

Solano County Special Education School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
CDS Code	48104886069538

District Contact Information	
District Name	Solano County Office of Education
Phone Number	707 399-4400
Superintendent	Lisette Estrella-Henderson
E-mail Address	lehenderson@solanocoe.net
Web Site	www.solanocoe.net

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	12
Grade 3	17
Grade 4	20
Grade 5	14
Grade 6	19
Grade 7	22
Grade 8	15
Grade 9	15
Grade 10	16
Grade 11	17
Grade 12	17
Ungraded Secondary	125
Total Enrollment	353

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	6.5
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	0.8
White	34
Two or More Races	9.3
Socioeconomically Disadvantaged	38.8
English Learners	10.2
Students with Disabilities	100
Foster Youth	1.7

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	59	58	50	59
Without Full Credential	10	7	6	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2.2	5

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
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 2016-17)

Year and month in which data were collected: December 2016

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.

Subject	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
Health	Unique Learning Systems (ULS)	Yes	0
Visual and Performing Arts	Unique Learning Systems (ULS)	Yes	0

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 of the most recent FIT report: 11/30/2016				
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			
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 of the most recent FIT report: 11/30/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	9	5	4	5	44	48
Mathematics	9		1	1	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	19	14	73.7	7.1
	4	20	19	95.0	
	5	17	16	94.1	12.5
	6	18	17	94.4	5.9
	7	22	19	86.4	
	8	14	13	92.9	7.7
	11	15	12	80.0	8.3
Male	3	17	14	82.3	7.1
	4	13	12	92.3	
	5	13	12	92.3	16.7
	6	14	13	92.9	7.7
	7	15	15	100.0	
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	19	14	73.7	7.1
	4	20	19	95.0	
	5	17	16	94.1	12.5
	6	18	17	94.4	5.9
	7	22	19	86.4	
	8	14	13	92.9	7.7
	11	15	12	80.0	8.3
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	19	14	73.7	
	4	20	19	95.0	
	5	17	16	94.1	
	6	18	17	94.4	
	7	22	19	86.4	
	8	14	13	92.9	
	11	15	10	66.7	
Male	3	17	14	82.3	
	4	13	12	92.3	
	5	13	12	92.3	
	6	14	13	92.9	
	7	15	15	100.0	
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	19	14	73.7	
	4	20	19	95.0	
	5	17	16	94.1	
	6	18	17	94.4	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	22	19	86.4	
	8	14	13	92.9	
	11	15	10	66.7	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	45	13	7	28	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	49	47	95.9	44.7
Male	34	33	97.1	51.5
Female	15	14	93.3	28.6
Hispanic or Latino	14	13	92.9	53.9
White	16	15	93.8	46.7
Socioeconomically Disadvantaged	23	22	95.7	54.6
Students with Disabilities	49	47	95.9	44.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.7		
7	7.1		
9		16.7	

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 (School Year 2016-17)

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.40	10.90	9.90	13.40	10.90	9.90	11.40	11.50	10.70
Graduation Rate	81.48	83.96	84.26	81.48	83.96	84.26	80.44	80.95	82.27

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.5	2.3	4.1	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		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	2013-14			2014-15			2015-16					
	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	4			8	8			
1	1	1						8	9			
2	1	2		1	1			7	10			
3				1	1			6	11			
4	6	1						7	8			
5	6	3		8	1			6	9			
6	8	3		7	2			7	12			
Other	7	11		7	10							

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	2013-14			2014-15			2015-16					
	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 2015-16)

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	4.6	N/A
Resource Specialist		N/A
Other	6	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	64964	64820	144	64037
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	
Percent Difference: School Site and State	N/A	N/A	-97.5	

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2015-16)

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

Cells with N/A values do not require data.

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

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.