Solano County Special Education
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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	Andrea Lemos, Ed.D.
E-mail Address	alemos@solanocoe.net
Web Site	
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 2018-19)

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 2017-18)

Grade Level	Number of Students
Kindergarten	18
Grade 1	9
Grade 2	18
Grade 3	19
Grade 4	11
Grade 5	15
Grade 6	15
Grade 7	16
Grade 8	16
Grade 9	20
Grade 10	12
Grade 11	12
Grade 12	22
Ungraded Secondary	120
Total Enrollment	323

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.6
Asian	4.0
Filipino	8.0
Hispanic or Latino	35.9
Native Hawaiian or Pacific Islander	0.9
White	31.3
Socioeconomically Disadvantaged	34.7
English Learners	8.4
Students with Disabilities	100.0
Foster Youth	0.3

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	50	51	45.4	50.4
Without Full Credential	6	5	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	5	1	3

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 2018-19)

Year and month in which data were collected: September 2018

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	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
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) Year and month of the most recent FIT report: 9/14/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/14/18	
Overall Rating	**Exemplary**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	5.0	0.0	7.0	4.0	49.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	0.0	0.0	37.0	39.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	0	0.00	0.00
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	0	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	8	34.78	0
Male	19	8	42.11	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	5	45.45	0
English Learners	--	--	--	--
Students with Disabilities	23	8	34.78	0
Students Receiving Migrant Education Services	--	--	--	--
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Our students with moderate to severe disabilities participate in community based instruction and development of microenterprises that helps to prepare them for independent living and work. Students also have work experience opportunities through Workability when appropriate.

Career Technical Education Participation (School Year 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7		7.1	

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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
• 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.0	46.7	0.0	72.2	81.1	69.0	10.7	9.7	9.1
Graduation Rate	0.0	0.0	14.3	2.8	6.8	18.6	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Suspensions	0.5	1.9	2.1	2.0	3.9	4.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 Number of Classes 21-32	2015-16 Number of Classes 33+	2016-17 Avg. Class Size	2016-17 Number of Classes 1-20	2016-17 Number of Classes 21-32	2016-17 Number of Classes 33+	2017-18 Avg. Class Size	2017-18 Number of Classes 1-20	2017-18 Number of Classes 21-32	2017-18 Number of Classes 33+
K	6	7			8	1			7	10		
1									7	5		
2									7	8		
3									7	8		
4	4	2							7	7		
5	4	2			3	4			7	9		
6	4	2			1	3			6	9		
Other	6	8			6	12						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16 Avg. Class Size	2015-16 Number of Classrooms 1-22	2015-16 Number of Classrooms 23-32	2015-16 Number of Classrooms 33+	2016-17 Avg. Class Size	2016-17 Number of Classrooms 1-22	2016-17 Number of Classrooms 23-32	2016-17 Number of Classrooms 33+	2017-18 Avg. Class Size	2017-18 Number of Classrooms 1-22	2017-18 Number of Classrooms 23-32	2017-18 Number of Classrooms 33+
English												
Mathematics												
Science												
Social Science												

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 2017-18)

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 (non-teaching)		N/A
Other	160.15	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	71217	71081	136	51022
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$7,125	
Percent Difference: School Site and State	N/A	N/A	-192.5	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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. Students with disabilities were also provided transportation and food services.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	45,801	
Mid-Range Teacher Salary	62,421	
Highest Teacher Salary	81,447	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	230,000	
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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)

For the last three years, teachers and paraeducators have received a full day of required in-service 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 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. 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. An additional professional learning day was added to the contract during the 2018-19 school year for all staff members.