

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19

Santa Clara County Special Education

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

Principal: Jennifer Ann, Ed.D., Director, Special Education

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Web Site: www.sccoe.org

CDS Code: 43104396069371



Santa Clara County
Office of Education

Santa Clara County Office of Education

Superintendent: Mary Ann Dewan Ph.D.

Phone: (408) 453-6878

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SchoolCity.

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) 453-6878

Superintendent: Mary Ann Dewan Ph.D.

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) 453-6542

Principal: Jennifer Ann, Ed.D., Director, Special Education

E-mail Address: jennifer_ann@sccoe.org

Web Site: www.sccoe.org

County-District-School (CDS) Code: 43104396069371

School Description and Mission Statement (School Year 2018-19)

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 2017-2018 school year, 1,240 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; 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 2017-18)**

**Student Enrollment by Student Group (School Year
2017-18)**

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	70
Grade 1	89
Grade 2	62
Grade 3	57
Grade 4	87
Grade 5	61
Grade 6	89
Grade 7	71
Grade 8	79
Grade 9	63
Grade 10	76
Grade 11	86
Grade 12	71
Ungraded Secondary	271
Total Enrollment	1232

Student Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	0.2%
Asian	28.3%
Filipino	6.2%
Hispanic or Latino	43%
Native Hawaiian/Pacific Islander	0.6%
White	17.2%
Two or More Races	0.2%
Socioeconomically Disadvantaged	36.2%
English Learners	39.2%
Students with Disabilities	98.9%
Foster Youth	1.1%

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	163	172	164	
Without Full Credential	17	27	16	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	8	6	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 2018-19)

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 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
	<p>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 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</p>		

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	<p>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. Availability: In the fall of each 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. Instructional materials for our English Language Learners were purchased in the fall using Title III funds.</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>	0%
Mathematics	See above	<p>See Quality and Currency section, Unique Learning System for functional academic classrooms. Touch Math, IXL Math, district-adopted curricula</p>	0%
Science	See above	<p>See Quality and Currency section, Unique Learning System for functional academic classrooms. District-adopted curricula for academic classrooms.</p>	0%
History-Social Science	See above	<p>See Quality and Currency section, Unique Learning System for functional academic classrooms. District-adopted curricula for academic classrooms.</p>	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Foreign Language	See above	See Quality and Currency section	0%
Health	At the beginning of each school year, teachers, nurses and paraeducators participate in anaphylaxis and diastat training. CPR/First Aid training are offered each month.	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 (grades 9-12)	See above	See Quality and Currency section	0%

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).

In September 2018, 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 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 2018

	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 Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	5%	12%	46%	53%	48%	50%
Mathematics (grades 3-8 and 11)	3%	4%	45%	52%	37%	38%

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.

NOTE: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	59	60.82%	11.86%
Male	60	37	61.67%	13.51%
Female	37	22	59.46%	9.09%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	14	4	33.33%	25.00%
Filipino	--	--	--	--
Hispanic or Latino	57	37	64.91%	2.70%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	12	70.59%	41.67%
Two or More Races				
Socioeconomically Disadvantaged	48	32	66.67%	6.25%
English Learners	35	22	62.86%	4.55%
Students with Disabilities	94	58	61.70%	12.07%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	54	35.53%	3.70%
Male	96	34	35.42%	5.88%
Female	56	20	35.71%	0.00%
Black or African American	11	5	45.45%	0.00%
American Indian or Alaska Native				
Asian	27	3	11.11%	0.00%
Filipino	--	--	--	--
Hispanic or Latino	76	35	46.05%	2.86%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	10	37.04%	10.00%
Two or More Races				
Socioeconomically Disadvantaged	66	29	43.94%	0.00%
English Learners	55	21	38.18%	0.00%
Students with Disabilities	149	53	35.57%	3.77%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Career Technical Education (CTE) Programs (School Year 2017-18)

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 (CTE) Participation (School Year 2017-18)

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
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2017-18)

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			
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 2018-19)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	16.5%	8.8%	20.3%	40.5%	36.1%	27.1%	10.7%	9.7%	9.1%
Graduation Rate	5.9%	0.0%	0.0%	21.2%	19.4%	45.8%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.83	0.78	3.44	3.71	3.08	2.90	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.02	0.02	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	4	7		
1	1	3		
2	5	3		
3				
4	4	3		
5	7	11		
6	2	11		
Other**	7	26		

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

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

Average Class Size and Class Size Distribution (Elementary)

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

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	7	15		
1				
2				
3	7	4		
4	1	1		
5	9	7		
6	6	6		
Other**	7	28		

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	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	14	N/A
Speech/Language/Hearing Specialist	34	N/A
Resource Specialist (non - teaching)	4	N/A
Other	7	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 2016-17)

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	\$7125	
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 2017-18)

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 2016-17)

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 2017-18)

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 13 Professional Learning Teams that meet monthly for 1.5 hours to focus on students' progress in meeting our Local Control Accountability Plan (LCAP) goals in the areas of communication, curriculum, positive behavior management, and professional assault response training.

During the 2017-18 school year, all of the SCCOE certificated/licensed staff were offered training in classroom management, assistive communication, instructional strategies, technology, and on-going legal trainings pertaining to Individual Educational Plan (IEP) laws.

Professional Development Days:

2015-16 = 5 to 6 days

2016-17 = 5 to 6 days

2017-18 = 5 to 6 days