

Solano County 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

| | |
|--|---|
| School Name | Solano County Special Education |
| Street | Golden Hills Education Center, 2460 Clay Bank Road |
| City, State, Zip | Fairfield, CA, 94533-1615 |
| Phone Number | 707 399-4867 |
| Principal | Clarissa A Tuttle |
| Email Address | ctuttle@solanocoe.net |
| School Website | https://www.solanocoe.net/ |
| County-District-School (CDS) Code | 48104886069538 |

2022-23 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Solano County Office of Education |
| Phone Number | 707 399-4400 |
| Superintendent | Lisette Estrella-Henderson |
| Email Address | lehenderson@solanocoe.net |
| District Website Address | www.solanocoe.net |

2022-23 School Overview

Vision: All children will have an equal opportunity to discover and share their abilities and gifts fully, thereby enriching the world.

Mission: The Solano County Office of Education's (SCOE) special education programs will provide all students and their families with the support, education, and advocacy needed to reach their greatest potential and participate fully in the community.

1. Programs will provide: environments which are creative, safe, healthy, and inclusive; opportunities to develop meaningful relationships; access to both core and individualized curriculum; settings and materials that are age-appropriate; range of quality service options.
2. Instruction will: be individualized; be based upon specific agreed-upon meaningful outcomes; include a variety of strategies based on current research and best practice; provide students with choices; emphasize intensive levels of time on task; infuse positive behavioral interventions and social-emotional learning; include measures of instructional effectiveness; continually challenge our expectations for students; provide access to appropriate technology.
3. We will place the needs of students and families at the center of our efforts by: including families as partners; maximizing family involvement; treating families with respect, compassion, and understanding; recognizing and utilizing their knowledge, experience, and skills; honoring their contributions, dreams, advocacy, culture, and commitment to their children's learning; providing families with a useful understanding of the system.
4. All staff are valued as members of a learning community committed to program quality and continual improvement. This commitment is demonstrated by: working collaboratively; developing and sharing resources; celebrating growth and successes; utilizing individual skills; ongoing professional growth and learning; supporting each other; supporting risk-taking; using proper body mechanics and universal precautions.
5. In support of our mission, we will pursue meaningful partnerships by establishing: a coordinated system of service delivery that supports meaningful outcomes from birth to age 22; interagency agreements; working relationships with business and community organizations; positive and productive working partnerships with school communities.

2022-23 School Overview

Please note: The methodology for SARC data population, specifically related to the Teacher Preparation and Placement section, has shifted this year. As a result the data is displayed differently than in previous years.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 16 |
| Grade 1 | 14 |
| Grade 2 | 16 |
| Grade 3 | 15 |
| Grade 4 | 12 |
| Grade 5 | 9 |
| Grade 6 | 17 |
| Grade 7 | 14 |
| Grade 8 | 11 |
| Grade 9 | 10 |
| Grade 10 | 12 |
| Grade 11 | 12 |
| Grade 12 | 145 |
| Total Enrollment | 303 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 35.6 |
| Male | 64.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 5.9 |
| Black or African American | 10.9 |
| Filipino | 8.6 |
| Hispanic or Latino | 37.0 |
| Native Hawaiian or Pacific Islander | 1.7 |
| Two or More Races | 5.6 |
| White | 26.1 |
| English Learners | 4.3 |
| Foster Youth | 1.0 |
| Homeless | 0.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 27.7 |
| Students with Disabilities | 100.0 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.50 | 41.25 | 20.50 | 30.34 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 4.00 | 10.00 | 4.00 | 5.90 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 5.00 | 10.90 | 16.18 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 5.40 | 8.09 | 12115.80 | 4.41 |
| Unknown | 17.50 | 43.75 | 26.70 | 39.47 | 18854.30 | 6.86 |
| Total Teaching Positions | 40.00 | 100.00 | 67.70 | 100.00 | 274759.10 | 100.00 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 2.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 2.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 16.60 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

The textbooks and instructional materials used by Special Education are from the most recent adoption. In the classes for students with moderate-to-severe disabilities, the Solano County Office of Education uses a variety of programs designed to address functional skills and significantly modified standards. The curricula have been adopted at different times and the most recent adoption included the Unique Learning System program, which was first piloted in 2012 and adopted in 2013. The items listed below are all part of our most recent adoption. All the classes have sufficient textbooks and instructional materials for each student.

Year and month in which the data were collected

September 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | Unique Learning Systems (ULS) Read It Once Again Real World Reading and Vocabulary Edmark Reading Program PCI Reading Program | Yes | 0 |
| Mathematics | Unique Learning Systems (ULS) Touch Math Series Real World Math | Yes | 0 |
| Science | Unique Learning Systems (ULS) | Yes | 0 |
| History-Social Science | Unique Learning Systems (ULS) | Yes | 0 |
| Foreign Language | N/A | | |
| Health | Unique Learning Systems (ULS) Positive Prevention Plus Relationships Decoded | Yes | 0 |
| Visual and Performing Arts | Unique Learning Systems (ULS) | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

School Facility Conditions and Planned Improvements

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. The SCOE maintains three centers primarily for preschool students and transition classes that include typically developing peers. Classrooms are also maintained at over 30 school sites throughout Solano County to meet the needs of students who benefit from being on an integrated site. The facilities on school sites are maintained by both the district and SCOE. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified.

All Interim Evaluation Instruments for Special Education facilities are on file in the Facilities Department. Please contact the Manager of Facilities & Maintenance (707) 399-4860.

Year and month of the most recent FIT report 10/26/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 3 | N/A | 12 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 0 | N/A | 7 | N/A | 33 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 93 | 80 | 86.02 | 13.98 | 2.50 |
| Female | 35 | 30 | 85.71 | 14.29 | 0.00 |
| Male | 58 | 50 | 86.21 | 13.79 | 4.00 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 31 | 83.78 | 16.22 | 3.23 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 17 | 85.00 | 15.00 | 5.88 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 32 | 28 | 87.50 | 12.50 | 3.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 93 | 80 | 86.02 | 13.98 | 2.50 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 93 | 80 | 86.02 | 13.98 | 0.00 |
| Female | 35 | 30 | 85.71 | 14.29 | 0.00 |
| Male | 58 | 50 | 86.21 | 13.79 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 31 | 83.78 | 16.22 | 0.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 17 | 85.00 | 15.00 | 0.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 32 | 28 | 87.50 | 12.50 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 93 | 80 | 86.02 | 13.98 | 0.00 |

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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | -- | -- | 7.14 | 28.5 | 29.47 |

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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 Career Technical Education Programs

SCOE students with moderate to severe disabilities participate in community-based instruction and development of school-based microenterprises that prepare them for independent living and work. Students also have work experience opportunities when appropriate. Students with the ability to participate, have an opportunity to complete a ServSafe Food Handlers' Certificate to prepare for employment in the food industry.

2021-22 Career Technical Education (CTE) Participation

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

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 | 0.00 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 | -- | -- | -- | -- | -- |
| Grade 7 | 88 | 88 | 88 | 88 | 88 |
| Grade 9 | -- | -- | -- | -- | -- |

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

The Special Education Department recognizes the responsibility of the school to involve the parent(s) in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set in the legally mandated process from the beginning referral to the implementation of the Individual Education Plan (IEP). In addition to meeting our legal obligations, the needs of families and students are at the center of our efforts.

Our guiding principles include these elements:

- Include families as partners.
- Maximize family involvement.
- Treat families with respect, compassion, and understanding.
- Recognize and utilize their knowledge, experience, and skills.
- Honor their contributions, dreams, advocacy, culture, and commitment to their children’s learning.
- Provide them with a useful understanding of the system.

Strategies to involve families include:

- Parent/teacher conferences,
- Parent interview prior to IEP meetings,
- Individual Education Plan meetings,
- Back-to-school nights,
- Parent Curriculum and Literacy Presentations
- Transition planning nights sponsored by our Workforce Development Department,
- Transition planning between programs and age levels,
- Parent tours of potential school sites,
- Reporting of benchmark achievement, and
- Translation services.

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 | | -- | 0 | | 48.1 | 17.4 | | 8.9 | 7.8 |
| Graduation Rate | | -- | 21.4 | | 35.1 | 50 | | 84.2 | 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 14 | 3 | 21.4 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 14 | 3 | 21.4 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| All Students | 319 | 309 | 201 | 65.0 |
| Female | 110 | 109 | 72 | 66.1 |
| Male | 209 | 200 | 129 | 64.5 |
| American Indian or Alaska Native | 1 | 0 | 0 | 0.0 |
| Asian | 19 | 19 | 14 | 73.7 |
| Black or African American | 33 | 32 | 17 | 53.1 |
| Filipino | 28 | 27 | 21 | 77.8 |
| Hispanic or Latino | 117 | 113 | 84 | 74.3 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 4 | 66.7 |
| Two or More Races | 19 | 18 | 10 | 55.6 |
| White | 82 | 81 | 46 | 56.8 |
| English Learners | 22 | 20 | 17 | 85.0 |
| Foster Youth | 5 | 5 | 2 | 40.0 |
| Homeless | 4 | 3 | 2 | 66.7 |
| Socioeconomically Disadvantaged | 109 | 107 | 75 | 70.1 |
| Students Receiving Migrant Education Services | 1 | 1 | 1 | 100.0 |
| Students with Disabilities | 319 | 309 | 201 | 65.0 |

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 | 1.86 | 2.51 | 2.45 |
| Expulsions | 0.00 | 0.08 | 0.05 |

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 | 0.32 | 0.94 | 0.10 | 7.32 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.94 | 0.00 |
| Female | 2.73 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 3.03 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.85 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 5.26 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 4.55 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.83 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.94 | 0.00 |

2022-23 School Safety Plan

The elements of the plan include disaster response, supervision, and expulsion policies, sexual harassment, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. Many of our classes are housed on district campuses and in those cases, SCOE follows the school safety plans for those sites. A Safety Committee at SCOE meets quarterly. The School Safety Plan has been recently revised and is scheduled to be reviewed in the third quarter of the 2022-2023 school year.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 3 | 1 | 1 | | |
| 4 | 1 | 1 | | |
| 6 | 2 | 2 | | |
| Other | 6 | 14 | | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 5 | 1 | 1 | | |
| 6 | 3 | 2 | | |
| Other | 6 | 15 | | |

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 | 1 | 1 | | |
| 6 | 2 | 4 | | |
| Other | 7 | 14 | | |

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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 | 0 |

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) | 6.4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 4.8 |
| Social Worker | |
| Nurse | 3 |
| Speech/Language/Hearing Specialist | 8.6 |
| Resource Specialist (non-teaching) | |
| Other | 19 |

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 | 89614 | 89169 | 445 | 75533 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$6,594 | |
| Percent Difference - School Site and State | N/A | N/A | -174.7 | |

2021-22 Types of Services Funded

Services provided include SCOE Special Education special day classes for the districts' students with moderate to severe disabilities and students with low incidence disabilities.

SCOE provided programs for infants and toddlers and special day classes identified as Non-Categorical, Moderate to Severe Disabilities, Deaf and Hard-of-Hearing and transition for students preschool through age twenty-two.

Additionally, itinerant and support services were provided in the areas of occupational and physical therapy, low incidence disabilities, audiology, nursing, speech therapy, orientation and mobility, low-vision, behavior and mental health intervention. Students with disabilities were also provided transportation and food services.

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 |
|---|-----------------|--|
| Beginning Teacher Salary | 49597 | |
| Mid-Range Teacher Salary | 64870 | |
| Highest Teacher Salary | 87754 | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | 250000 | |
| Percent of Budget for Teacher Salaries | 11% | |
| Percent of Budget for Administrative Salaries | 11% | |

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 | 0 |
|-----------------------------------|---|

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 | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

For the last three years, teachers and paraeducators have received a full day of required in-service training each year. Teachers have previously utilized up to two staff development buy-back days for approved staff development activities. In addition, staff can apply for training specific to their professional discipline. If approved, this is supported by the special education budget. Teachers also attend a monthly in-service that addresses evidence-based practices and implementation. Interns and new teachers are supported through a coaching model. Professional Learning Communities are established and program teams participate in them on a monthly basis. Coaching and ongoing support are provided to individuals and teams within the county programs. Additional training was provided to staff in 2021-2022 to address the unique needs of COVID-19 pandemic.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |