Santa Clara County Office of Education: Special Education

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Santa Clara County Office of Education: Special Education
Street	1290 Ridder Park Dr., MC273
City, State, Zip	San Jose, CA 95131-2304
Phone Number	(408) 453-6542
Principal	Jennifer Ann
Email Address	jann@sccoe.org
School Website	www.sccoe.org
County-District-School (CDS) Code	43104394330320

2023-24 District Contact Information

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6878
Superintendent	Mary Ann Dewan, Ph.D.
Email Address	mdewan@sccoe.org
District Website	www.sccoe.org

2023-24 School Description and Mission Statement

The Special Education Department of the Santa Clara County Office of Education (SCCOE) provides a variety of instructional programs and services for children and students with severe or low incidence disabilities from birth through 22 years of age. The students are referred from 31 school districts in Santa Clara County and are served by a low student-to-staff ratio and in a highly structured environment. Programs are divided into early education (birth to 3 years), preschool, elementary, secondary and post secondary. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Therapeutic, Medically Fragile and Severely Disabled.

The SCCOE is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Department also provides services to students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.

For the 2022-2023 school year, 912 special education students, ages 5 to 22 years, were served by the SCCOE. Additional special education students were served in early education and preschool programs.

The SCCOE Special Education Department aims to serve, inspire, and promote student success by creating opportunities for all students to participate in high-quality educational programs which include: appropriate placement options; instruction, curriculum and materials that are developmentally-appropriate, consistently utilized across all classes, and linked to the Common Core State Standards; learning environments that are safe, nurturing, respectful, least restrictive and; collaboration among all educational team members with a focus on student outcomes.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	53
Grade 1	51
Grade 2	48
Grade 3	53
Grade 4	68
Grade 5	38
Grade 6	76
Grade 7	45
Grade 8	52
Grade 9	58
Grade 10	52
Grade 11	72
Grade 12	246
Total Enrollment	912

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	294
Male	618
Non-Binary	--
American Indian or Alaska Native	0
Asian	280
Black or African American	38
Filipino	47
Hispanic or Latino	396
Native Hawaiian or Pacific Islander	6
Two or More Races	4
White	138
English Learners	323
Foster Youth	5
Homeless	5
Migrant	0
Socioeconomically Disadvantaged	445
Students with Disabilities	912

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70	54.7	375.3	58.1	228,366	83
Intern Credential Holders Properly Assigned	1	.8	48.8	7.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	101.7	q5.8	1121	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4	3.1	47.1	11.2	118,543	6.9
Unknown	52	40.6	72.5	11.12	11,854	6.9
Total Teaching Positions	128	100	645.5	100	274,759	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.5	58.9	367	57.38	234,405.20	84
Intern Credential Holders Properly Assigned	1	.8	61.90	9.68	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.3	4.4	133.40	20.86	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.0	3.4	32.70	5.11	11,953.10	4.28
Unknown	38.3	32.4	44.50	6.97	15,831.90	5.67
Total Teaching Positions	118	100	639.70	100	279,044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	9
Misassignments	0	0
Vacant Positions	0	11
Total Teachers Without Credentials and Misassignments	1	10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	4	9
Local Assignment Options	0	0
Total Out-of-Field Teachers	4	9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Selections of Board-adopted textbooks and instructional materials are based upon each student's learning, processing and physical abilities, as guided by the IEP. Students have	Yes	0%

	access to current textbooks and instructional materials including STAR/LINKS, Unique, N2Y, Edgenuity, IXL, and TouchMath in each core curricular area. Students attending academic programs on district sites have access to the same textbooks that their non-disabled peers utilize. In cases where students' functioning levels limit their ability to access textbooks, staff members use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to help the student gain access to the core curriculum. Students with vision, hearing or orthopedic needs also receive supplementary materials through the California Low-Incidence Program. Students attending special education programs in the Alternative Schools use the same SCCOE board-adopted curriculum as all students in the Alternative Schools.		
Mathematics	TouchMath, Unique, IXL Learning, Edgenuity	Yes	0%
Science	Unique, N2Y, Edgenuity	Yes	0%
History-Social Science	Unique, N2Y, IXL Learning, Edgenuity	Yes	0%
Foreign Language	Students have access to classes on host sites	Yes	0%
Health	Sexuality for All Abilities	Yes	0%
Visual and Performing Arts	Students have access to classes and programs on host sites	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

School Facility Conditions — General Information
The SCCOE Special Education Department, and districts hosting classes on their campuses, work together to set up new programs where they are needed to meet the varying IEP goals of students throughout the County. The host district is responsible for the repair, maintenance, disaster plan and custodial services as delineated in the "SCCOE Special Education Housing Policy" agreement. For SCCOE operated programs that are not on district-hosted sites county principals, in partnership with the SCCOE Facilities Department, oversee the facilities, disaster protocols, maintenance and custodial services.

School Facility Conditions — Results of Inspection and Evaluation
There are four levels of identification of safety hazards: 1) special inspections initiated by an employee; 2) on-going, informal inspections in conjunction with regular duties; 3) initial inspections of new sites and; 4) annual, formal safety inspections of all sites. Uniform Complaint Procedures are posted in each classroom at each site in English, Spanish and Vietnamese.

An annual safety inspection is conducted for all classrooms and sites. "The Annual Safety Inspection Checklist" covers both physical properties as well as work practices of school and office staff. Any corrections needed are noted on the "Annual Safety Inspection Hazard Remediation" form with the responsibility for correction being designated as either the host district or SCCOE. The FIT reports for 2022-23 were completed for all SCCOE sites between July and September of 2022. The most recent FIT report for special education programs showed a final completion on 10/6/2023. Special Education is organized into clusters with classrooms operated by the SCCOE as well as local educational agencies. SCCOE facilities aligned to each cluster include: Gateway 8/31/2023, Hester 10/6/2023, Oster, 9/13/2023, McCollam 9/29/2023, Anne Darling 9/13/2023, Chandler Tripp 9/13/2023, Seven Trees Educational Center 9/21/2023. Gateway, McCollam, Anne Darling, and Seven Trees Educational Center all showed ratings of good with an overall exemplary rating.

Hester received a fair rating for interior and electrical, Oster received a fair rating for electrical, and Chandler Tripp received a poor rating for safety.

Year and month of the most recent FIT report	10/6/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X	X		Hester received fair rating. The SCCOE Maintenance and Operations are addressing this rating.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X	X		Hester and Oster received fair ratings for electrical. The SCCOE Maintenance and Operations Department are addressing this rating.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X		X	Chandler Tripp received a poor rating for safety. The SCCOE Maintenance and Operations Department in conjunction with the SCCOE Special Education Department are addressing this concern.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	2.63%	4.88%	14.73%	14.73%	47.06%	47.06%
Mathematics (grades 3-8 and 11)	2.56%	2.22%	3.15%	3.15%	33.38%	33.38%

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	93	41	44%	56%	4.88%
Female	34	14	41%	59%	7.14%
Male	59	27	46%	54%	3.70%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	10	--	--	--	--
Black or African American	4	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	49	27	55%	45%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	0	0	100%	N/A
White	20	7	35%	65%	--
English Learners	17	7	41%	59%	--
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	0	0	100%	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	28	53%	47%	0.00%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	91	41	45%	55%	4.88%

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	91	45	49%	51%	2.22%
Female	34	15	44%	56%	0.00%
Male	59	30	51%	49%	3.33%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	10	--	--	--	--
Black or African American	4	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	49	30	61%	39%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	0	0	100%	N/A
White	20	8	40%	60%	--
English Learners	17	9	53%	47%	--
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	0	0	100%	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	31	58%	42%	0.00%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	91	45	49%	51%	2.22%

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	00.00%	16.67%	3.84%	10.76%	29.45%	30.18%

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	19	37%	63%	16.67%
Female	20	5	25%	75%	--
Male	31	14	45%	55%	15.38%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	6	0	0	100%	N/A
Black or African American	--	--	--	--	--
Filipino	--	0	0	100%	N/A
Hispanic or Latino	32	14	44%	56%	0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	8	--	--	--	--
English Learners	10	--	--	--	--
Foster Youth	--	0	0	100%	N/A
Homeless	--	0	0	100%	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	23	9	39%	61%	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	49	19	39%	61%	16.67%

2022-23 Career Technical Education Programs

All special education students, ages 16 to 22 years old, have a transition plan as part of their IEP. The transition plan addresses the best ways for the student to enter the workforce and is initially developed, and then reviewed annually, by the IEP team. Middle school students and families explore transition planning and future program placement options. High school special day class programs focus on career exploration, service learning, school-based projects and independent living skills training. Students exit their high school programs more prepared to successfully participate in Post Secondary education. The Workability I Program (WAI) provides placement and support in the workplace for Post Secondary students from 18 to 22 years old with more significant disabilities. Students develop a transition portfolio which is a pictorial and written summary of vocational, recreational, and independent living activities. Students' portfolios also include a resume, work history, a commendations page, and letters of recommendation. Students who have the ability to participate in classes hosted at Silicon Valley Career Technical Education are encouraged to do so as part of their four year high school graduation plan.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	52
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	46	46	46	46	46
Grade 7	43	43	43	43	43
Grade 9	61	61	61	61	61

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are involved in the education of their child through the Individualized Educational Program (IEP) process. As an IEP team member, each parent/guardian participates in the development of annual academic, behavioral and social/emotional goals for their child. Parents also receive quarterly communication regarding their child's goal progress, at the same time that their non-disabled peers receive progress reports. Parents are invited and encouraged to communicate with their teachers regularly, especially with regards to concerns or information that may be essential to the overall success of their child. A variety of collaboration strategies are used by program staff to encourage parents and families to be actively involved in their child's transition planning. This includes transitions from program to program (e.g. preschool to elementary) or to the workforce. Parents and staff work together to make changes occur as seamlessly as possible for students. Parents are encouraged to be involved in their child's education by attending school-sponsored events, parent engagement workshops, school site open houses and special events.

Parents of students in SCCOE Special Education programs are invited to attend Community Advisory Committees (CAC) in their geographical areas. The CAC is a group of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep parents informed of special education issues and information through workshops and newsletters. Parents are also invited to participate on SCCOE Special Education School Site Council, which meets quarterly, to monitor the Department's School Plan for Student Achievement, as well as provide feedback regarding the improvement of programs and services. In addition, parents are invited to form part of the SCCOE Parent Advisory Committee (PAC) and provide input on the Local Control and Accountability Plan (LCAP). The LCAP survey is forwarded to all parents of SCCOE students to elicit input and specific actions the Department will take to achieve its vision and goals.

Lastly, the Department supports parent involvement by facilitating engagement opportunities throughout the school year. These include monthly "family fun nights," coffee with the principal, and training on Board-adopted curriculum. These programs are

2023-24 Opportunities for Parental Involvement

provided to increase communication between the Department/school sites and families.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.6	4.5	5.8	12.3	13.5	12.3	9.4	5.6	6.4
Graduation Rate	3.6	1.5	0.0	61.4	61.6	62.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	52	0	0
Female	18	0	0
Male	34	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	15	0	0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	0	0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	21	0	0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	0	0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	0	0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	932	932	435	46.7%
Female	299	299	148	49.5%
Male	633`	633	287	45.3%
American Indian or Alaska Native	--	--	--	--
Asian	282	282	115	40.8%
Black or African American	38	38	18	47.4%
Filipino	44	44	19	43.2%
Hispanic or Latino	418	418	218	52.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	138	138	58	42%
English Learners	350	350	166	47.4%
Foster Youth	6	6	1	16.7%
Homeless	6	6	3	50%
Socioeconomically Disadvantaged	465	465	236	50.8%
Students Receiving Migrant Education Services	3	3	1	33.3%
Students with Disabilities	932	932	435	46.7%

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0	1.4	1.9	.5	0	2.7	.20	3.2	3.8
Expulsions	0	0	0	0	0	0	.50	0	.1

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.9	0
Female	0.2	0
Male	1.7	0
Non-Binary	0	0
American Indian or Alaska Native	--	0
Asian	1.4	0
Black or African American	2.6	0
Filipino	2.1	0
Hispanic or Latino	2.1	0
Native Hawaiian or Pacific Islander	--	0
Two or More Races	--	0
White	1.4	0
English Learners	1.1	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.1	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.9	0

2023-24 School Safety Plan

The 31 school districts of Santa Clara County are committed to the provision of special education services to all students with disabilities in the least restrictive environment. The majority of programs/classrooms operated by the SCCOE Special Education Department are located on district school sites which allows students to receive the services included in their IEPs in classrooms as close to their homes as possible. The districts and SCCOE work closely to ensure that classrooms are safe, clean and that opportunities for interaction with non-disabled peers is provided. All program staff members receive specialized training on safety guidelines and protocols, disaster procedures, universal precautions, and specialized health care procedures included in the IEPs of their students. The SCCOE has developed and implemented an Emergency Preparedness Plan to expedite communication, ensure appropriate responses are carried out and to delineate responsibilities in an emergency situation (www.sccoe.org). The Assistant Superintendent of Educational Services is the Liaison Officer to the outlying schools. In the event of an emergency, schools have plans to continue specialized health care procedures and student care until transportation services can be safely arranged for students to return to their homes. The Department updates the "Special Education Comprehensive School Safety Plan" each year. Since the onset of COVID-19, ongoing training on health and safety procedures have been provided to all staff.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	52	0	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	52	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	8	52	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	55	0	0
Mathematics	10	55	0	0
Science	10	55	0	0
Social Science	10	55	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	54	0	0
Mathematics	10	54	0	0
Science	10	54	0	0
Social Science	10	54	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	56	0	0
Mathematics	10	56	0	0
Science	10	56	0	0
Social Science	10	56	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	76:1

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	17
Speech/Language/Hearing Specialist	25
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$113,285.52	$112,437.61	$ 845.90	$117,041.48
District	N/A	N/A	$8185.31	118,723.94
Percent Difference - School Site and District	N/A	N/A	-200.0	-6.7
State	N/A	N/A	$6593.62	$88,508.00
Percent Difference - School Site and State	N/A	N/A	-200.0	30.7

Fiscal Year 2022-23 Types of Services Funded

Early Start Program: Birth to 36 months
The Early Start Program, in collaboration with San Andreas Regional Center, provides coordinated assessment and early intervention services for children with at-risk medical conditions or who demonstrate developmental delays.

Preschool: Ages 3-5
At age 3, some students transition into preschool programs within the SCCOE Special Education Department, while some return to their district of residence. The Department continues to provide services for 3-5 year old students in accordance with their IEP.

Ages 6 to 17 years old
The SCCOE Special Education Department provides services for 6-17 year old students, according to their IEPs, within one of the programs offered (Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile, and Severely Disabled).

Post Secondary: Ages18 to 22
After their senior year in high school, students may participate in college, community and work programs. The Workability I Program (WAI) provides placement and support in the workplace for Post Secondary students from 18 to 22 years of age with more significant disabilities. This program is expanding to meet the needs of county districts that do not offer Post Secondary programs.

English Learners: K-12
All teachers are trained to provide English Language Development to support students in the special education program who are non-fluent English speakers.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,175.00	$54,215.00
Mid-Range Teacher Salary	$94,107.00	$86,843.00
Highest Teacher Salary	$125,185.00	$111,440.00
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	$147,065.00	$138,444.00
Superintendent Salary	$369,321.84	$252,466.00
Percent of Budget for Teacher Salaries	15%	33.16%
Percent of Budget for Administrative Salaries	6%	5.15%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Before classrooms open for the Fall session, certificated and some classified staff in the Special Education Department participate in five full days of professional development. Trainings offered are directly related to the program area in which the staff member works. Examples of some of the professional development opportunities offered include, but are not limited to, the following: working with English Language Learners; supporting Deaf/Hard of Hearing students through auditory training; best practices for supporting students with moderate to severe disabilities including programs specific to students with Autism;

Professional Development

and best practices for encouraging a culturally responsive and equitable classroom environment and teaching practices as it pertains to building relationships with students and families. Classified staff participate in one full day of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5