<div style="border: 2px solid navy; text-align: center;">

Solano County Special Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (Most Recent Year)

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	Kimberly Kopp
E-mail Address	kkopp@solanocoe.net
Web Site	
Grades Served	P-Post Secondary
CDS Code	48104886069538

District Contact Information	
District Name	Solano County Office of Education
Phone Number	707 399-4400
Superintendent	Jay Speck
E-mail Address	jspeck@solanocoe.net
Web Site	www.solanocoe.net

School Description and Mission Statement (Most Recent Year)

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; a 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; 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 development; 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	20
Grade 1	12
Grade 2	18
Grade 3	19
Grade 4	16
Grade 5	19
Grade 6	26
Grade 7	19
Grade 8	16
Grade 9	17
Grade 10	18
Grade 11	15
Grade 12	24
Ungraded Secondary	119
Total Enrollment	358

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14
Asian	4.5
Filipino	8.1
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	1.4
White	34.1
Two or More Races	9.2
Socioeconomically Disadvantaged	30.2
English Learners	10.3
Students with Disabilities	100
Foster Youth	2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	59	59	58	67
Without Full Credential	9	10	7	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	2.2

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.08	1.92
All Schools in District	98.36	1.64
High-Poverty Schools in District	98.36	1.64
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

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 texts and instructional materials for each student.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning Systems (ULS) Read It Once Again Real World Reading and Vocabulary Edmark Reading Program	Yes	0
Mathematics	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)	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 (Most Recent Year)

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. The SCOE maintains two 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 Director of Facilities/Maintenance and transportation at (707) 399-4864.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/21/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/21/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/21/2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	9	4	44
Mathematics	9	1	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	1	0	0.0	--	--	--	--
	4	2	1	50.0	--	--	--	--
	5	19	1	5.3	--	--	--	--
	6	2	2	100.0	--	--	--	--
	8	16	2	12.5	--	--	--	--
	11	5	5	100.0	--	--	--	--
Male	4		1	50.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		2	40.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		0	0.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	11		3	60.0	--	--	--	--
Black or African American	4		1	50.0	--	--	--	--
	11		1	20.0	--	--	--	--
Asian	11		1	20.0	--	--	--	--
Hispanic or Latino	3		0	0.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	8		1	6.3	--	--	--	--
	11		2	40.0	--	--	--	--
White	4		0	0.0	--	--	--	--
	11		1	20.0	--	--	--	--
Two or More Races	8		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	4		1	50.0	--	--	--	--
	6		1	50.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		4	80.0	--	--	--	--
Students with Disabilities	3		0	0.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		5	100.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	0	0.0	--	--	--	--
	4	2	1	50.0	--	--	--	--
	5	19	1	5.3	--	--	--	--
	6	2	2	100.0	--	--	--	--
	8	16	2	12.5	--	--	--	--
	11	5	5	100.0	--	--	--	--
Male	4		1	50.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		2	40.0	--	--	--	--
Female	3		0	0.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	11		3	60.0	--	--	--	--
Black or African American	4		1	50.0	--	--	--	--
	11		1	20.0	--	--	--	--
Asian	11		1	20.0	--	--	--	--
Hispanic or Latino	3		0	0.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	8		1	6.3	--	--	--	--
	11		2	40.0	--	--	--	--
White	4		0	0.0	--	--	--	--
	11		1	20.0	--	--	--	--
Two or More Races	8		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	4		1	50.0	--	--	--	--
	6		1	50.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		4	80.0	--	--	--	--
Students with Disabilities	3		0	0.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		2	100.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		5	100.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	0	13	7	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Special Education students do not participate in CTE. Our students with moderate to severe disabilities participate in community based instruction that helps to prepare them for independent living and work, if appropriate.

Career Technical Education Participation (School Year 2014-15)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	--	--	--	8	16	10	57	56	58
Mathematics	--	--	--	7	22	12	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	90	6	3	88	12	

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	0	0	8.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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
•   Transition planning nights sponsored by our Transition Services Department
•   Transition planning between programs and age levels
•   Parent tours of potential school sites
•   Quarterly reporting of benchmark achievement
•   Translation services

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8.0	3.2	0.53	16.30	13.40	10.90	13.10	11.40	11.50
Graduation Rate	N/A	N/A	N/A	78.08	81.48	83.96	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	0	13.04	84.6
Black or African American		12.5	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino		25	81.28
Native Hawaiian/Pacific Islander			83.58
White		10.53	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		2.63	61.28
English Learners			50.76
Students with Disabilities		9.43	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.0	5.2	1.1	0.00	2.34	4.12	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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, we follow the school safety plans for those sites. A Safety Committee meets once a month.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2010-2011
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8	3							8	4		
1	1	1			1	1						
2					1	2			1	1		
3									1	1		
4	7	1			6	1						
5	4	2			6	3			8	1		
6	4	3			8	3			7	2		
Other	7	13			7	11			7	10		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A											
Mathematics	N/A											
Science	N/A											
Social Science	N/A											

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	4.55	N/A
Social Worker		N/A
Nurse	3	N/A
Speech/Language/Hearing Specialist	7.6	N/A
Resource Specialist	2	N/A
Other	3	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	62,914	62,785	128	0
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,348	
Percent Difference: School Site and State	N/A	N/A	-97.6	

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

Types of Services Funded (Fiscal Year 2014-15)

Services provided include: SCOE Special Education Special Day Classes for the districts' students with moderate to severe disabilities and students with low incidence disabilities.

In 2014 - 2015, 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, behavior and mental health intervention. Special needs students are also provided transportation and food services.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	46633	
Mid-Range Teacher Salary	65099	
Highest Teacher Salary	81574	
Average Principal Salary (Elementary)	106666	
Average Principal Salary (Middle)	106666	
Average Principal Salary (High)	106666	
Superintendent Salary	216280	
Percent of Budget for Teacher Salaries	33%	%
Percent of Budget for Administrative Salaries	4%	%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Teachers and paraeducators receive a full day of required in-service each year. Teachers are able to utilize up to two staff development buy-back days for approved staff development activities. In addition, staff can apply for training specific to their needs and these activities. If approved, this is supported by the special education budget. Teachers also attend a monthly in-service that addresses evidence-based practices and their implementation. Interns and new teachers are supported through a coaching model.