regulations and are implemented as specified in each student's IEP. Additional supports may be provided based on student need and team determination. All instructional and related services are provided by appropriately credentialed and qualified personnel.

Services available at Aseltine School include, but are not limited to: Specialized Academic Instruction; Behavior Intervention Planning and Implementation; Counseling and Guidance Services; Speech and Language Services; Occupational Therapy; Vocational Education and Career Development; Intensive Individualized Services; and transportation.



*At Aseltine School, play is part of learning — and belonging.*

*When students are given space to create, confidence takes the lead.*



**Table 4: Student Enrollment by Grade Level (School Year 2024–25)**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	4
Grade 3	2
Grade 4	6
Grade 5	3
Grade 6	7
Grade 7	7
Grade 8	4
Grade 9	0
Grade 10	5
Grade 11	0
Grade 12	0
<b>Total Enrollment</b>	<b>38</b>

**Table 5: Student Enrollment by Student Group (School Year 2024–25)**

Student Group	Percent of Total Enrollment
Female	13%
Male	87%
Non-Binary	N/A
American Indian or Alaska Native	0%
Asian	3%
Black or African American	26%
Filipino	0%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0%
Two or More Races	8%
White	53%
English Learners	5%
Foster Youth	0%
Homeless	3%
Migrant	0%
Socioeconomically Disadvantaged	20%
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.

**Table 6: Teacher Preparation and Placement (School Year 2021–22)**

Authorization/Assignment	School Number	School Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4	100%
<b>Intern Credential Holders Properly Assigned</b>	0	0%
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0%
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0%
<b>Unknown/Incomplete/NA</b>	0	0%
<b>Total Teaching Positions</b>	4	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 the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*At Aseltine School, our staff doesn't just teach — they build trust, safety, and possibility.*



**Table 7: Teacher Preparation and Placement (School Year 2022–23)**

Authorization/Assignment	School Number	School Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3	100%
<b>Intern Credential Holders Properly Assigned</b>	0	0%
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0%
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0%
<b>Unknown/Incomplete/NA</b>	0	0%
<b>Total Teaching Positions</b>	3	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.

**Table 8: Teacher Preparation and Placement (School Year 2023–24)**

Authorization/Assignment	School Number	School Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4	100%
<b>Intern Credential Holders Properly Assigned</b>	0	0%
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0%
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0%
<b>Unknown/Incomplete/NA</b>	0	0%
<b>Total Teaching Positions</b>	4	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.

**Table 9: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)**

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
<b>Permits and Waivers</b>	0	0	0
<b>Misassignments</b>	0	0	0
<b>Vacant Positions</b>	0	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0	0

**Table 10: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)**

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0	0	0
<b>Local Assignment Options</b>	0	0	0
<b>Total Out-of-Field Teachers</b>	0	0	0

**Table 11: Class Assignments**

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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>.

*From following directions to building confidence — today’s lesson is cooking.*



**Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)****Year and month in which the data were collected:** 09/24/25

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	<b>Grades K-5:</b> California Journeys, Houghton Mifflin Harcourt, 2017 <b>Grades 6-8:</b> California Collections, Houghton Mifflin Harcourt, 2017 <b>Grade 9</b> The Tragedy of Romeo and Juliet, Shakespeare, Folger Edition, 2011 The Odyssey, Homer, Fitzgerald Translation, 1998 School Supplemental Curriculum Into Literature, Houghton Mifflin Harcourt, 2022 <b>Grade 10</b> The Tragedy of Macbeth, Shakespeare, Folger Edition, 2013 Night, Wiesel, 2006 School Supplemental Curriculum Into Literature, Houghton Mifflin Harcourt, 2022 <b>Grade 11</b> The Great Gatsby, Fitzgerald, Scribner, 2004 The Crucible, Miller, Penguin, 1982 School Supplemental Curriculum Into Literature, Houghton Mifflin Harcourt, 2022 Vol 1& 2 <b>Grade 12</b> School Supplemental Curriculum Into Literature, Houghton Mifflin Harcourt, 2022 Vol 1& 2	0

<b>Mathematics</b>	<b>Grades K-5:</b> Into Math, Houghton Mifflin Harcourt, 2020 <b>Grades 6-8:</b> Into Math, Houghton Mifflin Harcourt, 2020 Into Algebra, Houghton Mifflin Harcourt, 2020 <b>Integrated Math 1:</b> College Preparatory Mathematics Core Connections Integrated 1 (CPM Educational Program, 2015) <b>Integrated Math 2:</b> College Preparatory Mathematics Core Connections Integrated 2 (CPM Educational Program, 2015) <b>Integrated Math 3:</b> College Preparatory Mathematics Core Connections Integrated 3 (CPM Educational Program, 2015)	0
<b>Science</b>	<b>Grades K-8:</b> CA Inspire Science, 2020 <b>Biology:</b> Biology - Dragonfly, Prentice Hall 2007/8 <b>Earth Science:</b> Inspire Earth Science, McGraw-Hill, 2020 <b>Physics:</b> Foundations of Physics, 2004 <b>Chemistry:</b> Matter and Change, McGraw-Hill, 2007	0
<b>History-Social Science</b>	<b>Grades K-8:</b> IMPACT: California, McGraw-Hill, 2019 <b>Ethics:</b> Stamped: Racism, anti-racism, and you, 2024 <b>World History/Geography:</b> Patterns of Interaction McDougal-Littell, 2006 <b>U.S. History/Government:</b> Macgruder's American Government, Prentice Hall, 2006 <b>Economics:</b> Principles in Action Pearson Prentice Hall 2006	0
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	<b>Grades K-5:</b> Harcourt Health and Fitness, Hart School Publishers, 2002 <b>Grades 6-8:</b> Healthy Relationships for Special Needs, Sondoozi, 2013 <b>HS:</b> Comprehensive Health The Goodheart-Wilcox Company, Inc., 2018	0
<b>Visual and Performing Arts</b>	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

- Per ED Code Section 60010, K-8 is aligned with the State Board of California Department of Education
- Per ED Code Section 60010, the High School Curriculum is aligned with the Sweetwater Union High School District and the Vista Unified School District

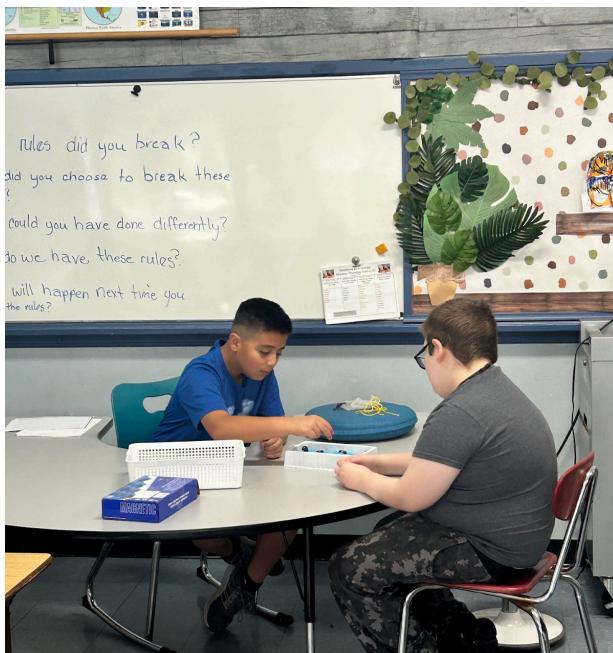
**Table 13: School Facility Conditions and Planned Improvements**  
*required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b)*

Student and staff safety is a priority at Aseltine School. The school maintains a comprehensive School Safety Plan that is developed, reviewed, and updated annually in compliance with California Department of Education (CDE) requirements and applicable provisions of the California Education Code. The School Safety Plan is reviewed with staff and submitted to the county as required.

School facilities are inspected regularly to ensure that the campus is clean, safe, and in good repair, consistent with state facilities standards. Weekly safety and site inspections are conducted by the Operations Coordinator to monitor campus conditions, address maintenance needs, and ensure that school grounds remain secure and operational.

Aseltine School conducts emergency preparedness drills regularly to support student and staff readiness. Fire drills are conducted monthly, and disaster drills are conducted quarterly, in alignment with local school district best practices and state requirements. Drill procedures and emergency response protocols are reviewed periodically and adjusted as needed to reflect campus needs.

The Operations Coordinator completes monthly facility and safety assessments and coordinates updates to the School Safety Plan as necessary to address changing conditions, ensure continued compliance with state standards, and promote a safe learning environment for all students and staff.



*Here, students are seen, supported, and challenged to become their best selves. Progress isn't rushed — it's celebrated.*

**Table 14: 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 8/8/25**

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

### Overall Facility Rate

**Year and month of the most recent FIT report: 8/8/25**

**Table 15: 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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA 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.

**Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments  
Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	--
<b>Mathematics (grades 3-8 and 11)</b>	--	--

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: 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.

**Table 17: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	38	17	45%	55%	—
<b>Female</b>	--	--	--	--	--
<b>Male</b>	33	17	52%	—	
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	38	17	45%	55%	—

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

**Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	38	17	45%	55%	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	33	17	52%	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	38	17	45%	55%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

**Table 19: CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and High School**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25
<b>Science (grades 5, 8 and high school)</b>	--	--

Note: 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.

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.



*Small steps forward,  
meaningful progress every  
day.*

**Table 20: CAASPP Test Results in Science by Student Group****Grades Five, Eight, and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	38	17	45%	55%	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	33	17	52%		
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	38	17	45%	55%	--

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.



*Building skills, confidence, and connection.*

**Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)**

*At Aseltine School, every student has a voice—sometimes it's musical.*

Aseltine School provides students with access to coursework required for a high school diploma, as determined by the graduation requirements of each student's district of residence. In addition to supporting diploma attainment, the school places a strong emphasis on preparing students to successfully transition to a less restrictive educational environment (LRE). Instructional programming, behavioral supports, and transition services are intentionally designed to build the academic, social-emotional, and functional skills necessary for students to return to public school or other less restrictive settings when appropriate. During the 2024–2025 school year (July 1, 2024, through June 30, 2025), approximately 21 percent of students who regularly attended successfully transitioned to a public school placement and/or a less restrictive environment.

Prevocational training is a core component of Aseltine School's instructional and transition framework and is integrated across academic and elective programming. These services are designed to support students in developing foundational employability skills that are essential for success in school, work, and community settings. Instruction focuses on attendance, task completion, following directions, time management, self-regulation, collaboration, and appropriate workplace behaviors—skills that directly support students' readiness to function in less restrictive environments.

Aseltine School provides vocational training and transition services aligned with each student's Individualized Education Program (IEP) and Individualized Transition Plan (ITP), as applicable. Students participate in structured electives and community-based instructional activities that emphasize job readiness, responsibility, self-advocacy, and independence. These experiences are intentionally scaffolded to increase expectations, promote autonomy, and support successful transitions beyond the nonpublic school setting.

As part of its transition programming, Aseltine School offers a Culinary Arts Program and community-based instruction opportunities. The Culinary Arts Program provides students with hands-on training in healthy meal planning, food preparation, food safety, inventory management, and basic financial literacy. Students also develop applied academic skills, problem-solving abilities, customer service practices, dependability, and basic accounting concepts. Through these experiences, students gain real-world work exposure, build confidence, and develop a strong work ethic.



Prevocational and vocational training at Aseltine School supports students in making meaningful connections between academic instruction and real-world expectations. These programs play a critical role in improving student engagement, attendance, and functional skill development, all of which are essential to successful transition to a less restrictive environment and post-school outcomes.

**Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)**

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	--
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	--
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	--

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.

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)**

UC/CSU Course Measure	Percent
<b>Pupils Enrolled in Courses Required for UC/CSU Admission</b>	--
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	--

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: 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

**Table 24: California Physical Fitness Test Results (School Year 2024–25)**  
**Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: The administration of the PFT requires only participation results 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.

**Table 25: Opportunities for Parental Involvement (School Year 2025–26)**

Aseltine School is committed to maintaining ongoing communication and meaningful collaboration with parents and guardians as essential partners in their children's education. The school recognizes that student success is maximized when families and educators work together to support academic, behavioral, and social-emotional growth. Opportunities for parent and guardian involvement are intentionally embedded throughout the school year and include participation in parent conferences and meetings, the IEP process, seasonal and special events, community outreach activities, home visits, telephone communication, access to the school website, and weekly progress reports provided via email or sent home with students.

Parents and guardians are also provided with regular and, when needed, daily access to Aseltine School staff through Google Meet, daily communication logs, email, and text messaging. This consistent two-way communication strengthens the connection between school and home and allows for timely collaboration around student needs and progress.

Aseltine School believes that educating students is a shared responsibility and that strong family engagement plays a critical role in supporting positive student outcomes. This collaborative partnership—rooted in the understanding that “it takes a village”—has been essential in promoting academic achievement, behavioral growth, and social-emotional well-being for students and the broader Aseltine community.

## State Priority: Pupil Engagement

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

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

**Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)**

Indicator	School 2022–23	School 2023–24	School 2024–25
<b>Graduation Rate</b>	--	--	--
<b>Dropout Rate</b>	--	--	--

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.



*Growing social skills, confidence, and joy — one play break at a time.*

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2024–25)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	--	--	--
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

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.



*At Asetine School, reading is more than words — it's connection, curiosity, and confidence.*

**Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	38	--	--	--
<b>Female</b>	--	--	--	--
<b>Male</b>	33	--	--	--
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	38	--	--	--

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 sense of safety

**Table 29: Suspensions and Expulsions**

Rate	School 2022–23	School 2023–24	School 2024–25
<b>Suspensions</b>	8	5	0
<b>Expulsions</b>	--	--	--

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.

**Table 30: Suspensions and Expulsions by Student Group (School Year 2024–25)**

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

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.



*Inclusive support creates exceptional outcomes.*

**Table 31: School Safety Plan (School Year 2025–26)**

<p>At Aseltine School, student safety and well-being are foundational to all school operations. The school maintains a comprehensive School Safety Plan that is developed, implemented, and updated annually in compliance with California Department of Education (CDE) requirements and California Education Code Section 35294. The plan is submitted to the county as required and is designed to prioritize student safety while supporting positive, developmentally appropriate responses to student needs.</p> <p>The School Safety Plan includes a Suicide Prevention Plan, an Active Shooter Response Plan, and disciplinary practices that exceed the requirements outlined in Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 25 of the Education Code. Safety and behavior policies are grounded in trauma-informed, student-centered practices that emphasize prevention, de-escalation, and instructional responses over reactive or punitive measures.</p> <p>To ensure effective implementation, all staff participate in required safety, crisis response, and student support trainings annually and within 30 days of employment. In addition, staff engage in bi-monthly supplemental professional development focused on trauma-informed care, crisis prevention, de-escalation strategies, and proactive behavioral supports. These ongoing training initiatives reinforce a consistent, student-first approach across the campus.</p> <p>As a result of this emphasis on proactive and supportive practices, Aseltine School has experienced measurable improvements in student outcomes. These efforts have yielded positive results. There has been a significant decrease in suspensions in the last 3 years, decreasing by more than 60% each passing. As a result of our ongoing initiatives, there were 0 school suspensions in 2024-2025.</p> <p>Effective July 2024, the School Safety Plan was expanded to include a Workplace Violence Prevention Plan in compliance with California Senate Bill 553 (SB 553). This plan focuses on reducing the risk of violent incidents, clearly defining response procedures, and fostering a school culture rooted in safety, respect, and shared responsibility.</p> <p>In addition to policy implementation and staff training, ongoing campus safety monitoring is conducted. Weekly safety and site inspections are completed by the Operations Coordinator to ensure that school grounds remain secure and well-maintained. Monthly fire drills and quarterly disaster drills are conducted in alignment with state requirements and local school district best practices. The Operations Coordinator conducts monthly facility and safety assessments and updates the School Safety Plan as needed to address changing campus conditions and maintain compliance.</p>
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**School Safety Behavior Program (School Year 2025-2026)**

At Aseltine School, instructional and behavioral practices are intentionally aligned with Social-Emotional Learning (SEL) competencies to support students in becoming self-aware, reflective, and effective self-advocates. Students and staff work collaboratively as partners in the learning process, with an emphasis on helping students understand their emotions, behaviors, and decision-making patterns. Rather

than directing behavior through compliance-based approaches, staff guide students in developing the skills needed to make thoughtful, responsible choices that support both personal growth and academic success.

Aseltine School recognizes that many students bring prior educational experiences that have impacted their confidence, trust, and engagement in learning. These experiences are acknowledged within a supportive and trauma-informed framework; however, students are also taught accountability and responsibility for their actions. Through structured reflection, students build self-awareness and self-management skills by examining their behaviors, understanding consequences, and identifying strategies that align with their personal goals and Individualized Education Program (IEP) objectives.

SEL principles are embedded throughout all aspects of the Aseltine program, with a strong emphasis on responsible decision-making, social awareness, and relationship skills. For students who experience challenges resolving conflicts within the classroom setting, the Conflict Resolution Program provides structured opportunities to strengthen these competencies. Students are supported in identifying the root causes of conflict, regulating emotional responses, and engaging in problem-solving that promotes accountability, empathy, and community responsibility.

Within the Conflict Resolution Program, students are guided to reflect on their actions through multiple SEL-aligned perspectives, including:

- **Self-Awareness:** How do emotions, thoughts, and past experiences influence behavior?
- **Self-Management:** What strategies can be used to regulate responses and maintain focus?
- **Social Awareness:** How does the behavior affect peers, staff, and the broader school community?
- **Relationship Skills:** How can communication, empathy, and cooperation improve outcomes?
- **Responsible Decision-Making:** Does the behavior support long-term goals, including academic progress and transition to a less restrictive environment?

By engaging students as active thinkers and problem-solvers, Aseltine School supports the development of confidence, resilience, and self-advocacy. Students learn to move from reactive responses to reflective practices, applying critical thinking and emotional regulation skills across academic, social, and real-world situations.

The overarching goal of the Aseltine program is to equip students with the social-emotional competencies necessary for success in school, work, and community settings. Through consistent instruction, reflection, and practice, students strengthen coping skills, communication, and problem-solving abilities, develop a positive sense of identity and empowerment, and increase their readiness for independent decision-making and lifelong learning.

## 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.

**Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A
<b>Other**</b>	12	1.5	0	0

\*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A
<b>Other**</b>	12	1.5	0	0

\*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A
<b>Other**</b>	12	2	0	0

\*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.

**Table 35: 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+
<b>English Language Arts</b>	12	1	0	0
<b>Mathematics</b>	12	1	0	0
<b>Science</b>	12	1	0	0
<b>Social Science</b>	12	1	0	0

\*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.



*At Aseltine, students can practice independence, focus, and follow-through.*

**Table 36: 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	12	1	0	0
Mathematics	12	1	0	0
Science	12	1	0	0
Social Science	12	1	0	0

\*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2024–25)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	1	0	0
Mathematics	12	1	0	0
Science	12	1	0	0
Social Science	12	1	0	0

\*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.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)**

Title	Ratio
Pupils to Academic Counselor*	1:38

\*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.

**Table 39: Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	1
<b>Other**</b>	3

\*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.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

Level	Total Expenditures Per Pupil	Average Teacher Salary
<b>School Site</b>	\$46,830.60	\$97,652.50
<b>District</b>	\$10,770.62	\$99,546

**Table 41: Types of Services Funded (Fiscal Year 2024–25)**

Supportive and related services provided by Aseltine School are extensive. Services are assigned per student's IEP, and some services are provided if students are eligible on an as-needed basis. All services are provided by credentialed and highly qualified staff. Services provided at Aseltine School include: Specialized Academic Instruction, Behavior Intervention Planning/Implementation, Counseling and Guidance, Language/Speech Development and Remediation, Occupational Therapy, Vocational Education and Career Development, and Intensive Individualized Services.

**Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$55,248	\$54,773
<b>Mid-Range Teacher Salary</b>	\$80,746	\$78,981
<b>Highest Teacher Salary</b>	\$109,655	\$117,337
<b>Average Principal Salary (Elementary)</b>	\$133,828	\$128,425
<b>Average Principal Salary (Middle)</b>	\$142,253	\$137,947
<b>Average Principal Salary (High)</b>	\$149,893	\$138,809
<b>Superintendent Salary</b>	\$155,954	\$176,162
<b>Percent of Budget for Teacher Salaries</b>	25.26%	24.71%
<b>Percent of Budget for Administrative Salaries</b>	6.12%	5.91%

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



*Finding new ways to communicate, create, and connect.*

**Table 43: Advanced Placement (AP) Courses (School Year 2024–25)**  
**Percent of Students in AP Courses: 0**

Subject	Number of AP Courses Offered*
<b>Computer Science</b>	N/A
<b>English</b>	N/A
<b>Fine and Performing Arts</b>	N/A
<b>Foreign Language</b>	N/A
<b>Mathematics</b>	N/A
<b>Science</b>	N/A
<b>Social Science</b>	N/A
<b>Total AP Courses Offered*</b>	N/A

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

**Table 44: Professional Development**

Measure	2023–24	2024–25	2025–26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	43	42	42



*The Aseltine team celebrates 56 years with board members.*