

# Santa Clara County Office of Education: Special Education

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Santa Clara County Office of Education: Special Education
<b>Street</b>	1290 Ridder Park Dr., MC273
<b>City, State, Zip</b>	San Jose, CA 95131-2304
<b>Phone Number</b>	(408) 453-6542
<b>Principal</b>	Jennifer Ann, Director
<b>Email Address</b>	jann@sccoe.org
<b>School Website</b>	www.sccoe.org
<b>County-District-School (CDS) Code</b>	43104394330320

## 2022-23 District Contact Information

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

## 2022-23 School Overview

The Special Education Department of the Santa Clara County Office of Education (SCCOE) 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 are referred from 31 school districts in Santa Clara County and are served 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 secondary. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Therapeutic, Medically Fragile and Severely Disabled.

The SCCOE is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Department also provides services to students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.

For the 2020-2021 school year, 1,167 special education students, ages 5 to 22 years, were served by the SCCOE. Additional special education students were served in early education and preschool programs.

The SCCOE Special Education Department aims 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 developmentally-appropriate, consistently utilized across all classes, and linked to the Common Core State Standards; learning environments that are safe, nurturing, respectful, least restrictive and; collaboration among all educational team members with a focus on student outcomes.

# About this School

## 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	53
Grade 2	56
Grade 3	62
Grade 4	36
Grade 5	70
Grade 6	41
Grade 7	49
Grade 8	67
Grade 9	49
Grade 10	82
Grade 11	40
Grade 12	277
<b>Total Enrollment</b>	<b>930</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34
Male	66
Non-Binary	0
American Indian or Alaska Native	4.5
Asian	29
Black or African American	4.5
Filipino	5.3
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	.6
Two or More Races	.4
White	15.4
English Learners	38.1
Foster Youth	.6
Homeless	.4
Migrant	0
Socioeconomically Disadvantaged	47.6
Students with Disabilities	100

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70	54.7	375.3	58.1	228,366	83
<b>Intern Credential Holders Properly Assigned</b>	1	.8	48.8	7.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	101.7	15.8	1121	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4	3.1	47.1	11.2	118543	6.9
<b>Unknown</b>	52	40.6	72.5	11.2	11854	6.9
<b>Total Teaching Positions</b>	128	100	645.5	100	274,759	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	9
Misassignments	0	0
Vacant Positions	0	11
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1</b>	<b>10</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	4	9
Local Assignment Options	0	0
<b>Total Out-of-Field Teachers</b>	<b>4</b>	<b>9</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Selections of Board-adopted textbooks and instructional materials are based upon each student’s learning, processing and physical abilities, as guided by the IEP. Students have access to current textbooks and instructional materials including STAR/LINKS, Unique, N2Y, Edgenuity, IXL, and TouchMath in each core curricular 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 access textbooks, staff members use adaptive tools such as	Yes	0%

	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.		
<b>Mathematics</b>	TouchMath, Unique, IXL Learning, Edgenuity	Yes	0%
<b>Science</b>	Unique, N2Y, Edgenuity	Yes	0%
<b>History-Social Science</b>	Unique, N2Y, IXL Learning, Edgenuity	Yes	0%
<b>Foreign Language</b>	Students have access to classes on host sites	Yes	0%
<b>Health</b>	Sexuality for All Abilities	Yes	0%
<b>Visual and Performing Arts</b>	Students have access to classes and programs on host sites	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Programs have access to laboratory equipment in the general and special education classrooms	Yes	0%

## School Facility Conditions and Planned Improvements

### School Facility Conditions — General Information

The SCCOE Special Education Department, and districts hosting 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, in partnership with the SCCOE Facilities Department, oversee the facilities, disaster protocols, maintenance and custodial services.

### School Facility Conditions — Results of Inspection and Evaluation

There are four levels of identification of safety hazards: 1) special inspections initiated by an employee; 2) on-going, informal inspections in conjunction with regular duties; 3) initial inspections of new sites and; 4) annual, formal safety inspections of all sites. Uniform Complaint Procedures are posted in each classroom at each site in English, Spanish and Vietnamese.

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. Any corrections needed are noted on the "Annual Safety Inspection Hazard Remediation" form with the responsibility for correction being designated as either the host district or SCCOE. The FIT reports for 2022-23 were completed for all SCCOE sites between July and September of 2022. The most recent FIT report for special education programs showed a final completion on 9/30/2022. Special Education is organized into clusters with classrooms operated by the SCCOE as well as local educational agencies. SCCOE facilities aligned to each cluster include: Gateway- 9/19/2022, Hester 7/15/2022, Oster, 7/11/22, McCollam 7/10/2022, Anne Darling 9/30/2022, Chandler Tripp 8/22/2022, Seven Trees Educational Center 9/1/2022) All facilities showed a rating of "good" in all categories with an overall "Exemplary" score.

### Year and month of the most recent FIT report

9/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	2.63	N/A	14.73	N/A	47.06
<b>Mathematics</b> (grades 3-8 and 11)	N/A	2.56	N/A	3.15	N/A	33.38

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	77	38	49	51	2.63
<b>Female</b>	21	8	38	62	*
<b>Male</b>	56	30	54	46	3.33
<b>American Indian or Alaska Native</b>	*	*	*	*	*
<b>Asian</b>	10	*	*	*	*
<b>Black or African American</b>	6	5	83	17	*
<b>Filipino</b>	5	*	*	*	*
<b>Hispanic or Latino</b>	35	22	62.8	67.2	0
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	*	*	*	*	*
<b>White</b>	16	4	25	75	*
<b>English Learners</b>	17	14	82.3	17.7	0
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	41	25	61	39	0
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	77	38	49	51	2.63

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	77	39	51	49	2.56
<b>Female</b>	21	8	38	62	*
<b>Male</b>	56	31	55	45	3.23
<b>American Indian or Alaska Native</b>	*	*	*	*	*
<b>Asian</b>	10	*	*	*	*
<b>Black or African American</b>	6	5	83	17	*
<b>Filipino</b>	5	*	*	*	*
<b>Hispanic or Latino</b>	35	23	65.7	34.3	0
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	*	*	*	*	*
<b>White</b>	16	4	25	75	*
<b>English Learners</b>	17	14	82	18	0
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	41	25	61	39	0
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	77	39	51	49	2.56

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	*	0	*	3.84	28.72	29.45

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	74	27	36.4	63.6	0
<b>Female</b>	28	11	39	61	*
<b>Male</b>	*	0	0	100	0
<b>American Indian or Alaska Native</b>	*	0	0	100	0
<b>Asian</b>	19	*	*	*	*
<b>Black or African American</b>	8	4	50	50	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	28	15	54	46	0
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	*	*	*	*	*
<b>White</b>	15	4	27	73	*
<b>English Learners</b>	8	8	100	0	*
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	36	21	58.3	41.7	0
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	74	27	36.4	63.6	0

## 2021-22 Career Technical Education Programs

All special education students, ages 16 to 22 years old, 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 Secondary education. The Workability I Program (WAI) provides placement and support in the workplace for Post Secondary students from 18 to 22 years old with more significant disabilities. 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, a commendations 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
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	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	1
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	1

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	74	74	74	74	74
Grade 7	53	53	53	53	53
Grade 9	49	49	49	49	49

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 encourage parents and families to be actively involved in their child'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 and special events.

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 of special education issues and information through workshops and newsletters. Parents are also invited to participate on SCCOE Special Education School Site Council, which meets quarterly, to monitor the Department's School Plan for Student Achievement, as well as provide feedback regarding the improvement of programs and services. 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 Department will take to achieve its vision and goals.

Lastly, the Department supports parent involvement by facilitating engagement opportunities throughout the school year. These include monthly "family fun nights," coffee with the principal, and training on Board-adopted curriculum. These programs are provided to increase communication between the Department/school sites and families.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	9.4	3.6	4.5	17.9	12.3	13.5	8.9	9.4	5.6
Graduation Rate	0	3.6	1.5	58.9	61.4	61.6	84.2	83.6	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	67	1	1.5
Female	28	1	3.6
Male	39	0	0
American Indian or Alaska Native	*	*	*
Asian	25	0	0
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	21	0	0
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	13	1	7.7
English Learners	24	0	0
Foster Youth	26	6	23.1
Homeless	*	*	*
Socioeconomically Disadvantaged	50	0	0
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	67	1	1.5



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	984	984	587	59.7
<b>Female</b>	323	323	200	61.9
<b>Male</b>	661	661	387	58.5
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	296	296	154	52
<b>Black or African American</b>	44	44	31	70.5
<b>Filipino</b>	48	48	30	62.5
<b>Hispanic or Latino</b>	425	425	283	66.6
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*
<b>Two or More Races</b>	*	*	*	*
<b>White</b>	150	150	75	50
<b>English Learners</b>	369	369	230	62.3
<b>Foster Youth</b>	8	8	3	37.5
<b>Homeless</b>	5	5	4	80
<b>Socioeconomically Disadvantaged</b>	482	482	310	64.3
<b>Students Receiving Migrant Education Services</b>	3	3	1	33.3
<b>Students with Disabilities</b>	984	984	587	59.7

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.28	1.28	2.45
Expulsions	0	.01	.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0	1.4	.05	0	.20	3.2
Expulsions	0	0	0	0	0	0

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.4	0
Female	0	0
Male	1.4	0
American Indian or Alaska Native	*	0
Asian	1.0	0
Black or African American	8.9	0
Filipino	0	0
Hispanic or Latino	1.1	0
Native Hawaiian or Pacific Islander	*	0
Two or More Races	*	0
White	1.2	0
English Learners	1.3	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.4	0

## 2022-23 School Safety Plan

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 which allows students to receive the services included 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 that opportunities for interaction with non-disabled peers is provided. 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 in an emergency situation ([www.sccoe.org](http://www.sccoe.org)). 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 have been provided to all staff.

### D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	81	0	0

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	52	0	0

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	52	0	0

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	53	0	0
Mathematics	9	53	0	0
Science	9	53	0	0
Social Science	9	53	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	55	0	0
Mathematics	10	55	0	0
Science	10	55	0	0
Social Science	10	55	0	0

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	54	0	0
Mathematics	10	54	0	0
Science	10	54	0	0
Social Science	10	54	0	0

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	76.1

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	24.4
Resource Specialist (non-teaching)	0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$110,673.56	\$109,757.80	\$915.76	\$119,915.93
District	N/A	N/A	\$6,613.75	\$125,166.66
Percent Difference - School Site and District	N/A	N/A	-151.4	-4
State	N/A	N/A	\$16,881.00	\$85,856.00
Percent Difference - School Site and State	N/A	N/A	-179.4	30.0

## 2021-22 Types of Services Funded

### Early Start Program: Birth to 36 months

The Early Start Program, in collaboration with San Andreas Regional Center, provides coordinated assessment and early intervention services for children with at-risk medical conditions or who demonstrate developmental delays.

### Preschool: Ages 3-5

At age 3, some students transition into preschool programs within the SCCOE Special Education Department, while some return to their district of residence. The Department continues to provide services for 3-5 year old students in accordance with their IEP.

### Ages 6 to 17 years old

The SCCOE Special Education Department provides services for 6-17 year old students, according to their IEPs, within one of the programs offered (Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile, and Severely Disabled).

### Post Secondary: Ages 18 to 22

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	72,539.00	\$52,478.00
<b>Mid-Range Teacher Salary</b>	96,390.00	\$80,810.00
<b>Highest Teacher Salary</b>	139,316.00	\$105,764.00
<b>Average Principal Salary (Elementary)</b>	N/A	\$133,421.00
<b>Average Principal Salary (Middle)</b>	N/A	\$138,594.00
<b>Average Principal Salary (High)</b>	\$160,000.00	\$153,392.00
<b>Superintendent Salary</b>	\$357,870.00	\$298,377.00
<b>Percent of Budget for Teacher Salaries</b>	15%	31.60%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.97%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	4
Foreign Language	4
Mathematics	4
Science	4
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	25

## Professional Development

Before classrooms open for the Fall session, certificated and some classified 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 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. Classified staff participate in one full day of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5