# Solano County Special Education
## School Accountability Report Card
## Reported Using Data from the 2016-17 School Year
### Published During 2017-18

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 2017-18)**

| 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** | Marissa Huitt |
| **E-mail Address** | mhuitt@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 2017-18)**

**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 2016-17)**

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 10 |
| Grade 1 | 20 |
| Grade 2 | 20 |
| Grade 3 | 11 |
| Grade 4 | 17 |
| Grade 5 | 18 |
| Grade 6 | 17 |
| Grade 7 | 15 |
| Grade 8 | 21 |
| Grade 9 | 12 |
| Grade 10 | 16 |
| Grade 11 | 20 |
| Grade 12 | 11 |
| Ungraded | 130 |
| Total Enrollment | 338 |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 11.2 |
| American Indian or Alaska Native | 0.9 |
| Asian | 4.7 |
| Filipino | 6.2 |
| Hispanic or Latino | 30.8 |
| Native Hawaiian or Pacific Islander | 1.2 |
| White | 34.9 |
| Two or More Races | 8.3 |
| Socioeconomically Disadvantaged | 32.2 |
| English Learners | 9.5 |
| Students with Disabilities | 100 |
| Foster Youth | 1.2 |

# A. Conditions of Learning

## State Priority: Basic

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

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

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 58 | 50 | 51 | 51 |
| Without Full Credential | 7 | 6 | 5 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 2.2 | 5 | 1 |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** September 2017

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)<br><br>Read It Once Again<br><br>Real World Reading and Vocabulary<br><br>Edmark Reading Program | Yes | 0 |
| **Mathematics** | Touch Math Series<br><br>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) 399-4860.

**School Facility Good Repair Status (Most Recent Year)**
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 10/8/2017 | | | | |
|---|---|---|---|---|
| **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 | | | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/8/2017 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **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: 10/8/2017 | | | | |
|---|---|---|---|---|
| **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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | **School** | | **District** | | **State** | |
| | **2015-16** | **2016-17** | **2015-16** | **2016-17** | **2015-16** | **2016-17** |
| **English Language Arts/Literacy (grades 3-8 and 11)** | 5 | 0 | 5 | 6 | 48 | 48 |
| **Mathematics (grades 3-8 and 11)** | | 0 | 1 | 0 | 36 | 37 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 119 | 108 | 90.76 | 4.63 |
| Male | 89 | 83 | 93.26 | 4.82 |
| Female | 30 | 25 | 83.33 | 4 |
| Black or African American | 12 | 12 | 100 | 8.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 11 | 10 | 90.91 | 0 |
| Hispanic or Latino | 46 | 45 | 97.83 | 4.44 |
| White | 34 | 26 | 76.47 | 7.69 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 44 | 42 | 95.45 | 7.14 |
| English Learners | 19 | 17 | 89.47 | 0 |
| Students with Disabilities | 119 | 108 | 90.76 | 4.63 |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 119 | 108 | 90.76 | 0 |
| Male | 89 | 83 | 93.26 | 0 |
| Female | 30 | 25 | 83.33 | 0 |
| Black or African American | 12 | 12 | 100 | 0 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 11 | 10 | 90.91 | 0 |
| Hispanic or Latino | 46 | 45 | 97.83 | 0 |
| White | 34 | 26 | 76.47 | 0 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 44 | 42 | 95.45 | 0 |
| English Learners | 19 | 17 | 89.47 | 0 |
| Students with Disabilities | 119 | 108 | 90.76 | 0 |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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**
**Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| **Science (grades 5, 8, and 10)** | -- | 45 | 7 | 28 | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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.

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

• Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **7** | | 11.8 | |

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 State priority: Parental Involvement (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 2017-18)**

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 State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 18.8 | 5 | 0 | 76.9 | 72.2 | 81.1 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 6.25 | 0 | 0 | 6.48 | 2.78 | 6.82 | 80.95 | 82.27 | 83.77 |

## 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**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.8 | 0.5 | 1.9 | 4.4 | 2.0 | 3.9 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2017-18)**

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 at SCOE 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 2017-18)**

| 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 | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | | | 6 | 7 | | | 7 | 8 | | |
| **1** | | | | | | | | | 6 | 10 | | |
| **2** | 1 | 1 | | | | | | | 6 | 11 | | |
| **3** | 1 | 1 | | | | | | | 6 | 9 | | |
| **4** | | | | | 4 | 2 | | | 7 | 9 | | |
| **5** | 8 | 1 | | | 4 | 2 | | | 5 | 10 | | |
| **6** | 7 | 2 | | | 4 | 2 | | | 6 | 11 | | |
| **Other** | 7 | 10 | | | 6 | 8 | | | | | | |

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| 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** | 3.6 | N/A |
| **Resource Specialist** | | N/A |
| **Other** | 141.18 | 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 2015-16)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | 69981 | 69847 | 134 | 61085 |
| **District** | N/A | N/A | | |
| **Percent Difference: School Site and District** | N/A | N/A | | |
| **State** | N/A | N/A | $6,574 | |
| **Percent Difference: School Site and State** | N/A | N/A | -98.0 | |

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

## Types of Services Funded (Fiscal Year 2016-17)

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, behavior and mental health intervention. Special needs students were also provided transportation and food services.

## Professional Development (Most Recent Three Years)

For the last three years, teachers and paraeducators have received a full day of required in-service each year. Teachers 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.