

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

Santa Clara County Special Education

Address: 1290 Ridder Park Dr., MC273 San Jose, CA 95131-2304

Principal: Ms. Norma Del Rio, Director, Special Education

Phone: (408) 453-6545

Email: norma_delrio@sccoe.org

Web Site: www.sccoe.org

CDS Code: 43104396069371



Santa Clara County Office of Education

Superintendent: Mary Ann Dewan, Ph.D. Interim Superintendent

Phone: (408) 453-6500

Email: maryann_dewan@sccoe.org

Web Site: www.sccoe.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Santa Clara County Office of Education

Phone Number: (408) 453-6500

Superintendent: Mary Ann Dewan, Ph.D. Interim Superintendent

E-mail Address: maryann_dewan@sccoe.org

Web Site: www.sccoe.org

School Contact Information Most Recent Year

School Name: Santa Clara County Special Education

Street: 1290 Ridder Park Dr., MC273

City, State, Zip: San Jose, CA 95131-2304

Phone Number: (408) 453-6545

Principal: Ms. Norma Del Rio, Director, Special Education

E-mail Address: norma_delrio@sccoe.org

Web Site: www.sccoe.org

County-District-School (CDS) Code: 43104396069371

School Description and Mission Statement (School Year 2017-18)

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 31 school districts in Santa Clara County and are served more effectively by a low student to staff ratio and a highly structured environment. 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 2016-2017 school year, 1,430 special education students, ages 5 to 22 years, were served by the Santa Clara County Office of Education. Additional special education students were served in early education and preschool programs.

Mission: To serve, inspire, and promote student success by creating 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; and
- collaboration with all educational team members to focus on student learning.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	90
Grade 1	63
Grade 2	56
Grade 3	83
Grade 4	75
Grade 5	80
Grade 6	71
Grade 7	88
Grade 8	79
Grade 9	77
Grade 10	92
Grade 11	72
Grade 12	68
Ungraded Secondary	293
Total Enrollment	1287

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.7%
American Indian or Alaska Native	0.2%
Asian	26.5%
Filipino	6.1%
Hispanic or Latino	42.1%
Native Hawaiian/Pacific Islander	0.7%
White	18.7%
Two or More Races	0.7%
Socioeconomically Disadvantaged	32.5%
English Learners	38.6%
Students with Disabilities	100%
Foster Youth	1.6%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	199	163	172	
Without Full Credential	17	17	27	
Teaching Outside Subject Area of Competence (with full credential)	4	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	13	0	0
Vacant Teacher Positions	15	8	6

NOTE: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: September 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
	Selections of state-adopted textbooks and instructional materials are based upon each student’s learning,		

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	<p>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.</p> <p>For students attending academic programs on district sites, students have access to 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.</p> <p>Communication/language is a focus for all of the students.</p> <p>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 2015-16 school year, SCCOE principals collaborated with each credentialed/licensed staff member to determine which</p>	<p>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</p>	<p>0%</p>

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
	<p>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. Instructional materials for our English Language Learners were purchased in the fall using Title III funds.</p>		
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	During the 2015-16 school year, teachers, nurses and paraeducators participated in anaphylaxis and diastat training, as well as CPR/AED training.	See Quality and Currency section, Unique Learning System for functional level classrooms; Health Teacher pilot: exploration of comprehensive (10 topic areas), consistent web-based lesson plans for K- Post Senior	0%
Visual and Performing Arts	Special education students participated in choir presentations and plays for the community.	See Quality and Currency section	0%
Science Laboratory Equipment	See above	See Quality and Currency section	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
(grades 9-12)			

School Facility Conditions and Planned 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).

During September 2017, 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

Using the most recent FIT data (or equivalent), provide the following:

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

Month and year in which data were collected: September 2017

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

Overall Facility Rate

Month and year in which data were collected: September 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	4%	5%	47%	46%	48%	48%
Mathematics (grades 3-8 and 11)	1%	3%	44%	45%	36%	37%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	561	495	88.24%	5.25%
Male	360	322	89.44%	5.59%
Female	201	173	86.07%	4.62%
Black or African American	18	14	77.78%	0.00%
American Indian or Alaska Native				
Asian	149	134	89.93%	1.49%
Filipino	29	27	93.10%	7.41%
Hispanic or Latino	241	217	90.04%	5.53%
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	89	83.96%	10.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	198	89.19%	7.07%
English Learners	244	223	91.39%	4.93%
Students with Disabilities	552	494	89.49%	5.26%
Students Receiving Migrant Education Services				
Foster Youth	11	7	63.64%	0.00%

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	561	497	88.59%	3.02%
Male	360	323	89.72%	4.02%
Female	201	174	86.57%	1.15%
Black or African American	18	14	77.78%	0.00%
American Indian or Alaska Native				
Asian	149	135	90.60%	0.74%
Filipino	29	27	93.10%	0.00%
Hispanic or Latino	241	218	90.46%	4.59%
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	89	83.96%	4.49%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	198	89.19%	4.04%
English Learners	244	225	92.21%	2.67%
Students with Disabilities	552	496	89.86%	3.02%
Students Receiving Migrant Education Services				
Foster Youth	11	5	45.45%	0.00%

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	–	46%	8%	52%	56%	54%

Career Technical Education Programs (School Year 2016-17)

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.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7	2.10%		
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2017-18)

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.

Parents of students in SCCOE Special Education programs are invited to 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.

Parent involvement in school decision making and support for student learning are important elements in education. To promote parent involvement, services were provided to increase communication between the Department/school sites and families. Family engagement was enhanced by offering parent events. The Department offered parent breakfasts/coffee chats and School Site Council (SSC)/English Learner Advisory Committee (ELAC) meetings to involve parents in decision making for the Department, as well as provide feedback on how services can be improved.

In an effort to increase positive learning outcomes for students, the SCCOE Special Education Department supported parent involvement by offering and facilitating engagement opportunities throughout school year, such as the Parent Institute workshops. These services were provided to increase communication between the Department/school sites and families. The Parent Institute contains workshops to assist the families to better understand the resources and supports that can be provided to students with educational and/or social/emotional needs.

STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	20.90%	16.50%	8.80%	54.40%	40.50%	36.10%	11.50%	10.70%	9.70%
Graduation Rate	4.40%	5.88%	.00%	16.21%	21.22%	19.44%	80.95%	82.27%	83.77%

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	7.53	70.98	87.11
Black or African American	.00	50.00	79.19
American Indian or Alaska Native	.00	50.00	80.17
Asian	3.70	64.10	94.42
Filipino	.00	61.54	93.76
Hispanic or Latino	9.76	75.00	84.58
Native Hawaiian/Pacific Islander	.00	100.00	86.57
White	14.29	72.73	90.99
Two or More Races	.00	83.33	90.59
Socioeconomically Disadvantaged	.00	70.80	85.45
English Learners	8.70	50.68	55.44
Students with Disabilities	7.69	27.34	63.90
Foster Youth	.00	90.91	68.19

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.92	1.83	0.78	3.80	3.71	3.08	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.09	0.09	0.09

School Safety Plan – Most Recent Year

The 31 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.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	47.4%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	16			4	7			9	19		
1	6	1			1	3			1	2		
2	5	5			5	3			6	1		
3	4	4							4	2		
4	3	4			4	3						
5	7	15			7	11			8	8		
6	9	1			2	11			8	2		
Other	7	23			7	26			8	26		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7	7										
Mathematics	6	6										
Science	7	4										
Social Science	6	4										

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
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	10	N/A
Social Worker	0	N/A
Nurse	15	N/A
Speech/Language/Hearing Specialist	34	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$6574	
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Ages 6 to 17 years old

The SCCOE continues to provide services to 6-17 year olds according to their IEPs within one of the programs that the SCCOE offers (Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile, and Severely Disabled).

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 2015-16)

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		

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subjects	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%

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

* Where there are student course enrollments.

Professional Development

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

Over 300 credentialed/licensed staff joined one of 14 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.

During the 2016-17 school year, all of the SCCOE certificated/licensed staff attended 3 days of trainings on Common Core Math, ELA, classroom management, assistive communication, data collection, instructional strategies, and technology.

There are additional 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.

Professional Development Days:

2014-15 = 5 to 6 days

2015-16 = 5 to 6 days

2016-17 = 5 to 6 days