2011-12

SCHOOL ACCOUNTABILITY REPORT CARD

Santa Clara County Special Education School

Santa Clara County Office of Education District

Published During

2012-13

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I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

The Special Education Department of the Santa Clara County Office of Education provides a variety of instructional programs and services for children and students with severe or low incidence disabilities from birth through 22 years of age. The students come from 32 school districts in Santa Clara County and are served more effectively by the comprehensive programs offered by the Santa Clara County Office of Education. Programs are divided into Early Education (birth to 3 years), preschool, elementary, secondary and post senior. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile and Severely Disabled.
In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education department also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.
For the 2011-2012 school year, 1,321 special education students, ages 5 to 18 years, were served by the Santa Clara County Office of Education. Additional special education students were served in early education, preschool and post senior programs.
Mission: To ensure that all students are learning in high-quality educational programs that allow them to maximize their potential.
Vision: To create opportunities for all students to participate in high-quality educational programs which include:
• Appropriate placement options
• Instruction, curriculum and materials that are student-centered, developmentally-appropriate, preparing for transition, coordinated across classes, and linked to California content standards
• Learning environments that are safe, nurturing, respectful, and least restrictive. Collaboration with all educational team members to focus on student learning.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Nancy Guerrero	(408)453-6542

Parents are involved in the education of their students through the Individualized Educational Program (IEP) process. As an IEP team member, each parent/guardian participates in the development of annual academic, behavioral and social goals for the student. Parents also receive quarterly communications regarding the student's goal progress at the same time that the non-disabled peers are receiving their progress reports. Parents are welcomed to contact their teachers with concerns or information that may be important for the student to succeed. A variety of collaboration strategies are used by program staff to help parents/families to be actively involved in their student's transition planning. This includes transitions from program to program (e.g. Preschool to Elementary) or transitioning

to the world of work. Parents and staff work together to make changes as seamless as possible for the student. Parents are encouraged to explore options and stay informed by attending events, parent engagement workshops, Open Houses at sites, holiday events and all-school theme/activity days.

Many parents of students in SCCOE special education programs belong to Community Advisory Committees (CAC) in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters. Parents are also invited to participate on the Special Education School Site Council which meets monthly to monitor the department's local education plan and Title I program goals.

Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	60
Grade 1	71
Grade 2	90
Grade 3	89
Grade 4	74
Grade 5	105
Grade 6	90
Grade 7	81
Grade 8	97
Grade 9	85
Grade 10	84
Grade 11	82
Grade 12	116
Ungraded Secondary	197
Total Enrollment	1321

Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.5	**White**	19.4
American Indian or Alaska Native	0.4	**Two or More Races**	2.7
Asian	23.7	**Socioeconomically Disadvantaged**	44.7
Filipino	5.3	**English Learners**	28.8
Hispanic or Latino	43.4	**Students with Disabilities**	99.8
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

2009-10	2010-11	2011-12

Grade Level	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9				9				9.5			
1	9				9				9.5			
2	9				9				9.5			
3	9				9				9.5			
4	9				9				9.5			
5	9				9				9.5			
6	9				9				9.5			
K-3	9				9				9.5			
3-4	9				9				9.5			
4-8	9				9				9.5			
Other									0			

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9				9				9.5			
Mathematics	9				9				9.5			
Science	9				9				9.5			
Social Science	9				9				9.5			

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

The 32 school districts of Santa Clara County are committed to the provision of special education services to all students with disabilities in the least restrictive environment possible. Students receive the services specified in their IEPs in classrooms as close to their homes as possible. Therefore, the majority of programs/classrooms operated by the SCCOE Special Education Department are located on district school sites. The districts and SCCOE work closely to insure that the classrooms are safe, clean and provide for interaction with non-disabled peers. All program staff members receive specialized training for the use of safety guidelines, protocols, disaster procedures, universal precautions, and specialized health care procedures included in the IEPs of their students. For emergency preparedness, the communication system to the multiple sites housing SCCOE classes is crucial. The SCCOE has developed an Emergency Preparedness Plan to expedite this process and to delineate responsibilities. (www.sccoe.org) The Chief Schools Officer is the Liaison Officer to the outlying schools. Schools have plans to continue specialized health care procedures and student care until transportation services can be safely arranged for students to return to their homes.

The department updates the "Special Education Comprehensive School Safety Plan" (binder) each year and distributes to sites.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.02	0.09	0.03		9.54	
Expulsions	0	0	0		0.27	

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2012-13)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facility Conditions—General Information
The SCCOE Special Education Department and the host-districts work together to set up new programs where they are needed to meet IEP goals of students. The host-district is responsible for repair, maintenance, disaster plan and custodial services as delineated in the "SCCOE Special Education Housing Policy" agreement. For SCCOE operated programs that are not on district-hosted sites, county principals oversee the facilities, disaster protocols, maintenance and custodial services through the SCCOE Facilities Department.

School Facility Conditions—Results of Inspection and Evaluation
There are 4 levels of identification of safety hazards: 1) special inspections initiated by an employee, 2) ongoing, informal inspections in conjunction with regular duties, 3) initial inspections of new sites and 4) annual, formal safety inspections of all sites. Uniform Complaint Forms are posted in each classroom at each site (English, Spanish, Vietnamese forms).

A brand new annex was opened in 8/2012 at McCollam School with 4 classrooms.

During September 2012 the annual safety inspections were conducted for all classrooms and sites. "The Annual Safety Inspection Checklist" covers both physical properties as well as work practices of school and office staff. Corrections needed have been noted on the "Annual Safety Inspection Hazard Remediation" form with the responsibility for correction being designated as either the host district or SCCOE. Please contact the Director of Special Education for more information.

School Facility Good Repair Status. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 9/30/2012	Repair Status				
System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	Contact Director of Special Education for specific sites
Interior: Interior Surfaces	—	✔	—	—	Contact Director of Special Education for specific sites
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✔	—	—	Contact Director of Special Education for specific sites
Electrical: Electrical	—	✔	—	—	Contact Director of Special Education for specific sites
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	—	Contact Director of Special Education for specific sites
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	Contact Director of Special Education for specific sites
Structural: Structural Damage, Roofs	—	✔	—	—	Contact Director of Special Education for specific sites

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	Contact Director of Special Education for specific sites
Overall Rating	—	✔	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2009-10	**2010-11**	**2011-12**	**2011-12**
Teachers with Full Credential	131	137	185	22
Teachers without Full Credential	29	10	3	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	5	6	1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	0	100
All Schools in District	65.3	34.7
High-Poverty Schools in District	74.09	25.91
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	58
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	15	N/A
Social Worker	0	N/A
Nurse	17	N/A
Speech/Language/Hearing Specialist	30	N/A
Resource Specialist (non - teaching)	0	N/A
Other	47	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

In the fall of the 2012-2013 school year, SCCOE principals collaborated with each credentialed/licensed staff member to determine which textbooks/instructional materials would be needed for their students as determined by their IEP goals. Staff wish lists of supplemental materials were also noted. Needed textbooks and materials were ordered for the fall and wish lists will be the focus in the spring. In the fall, the Director of Special Education informed the Board of Education that a sufficient number of current textbooks/instructional materials would be available for all students.

A new task force, Curriculum Leadership Council, was created to obtain knowledge about the Common Core State Standards and how to bridge implementation for both our special education academic programs and functional academic programs. This group of 12 teachers and administrators are designing overviews and more in-depth workshops for the staff. Three staff members will be participating in a state-wide

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Selections of state-adopted textbooks and instructional materials are based upon each student's learning, processing and physical abilities and guided by the Individual Education Plan (IEP). Students have access to current textbooks and other instructional materials in each core curriculum area. For students attending academic programs on district sites, students have access to	See Quality and Currency section; Unique Learning System for functional academic classrooms. Lexia Reading; National Geographic (Reach/Inside/Edge); district-adopted curricula for academic classrooms	0 %

the same textbooks that the non-disabled peers use. SCCOE teachers collaborate with the district staff to select the same publishers and insure that they are on the same curriculum framework cycle as the host district. In cases where students' functioning levels limit their ability to use textbooks, staff members creatively use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to gain access to the core curriculum. Students with vision, hearing or orthopedic needs also receive supplementary materials through the California Low-Incidence Program. Students attending special education programs in the Alternative Schools use the same SCCOE board-adopted curriculum as all students in the Alternative Schools. Communication/language is a focus for all of the students. Communication/language skills are emphasized in lessons for all of the core content areas. The goals for all students including English Learners are developed by each student's IEP team. The SCCOE Resource Center offers a professional library, Learning Resource Display Center, an Instructional Materials Resource Center, and a Grant Resource Center. Staff can review best practices, review and borrow newly-adopted textbooks, make instructional materials on site, or seek expertise in writing a grant. Staff can attend Materials Fairs which are hosted by the Resource Center that focus on the newest state-adopted textbooks and instructional materials. Availability: In the fall of the 2012-2013 school year, SCCOE principals

	collaborated with each credentialed/licensed staff member to determine which textbooks/instructional materials would be needed for their students as determined by their IEP goals. Staff wish lists of supplemental materials were also noted. Needed textbooks and materials were ordered for the fall and wish lists will be the focus in the spring. In the fall, the Director of Special Education informed the Board of Education that a sufficient number of current textbooks/instructional materials would be available for all students. State textbook/instructional material funds are used to purchase state-adopted or standards-aligned materials for each content area that meet the needs of students. Students with vision, hearing or orthopedic needs can also receive adapted supplementary materials through the California Low-Incidence Program.		
Mathematics	See above	See Quality and Currency section, Unique Learning System for functional academic classrooms. Touch Math, IXL Math, district-adopted curricula	0 %
Science	See above	See Quality and Currency section, Unique Learning System for functional academic classrooms. District-adopted curricula for academic classrooms.	0 %
History-Social Science	See above	See Quality and Currency section, Unique Learning System for functional academic classrooms. District-adopted curricula for academic classrooms.	0 %
Foreign Language	See above	See Quality and Currency section	0 %
Health	In January thru June 2013, 25 teachers and nurses will participate in a pilot project to examine "Health Teacher" as a	See Quality and Currency section, Unique Learning System for functional level classrooms; Health Teacher pilot:	0 %

	comprehensive, consistent Health/Safety curriculum for the special education programs.	exploration of comprehensive (10 topic areas), consistent web-based lesson plans for K-Post Senior	
Science Laboratory Equipment (grades 9-12)	See above	See Quality and Currency section	0 %
Visual and Performing Arts	Special education students were invited to participate in the annual art fair hosted by the SCCOE. The art of two students were selected for permanent public display.	See Quality and Currency section	0 %

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A	$8,729.76	$90,609.28
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$5,455.00	
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Early Start Program: Birth to 36 months
The Early Start Program provides coordinated assessment and early intervention services for children with at risk medical conditions, or who are at risk or demonstrate developmental delays. This is in collaboration with San Andreas Regional Center.

Preschool: Ages 3-5
At age 3, students transition into preschool programs with some returning to their home district. The SCCOE continues to provide services for 3-5 year olds according to their IEPs.

Post Senior:18 to 22 years old
After their senior year, students may participate in college, community and work environments. The Workability I Program (WAI) provides placement and support in the workplace for Post Senior students from 18 to 22 years with more significant disabilities. This program is expanding to meet the needs of county districts that do not offer Post Senior programs.

English Learners: K-12
One hundred fifty-seven teachers are trained to provide English Language Development to support students in the special education program who are non fluent English speakers.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	55	54	54	53	55	58	52	54	56
Mathematics	43	45	42	52	55	57	48	50	51
Science	12	25	25	48	51	65	54	57	60
History-Social Science	13	12	15	34	30	46	44	48	49

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	57	65	46
All Students at the School	54	42	25	15
Male	55	45	33	15
Female	53	36	0	15
Black or African American	48	37	0	0
American Indian or Alaska Native	0	0	0	0
Asian	59	47	0	0
Filipino	55	49	0	0
Hispanic or Latino	51	41	0	10
Native Hawaiian or Pacific Islander	0	0	0	0
White	57	39	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	51	40	0	17
English Learners	52	37	0	0
Students with Disabilities	54	42	25	15
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English-Language Arts	27	28	54	n/a	37	59	n/a	39	56
Mathematics	18	26	54	n/a	32	56	n/a	40	58

California High School Exit Examination Grade Ten Results by Student Group – Most

Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61	18	21	60	25	15
All Students at the School	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/an	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a	n/a

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	5.6
7			
9	0	4.3	4.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	C	C	C
Similar Schools	C	C	C

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	2	9	-2
Black or African American	n/a	21	-57
American Indian or Alaska Native	n/a	n/a	n/a
Asian	-8	13	14
Filipino	n/a	71	-44
Hispanic or Latino	-9	16	-3
Native Hawaiian or Pacific Islander	n/a	n/a	n/a
White	42	-37	20
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	-3	16	-15
English Learners	7	-9	-15
Students with Disabilities	2	9	-2

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	805	692	170	465	4,664,264	788
Black or African American	42	599	9		313,201	710
American Indian or Alaska Native	1		1		31,606	742
Asian	201	710	7		404,670	905
Filipino	50	733	6		124,824	869
Hispanic or Latino	353	685	129	449	2,425,230	740
Native Hawaiian or Pacific Islander	8				26,563	775
White	148	699	17	555	1,221,860	853
Two or More Races	2		1		88,428	849
Socioeconomically Disadvantaged	330	683	147	445	2,779,680	737
English Learners	275	670	79	464	1,530,297	716

Students with Disabilities	805	692	36	445	530,935	607

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 work, 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 General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	9.8	13.9	14.3	29.6	13.9	14.3	5.7	16.6	14.4
Graduation Rate		80.51	79.71	81.51	80.51	79.71	78.59	74.77	76.26

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	10		
Black or African American	33		
American Indian or Alaska Native	0		
Asian	7		
Filipino	25		
Hispanic or Latino	7		
Native Hawaiian/Pacific Islander	100		
White	25		
Socioeconomically Disadvantaged	25		
English Learners			
Students with Disabilities	10		
Two or More Races	0		

Career Technical Education Programs (School Year 2011-12)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

All special education students, ages 16 to 22 years, have a transition plan as part of their IEP. The transition plan addresses the best ways for the student to enter the workforce, is developed by the IEP team, and is reviewed annually by the IEP team. Middle school students and families explore transition planning and future program

placement options. High school special day class programs have a major focus on career exploration, service learning, school based projects and independent living skills training. Students exit their high school programs more prepared to successfully participate in Post Senior education. The Workability I Program (WAI) provides placement and support in the workplace for Post Senior students from 18 to 22 years with more significant disabilities. This program is expanding to meet the needs of county districts that do not offer Post Senior programs. Students develop a Transition portfolio which is a pictorial and written summary of vocational, recreational, and independent living activities completed. Students' portfolios also include a resume, work history, awards page, and letters of recommendation for future use. All K-12 special education students participate in instructional units to explore the world of work, career development and workplace behaviors/skills.

Career Technical Education Participation (School Year 2011-12)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2010-11)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2011-12)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the 2012-13 school year, 220 paraeducators attended 2-day training on classroom management, positive behavior management, assistive communication, prompting strategies, data collection, curriculum, instructional strategies, technology. All 350 credentialed/licensed staff joined one of 17 Professional Learning Teams that will meet monthly for 1.5 hours to focus on students' progress in English/language arts, communication, student engagement, mathematics, English Learner issues, or student health/safety. In addition, staff may attend additional days as requested in the areas of communication, curriculum, positive behavior management, and professional assault response training.

For the 2010-2011 and 2011-2012 school years, all certificated/licensed staff members received five days for staff development each year. In 2012-13, they will receive 4 days. New teachers also received additional support in the Peer Assistance and Review (PAR) program. Content included classroom organization/management, instructional methods, core curriculum content areas, process/legal updates, universal precautions, emergency/safety procedures, positive behavior management and professional assault response training.

There are several ways that credentialed/licensed staff members receive specialized training. Principals organize professional development opportunities for their staff on professional development days to reflect the needs of their programs and students. Job-alike groups of credentialed/licensed staff (teachers, speech/language pathologists, nurses, psychologists, occupational therapists, etc.) host workshops in their expertise areas for all staff to attend. Staff members may also attend district-sponsored workshops at their district site. Credentialed/licensed staff may also attend training offered by the SCCOE Instructional Services Branch including instructional strategies in the content areas, technology application training, technology/curriculum integration classes and materials development.