

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

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	Stanislaus County Office-Special Education
Street	1336 Stonum Rd
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 541-2200
Principal	Sarah Grantano
E-mail Address	sgrantano@stancoe.org
Grades Served	K-12
CDS Code	50-10504-6069546

District Contact Information	
District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1900
Superintendent	Tom Changnon
E-mail Address	tchangnon@stancoe.org
Web Site	www.stancoe.org

School Description and Mission Statement (Most Recent Year)

Stanislaus County Office of Education's (SCOE) Special Education programs serve students from birth to 22 years of age in severe and non-severe programs throughout the county in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury.

The Early Start program (birth to age 3) serves 83 students in their natural environment; playgroups located within their community, in the home, and at the special education center.

SCOE has 2 special education centers (1 serving Early Intervention students (ages 3-5), 1 serving SH behavioral and medically fragile students (ages 5-22) and 28 classrooms located on public integrated school sites.

All of our employees strive to provide rich and caring educational experiences in the least restrictive setting possible. SCOE's Special Education department has approximately 350 employees providing services in homes and on 35 school and community sites throughout the county to approximately 1200 students.

Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing services, services to the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, counseling and assessments.

Mission Statement:

Through the caring and commitment of public education and effective leadership and instruction, we empower students and parents by supporting independence, providing opportunities through implementation of best practices, and establishing partnerships for life-long learning.

Vision Statement:

Our impact on individuals with disabilities and their families will provide independence, opportunity and hope for the future.

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

Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	18
Grade 3	29
Grade 4	21
Grade 5	15
Grade 6	24
Grade 7	19
Grade 8	22
Grade 9	7
Grade 10	19
Grade 11	22
Grade 12	13
Total Enrollment	237

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	2.5
Asian	4.2
Filipino	0.8
Hispanic or Latino	47.3
Native Hawaiian or Pacific Islander	0.8
White	34.2
Two or More Races	3.4
Socioeconomically Disadvantaged	74.7
English Learners	17.3
Students with Disabilities	97.9
Foster Youth	2.1

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	63	59.6		
Without Full Credential	2	5		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	5.5	4	

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		
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 2015-16)

Year and month in which data were collected: 1/13/2015

All students in our programs have goals written into their IEP's (Individual Education Plan) that align to the state standards. Each integrated classroom aligns to the school district adopted materials of that school campus. Each classroom has the core curriculum of that school site for easy integration and inclusion opportunities. In addition to the standards-based materials adopted by the State Board of Education and the local governing board of our special day class sites that are integrated on to general education campuses across the county, the following is a list of supplemental materials used in the classrooms, adopted by the local governing board. There were zero percent of students who lacked their own assigned textbooks and/or instructional materials.

- Super Skills Social Language Program
- Room 14 Social Language Program
- Social Thinking Series- Michelle Garcia Winner
- Jedi Baker Social Skills Training
- Skills for School Success- Anita Archer
- Word Knowledge- Gene Tucker
- Social Mapping- Michelle Garcia Winner
- R.A.N. - Elizabeth Haughten
- Phonemic Awareness- Elizabeth Haughten
- Math Foundations- Elizabeth Haughten
- Skill Builders- Math and Language Arts
- Morphographic Spelling- Bob Dixon
- Handwriting- Haughten
- New to You- Scripted Current Events Curriculum

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Edmark Reading Program 1 & 2 Reading Intervention K-12 Handwriting without Tears Writing Intervention K-6 Phonics Library, Houghton Mifflin Reading K-2 Horizons 3.2, Harcourt Brace/Houghton 3 Language for Learning Language for Thinking Language for Writing Reasoning and Writing Rewards Reading Program Reading Mastery Spelling Mastery	Yes	
Mathematics	Touch Math ILC K - 2 Saxon Math 2-4 Connecting Math Touch Math Morningside Math Program Saxon Math	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/02/2015				
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			
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: 11/02/2015				
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], 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	0	2	44
Mathematics	0	0	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	12	6	50.0	--	--	--	--
	4	9	8	88.9	--	--	--	--
	5	23	9	39.1	--	--	--	--
	6	18	13	72.2	46	8	0	0
	7	18	14	77.8	21	0	0	0
	8	27	9	33.3	--	--	--	--
	11	15	3	20.0	--	--	--	--
Male	3	12	4	33.3	--	--	--	--
	4	9	5	55.6	--	--	--	--
	5	23	7	30.4	--	--	--	--
	6	18	12	66.7	42	8	0	0
	7	18	12	66.7	25	0	0	0
	8	27	3	11.1	--	--	--	--
	11	15	3	20.0	--	--	--	--
Female	3	12	2	16.7	--	--	--	--
	4	9	3	33.3	--	--	--	--
	5	23	2	8.7	--	--	--	--
	6	18	1	5.6	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	27	6	22.2	--	--	--	--
	11	15	0	0.0	--	--	--	--
Black or African American	3	12	1	8.3	--	--	--	--
	6	18	1	5.6	--	--	--	--
	7	18	1	5.6	--	--	--	--
	8	27	1	3.7	--	--	--	--
	11	15	0	0.0	--	--	--	--
American Indian or Alaska Native	8	27	1	3.7	--	--	--	--
Asian	3	12	1	8.3	--	--	--	--
	4	9	0	0.0	--	--	--	--
	8	27	0	0.0	--	--	--	--
Filipino	11	15	1	6.7	--	--	--	--
Hispanic or Latino	3	12	3	25.0	--	--	--	--
	4	9	3	33.3	--	--	--	--
	5	23	4	17.4	--	--	--	--
	6	18	2	11.1	--	--	--	--
	7	18	5	27.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	27	3	11.1	--	--	--	--
	11	15	2	13.3	--	--	--	--
Native Hawaiian or Pacific Islander	3	12	0	0.0	--	--	--	--
White	3	12	1	8.3	--	--	--	--
	4	9	5	55.6	--	--	--	--
	5	23	5	21.7	--	--	--	--
	6	18	9	50.0	--	--	--	--
	7	18	8	44.4	--	--	--	--
	8	27	3	11.1	--	--	--	--
Two or More Races	6	18	1	5.6	--	--	--	--
Socioeconomically Disadvantaged	3	12	3	25.0	--	--	--	--
	4	9	7	77.8	--	--	--	--
	5	23	8	34.8	--	--	--	--
	6	18	9	50.0	--	--	--	--
	7	18	11	61.1	18	0	0	0
	8	27	6	22.2	--	--	--	--
	11	15	3	20.0	--	--	--	--
Students with Disabilities	3	12	6	50.0	--	--	--	--
	4	9	8	88.9	--	--	--	--
	5	23	9	39.1	--	--	--	--
	6	18	12	66.7	42	8	0	0
	7	18	13	72.2	23	0	0	0
	8	27	7	25.9	--	--	--	--
	11	15	2	13.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	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	12	6	50.0	--	--	--	--
	4	9	8	88.9	--	--	--	--
	5	23	9	39.1	--	--	--	--
	6	18	13	72.2	8	0	0	0
	7	18	14	77.8	7	14	0	0
	8	27	9	33.3	--	--	--	--
	11	15	3	20.0	--	--	--	--
Male	3	12	4	33.3	--	--	--	--
	4	9	5	55.6	--	--	--	--
	5	23	7	30.4	--	--	--	--
	6	18	12	66.7	8	0	0	0
	7	18	12	66.7	8	17	0	0
	8	27	2	7.4	--	--	--	--
	11	15	3	20.0	--	--	--	--
Female	3	12	2	16.7	--	--	--	--
	4	9	3	33.3	--	--	--	--
	5	23	2	8.7	--	--	--	--
	6	18	1	5.6	--	--	--	--
	7	18	2	11.1	--	--	--	--
	8	27	7	25.9	--	--	--	--
	11	15	0	0.0	--	--	--	--
Black or African American	3	12	1	8.3	--	--	--	--
	6	18	1	5.6	--	--	--	--
	7	18	1	5.6	--	--	--	--
	8	27	1	3.7	--	--	--	--
	11	15	0	0.0	--	--	--	--
American Indian or Alaska Native	8	27	1	3.7	--	--	--	--
Asian	3	12	1	8.3	--	--	--	--
	4	9	0	0.0	--	--	--	--
	8	27	0	0.0	--	--	--	--
Filipino	11	15	1	6.7	--	--	--	--
Hispanic or Latino	3	12	3	25.0	--	--	--	--
	4	9	3	33.3	--	--	--	--
	5	23	4	17.4	--	--	--	--
	6	18	2	11.1	--	--	--	--
	7	18	4	22.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	27	4	14.8	--	--	--	--
	11	15	2	13.3	--	--	--	--
Native Hawaiian or Pacific Islander	3	12	0	0.0	--	--	--	--
White	3	12	1	8.3	--	--	--	--
	4	9	5	55.6	--	--	--	--
	5	23	5	21.7	--	--	--	--
	6	18	9	50.0	--	--	--	--
	7	18	9	50.0	--	--	--	--
	8	27	2	7.4	--	--	--	--
Two or More Races	6	18	1	5.6	--	--	--	--
Socioeconomically Disadvantaged	3	12	3	25.0	--	--	--	--
	4	9	7	77.8	--	--	--	--
	5	23	8	34.8	--	--	--	--
	6	18	9	50.0	--	--	--	--
	7	18	11	61.1	9	9	0	0
	8	27	6	22.2	--	--	--	--
	11	15	3	20.0	--	--	--	--
Students with Disabilities	3	12	6	50.0	--	--	--	--
	4	9	8	88.9	--	--	--	--
	5	23	9	39.1	--	--	--	--
	6	18	12	66.7	0	0	0	0
	7	18	13	72.2	8	15	0	0
	8	27	7	25.9	--	--	--	--
	11	15	2	13.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	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	5	11	4	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	4
All Students at the School	0
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
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)

Career Technical Education Participation (School Year 2014-15)

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

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	17			27	16	23	57	56	58
Mathematics	17			22	15	19	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	77	15	8	81	15	5
All Students at the School	0			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.

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
7	25.00	31.20	12.50

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 Stanislaus County Office of Education ensures parental involvement through the Individual Education Program (IEP) meeting process. Parents participate in not less than one IEP meeting per year with their child's full educational team and more if needed.

Parents play a vital role in the education of their children. There are many opportunities for parental involvement in the educational settings that include: regularly scheduled parent trainings, regular home visits, assisting in classrooms, and attending group sessions with their children. The Community Advisory Committee meets once a month to involve parents in a variety of special education issues and establish a network of support. The Stanislaus County Office of Education also holds conferences designed to educate, support, and empower parents in the journey of raising a child with special needs.

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	14.40	11.60	11.50	14.40	11.60	11.50	13.10	11.40	11.50
Graduation Rate	78.71	82.50	82.12	78.71	82.50	82.12	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	66.67	63.09	84.6
Black or African American	100	68.97	76
American Indian or Alaska Native		50	78.07
Asian	100	80	92.62
Filipino		33.33	96.49
Hispanic or Latino	30	56.69	81.28
Native Hawaiian/Pacific Islander		33.33	83.58
White	100	73.57	89.93
Two or More Races		200	82.8
Socioeconomically Disadvantaged	66.67	51.52	61.28
English Learners	57.14	50	50.76
Students with Disabilities	46.67	58.36	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	6.17	9.12	18.62	8.50	6.76	8.02	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)

Facilities owned, operated, and utilized by the Stanislaus County Office of Education are maintained and reviewed regularly by our maintenance staff to ensure all facilities are safe and in good condition. A very high standard of classroom hygiene standards have been adopted throughout the County programs and daily custodial services guarantee sanitation and cleanliness in our restrooms and classrooms.

In June of 2012, a new special education facility was opened (JFK) serving our severe behavioral, medically fragile, and transition students. August 2013, the renovation of the special education facility (Margaret L. Annear) serving the Early Intervention students was completed on the same campus.

Every classroom and common area has a School Emergency Response- Procedures and Guidelines binder posted for easy access to assist in emergency situations. Our campus is wired with a Bogan Emergency Response System, which allows communication in emergency situations. Additionally, we have cameras outside of the facilities to assist with safety issues.

Our site receives annual safety reviews by the SCOE Safety Director, SCOE maintenance staff, the Ceres Fire Department, and a representative from our insurance carrier. All site concerns are handled immediately by our custodian, SCOE maintenance, administration or the safety team. Our Site Safety team meets twice a year, we have crisis simulation drills at least once per month, exceeding the requirements by law.

The comprehensive safe school site plan was reviewed and discussed with faculty by the regional health and safety plan coordinator after board approval of the plan on January 13, 2015.

New SELPA policy mandates that all SCOE classrooms operated on district sites will be included in their comprehensive school safety plans, crisis simulation and safety requirements per ed code, fire code and ADA regulations.

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	No	No	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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	5			9	2			10	3		
1									3	1		
2									7	2		
3	7	2							8	1		
4					8	2			4	2		
5	10	1			10	2			9	3		
6	6	2							7	1		
Other	9	4			8	8			7	1		

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												
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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	10	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	4.00	N/A
Social Worker	0	N/A
Nurse	3.75	N/A
Speech/Language/Hearing Specialist	6.25	N/A
Resource Specialist	5	N/A
Other	19	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				56,938
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		0
State	N/A	N/A	\$5,348	
Percent Difference: School Site and State	N/A	N/A		-16.9

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

Types of Services Funded (Fiscal Year 2014-15)

Special education funds are used to provide all required interventions and services as specified by each students Individual Education Program and/or Individual Family Service Plan per IDEA part C and part B.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	39,623	43,106
Mid-Range Teacher Salary	74,325	64,180
Highest Teacher Salary	96,023	99,324
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 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)

SCOE is committed to providing professional development opportunities for all staff. Most trainings are specific to the area of expertise and are offered as conferences and workshops. Some programs have weekly training components to support their specific programs. A new professional development plan was created to offer opportunities for certificated and non-certificated staff to choose from a variety of sessions, selecting one of four topics offered each month for professional growth.