

**Santa Clara County Office of Education: Special Education
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Santa Clara County Office of Education: 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
Email Address	jann@sccoe.org
Website	www.sccoe.org
County-District-School (CDS) Code	43104394330320

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6878
Superintendent	Mary Ann Dewan, Ph.D.
Email Address	mdewan@sccoe.org
Website	www.sccoe.org

School Description and Mission Statement (School Year 2020-2021)

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 in 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 2019-2020 school year, 1,165 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 2019-2020)

Grade Level	Number of Students
Kindergarten	61
Grade 1	88
Grade 2	58
Grade 3	73
Grade 4	57
Grade 5	49
Grade 6	71
Grade 7	64
Grade 8	91
Grade 9	53
Grade 10	68
Grade 11	61
Grade 12	316
Total Enrollment	1,110

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.2
Asian	30.1
Filipino	5.6
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.5
White	16.2
Two or More Races	0.5
Socioeconomically Disadvantaged	47.2
English Learners	41.5
Students with Disabilities	94.9
Foster Youth	1.2
Homeless	0.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	164	140.5	137	198
Without Full Credential	16	12	5	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	6	2	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other 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 instructional materials including Unique n2y, Odysseyware, Learning A-Z, IXL Learning, and STAR and Links in each core curriculum area. Students attending academic programs on district sites have access to the same textbooks that their non-disabled peers utilize. In cases where students' functioning levels limit their ability to use textbooks, staff members use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to help the student 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.	Yes	0%
Mathematics	Unique n2y, IXL Learning	Yes	0%
Science	Unique n2y, Learning A-Z	Yes	0%
History-Social Science	Unique n2y, IXL Learning	Yes	0%
Foreign Language	Students have access to academic programs on host sites.	Yes	0%
Health	Sexuality for All Abilities	Yes	0%
Visual and Performing Arts	Students have access to academic programs on host sites.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Rooms have access to laboratory equipment in the general and special education classrooms.	Yes	0%

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

School Facility Conditions and Planned Improvements

School Facility Conditions — General Information

The SCCOE Special Education Department and districts hosting programs/classes on their campuses, work together to set up new programs where they are needed to meet the varying IEP goals of students throughout the county. The host district is responsible for the 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).

An annual safety inspection is 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 recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: September 2019

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

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	8	N/A	55	N/A	50	N/A
Mathematics (grades 3-8 and 11)	2	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 and is initially developed, and then 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 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 old 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. Students' portfolios also include a resume, work history, awards page, and letters of recommendation. Students who have the ability to participate in classes hosted at Silicon Valley Career Technical Education are encouraged to do so as part of their four year high school graduation plan.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are involved in the education of their child 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/emotional goals for their child. Parents also receive quarterly communication regarding their child's goal progress, at the same time that their non-disabled peers receive progress reports. Parents are invited and encouraged to communicate with their teachers regularly, especially with regards to concerns or information that may be essential to the overall success of their child. A variety of collaboration strategies are used by program staff to help parents and families be actively involved in their student's transition planning. This includes transitions from program to program (e.g. Preschool to Elementary) or to the workforce. Parents and staff work together to make changes occur as seamlessly as possible for students. Parents are encouraged to be involved in their child's education by attending school-sponsored events, parent engagement workshops, school site open houses, holiday events and all-school theme/activity days.

Parents of students in SCCOE Special Education programs are invited to attend Community Advisory Committees (CAC) in their geographical areas. The CAC is a group of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep 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 quarterly, to monitor the Department's Local Education Plan and Title I program goals, as well as provide feedback on how services can be improved. In addition, a Local Control and Accountability Plan (LCAP) survey is forwarded to all parents of SCCOE students to elicit input and specific actions the SCCOE will take to achieve its vision and goals.

In an effort to increase positive learning outcomes for students, the SCCOE Special Education Department supports parent involvement by facilitating engagement opportunities throughout school year including, Town Hall meetings and workshops through its Parent Institute. These services were provided to increase communication between the Department/school sites and families. The Parent Institute includes workshops to assist families in better understanding 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	20.3	90.1	23.8	27.1	49.3	21.2	9.1	9.6	9
Graduation Rate	0	0	0	45.8	45.3	47.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	4.0	2.9	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.02	.02	NA
Expulsions	0.0	0.0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. The majority of programs/classrooms operated by the SCCOE Special Education Department are located on district school sites, allowing students to receive services specified in their IEPs in classrooms as close to their homes as possible. The districts and SCCOE work closely to ensure that classrooms are safe, clean and provide for interaction with non-disabled peers. All program staff members receive specialized training on safety guidelines and protocols, disaster procedures, universal precautions, and specialized health care procedures included in the IEPs of their students. The SCCOE has developed and implemented an Emergency Preparedness Plan to expedite communication, ensure appropriate responses are carried out and to delineate responsibilities (www.sccoe.org) in an emergency situation. The Assistant Superintendent of Educational Services is the Liaison Officer to the outlying schools. In the event of an emergency, 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" each year. Since the onset of COVID-19, ongoing training on health and safety procedures has been provided to all staff.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	7	15			7	19			1		1	
2					7	4						
3	7	4			5	2						
4	1	1			3	1			1	1		
5	9	7			7	15						
6	6	6			5	4			3	20		
Other**	7	28			7	20			7	62		

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts												
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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5
Social Worker	
Nurse	16.2

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	35.8
Resource Specialist (non-teaching)	3.8
Other	25.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$90,340.00	\$89,702.00	\$626.00	\$110,309.00
District	N/A	N/A	\$6,018.51	\$95,977.00
Percent Difference - School Site and District	N/A	N/A	-162.3	13.9
State	N/A	N/A	\$7,750.00	\$82,746.00
Percent Difference - School Site and State	N/A	N/A	-170.1	28.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 old students according to their IEPs.

Ages 6 to 17 years old

The SCCOE continues to provide services to 6-17 year old students 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 programs. 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

All 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,228.00	NA
Mid-Range Teacher Salary	\$87,957.00	NA
Highest Teacher Salary	\$115,986.00	NA
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	\$134,325.00	NA
Superintendent Salary	\$326,859.64	NA
Percent of Budget for Teacher Salaries	15%	NA
Percent of Budget for Administrative Salaries	4%	NA

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Before school sites open for the Fall session, certificated staff in the Special Education Department participate in five full days of professional development. Trainings offered are directly related to the program area in which the certificated staff member works. Examples of some of the professional development opportunities offered include, but are not limited to the following: working with English Language Learners; supporting Deaf/Hard of Hearing students through auditory training; best practices for supporting students with moderate to severe disabilities including programs specific to students with Autism; and best practices for encouraging a culturally responsive and equitable classroom environment and teaching practices as it pertains to building relationships with students and families. For the 2020-2021 school year, additional training has been provided to staff on best practices related to distance learning and student engagement.