Solano County Office of Education, Special Education
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Solano County Office of Education, Special Education
Street	Golden Hills Education Center, 2460 Clay Bank Road
City, State, Zip	Fairfield, CA, 94533-1615
Phone Number	707-399-4867
Principal	Clarissa A Tuttle
Email Address	ctuttle@solanocoe.net
School Website	https://www.solanocoe.net/
Grade Span	P-Adult
County-District-School (CDS) Code	48104886069538

2024-25 District Contact Information

District Name	Solano County Office of Education
Phone Number	707-399-4400
Superintendent	Lisette Estrella-Henderson
Email Address	lehenderson@solanocoe.net
District Website	www.solanocoe.net

2024-25 School Description and Mission Statement

Vision: All children will have an equal opportunity to discover and share their abilities and gifts, 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

2024-25 School Description and Mission Statement

relationships; access to both core and individualized curriculum; settings and materials that are age-appropriate; 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 and social-emotional learning; 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 learning; 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.

Please note: The methodology for SARC data population, specifically related to the Teacher Preparation and Placement section, has shifted this year. As a result the data is displayed differently than in previous years.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	21
Grade 2	17
Grade 3	13
Grade 4	17
Grade 5	13
Grade 6	13
Grade 7	12
Grade 8	15
Grade 9	15
Grade 10	12
Grade 11	8
Grade 12	153
Total Enrollment	334

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.5
Male	69.5
Non-Binary	0
American Indian or Alaska Native	0
Asian	5.4
Black or African American	12
Filipino	8.1
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	2.4
Two or More Races	6.3
White	23.7
English Learners	8.1
Foster Youth	0.3
Homeless	3.6
Migrant	1.5
Socioeconomically Disadvantaged	38
Students with Disabilities	100

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)	16.50	41.25	20.50	30.34	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	10.00	4.00	5.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.00	10.90	16.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.40	8.09	12115.80	4.41
Unknown/Incomplete/NA	17.50	43.75	26.70	39.47	18854.30	6.86
Total Teaching Positions	40.00	100.00	67.70	100.00	274759.10	100.00

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)	17.00	44.74	24.00	31.28	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	7.89	4.90	6.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.63	16.00	20.85	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.90	7.69	11953.10	4.28
Unknown/Incomplete/NA	17.00	44.74	25.80	33.65	15831.90	5.67
Total Teaching Positions	38.00	100.00	76.70	100.00	279044.80	100.00

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.

2022-23 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)	21.00	50.00	29.90	34.48	231142.40	100.00
Intern Credential Holders Properly Assigned	5.00	11.90	7.90	9.21	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	9.52	24.80	28.62	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	12.10	11746.90	4.23
Unknown/Incomplete/NA	12.00	28.57	13.50	15.56	14303.80	5.15
Total Teaching Positions	42.00	100.00	86.70	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	1.00	3
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	1.00	4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The textbooks and instructional materials used by Special Education are from the most recent curriculum 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 textbooks and instructional materials for each student.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning Systems (ULS) Read It Once Again Real World Reading and Vocabulary Edmark Reading Program PCI Reading Program Zoo-Phonics - Multisensory Language Arts 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
Foreign Language	N/A		
Health	Unique Learning Systems (ULS) Positive Prevention Plus	Yes	0

	Relationships Decoded		
Visual and Performing Arts	Unique Learning Systems (ULS)	Yes	0

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

School Facility Conditions and Planned Improvements

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. The SCOE maintains three centers primarily for preschool students and adult 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 school 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 Manager of Facilities & Maintenance (707) 399-4860.

Year and month of the most recent FIT report	01/06/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	2	1	15	16	46	47
Mathematics (grades 3-8 and 11)	1	0	9	11	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	97	98.98	1.02	1.03
Female	36	36	100.00	0.00	0.00
Male	62	61	98.39	1.61	1.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	5.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	2.78	2.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	98	97	98.98	1.02	1.03

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	97	98.98	1.02	0.00
Female	36	36	100.00	0.00	0.00
Male	62	61	98.39	1.61	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	2.78	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	98	97	98.98	1.02	0.00

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	0.00	0.00	30.29	30.73

2023-24 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	42	41	97.62	2.38	0.00
Female	--	--	--	--	--
Male	32	31	96.88	3.12	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	41	97.62	2.38	0.00

2023-24 Career Technical Education Programs

SCOE students with moderate to severe disabilities participate in community-based instruction and school-based microenterprises that prepare them for independent living and work. Students also have community-based work experience opportunities, when appropriate. Students with the ability to participate, have an opportunity to complete a ServSafe Food Handlers' Certificate to prepare for employment in the food industry. College and career awareness for SCOE students is supported through collaboration with WorkAbility I, Transition Partnership Program (TPP), and liaison with Department of Rehabilitation (DOR).

2023-24 Career Technical Education (CTE) Participation

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

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 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.

2023-24 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 requires only participation results 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	86	86	86	86	92
Grade 7	85	77	77	67	85
Grade 9	93	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement

The Special Education Division 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 meeting/interview prior to IEP meetings.
- Individual Education Plan meetings.
- Back-to-school nights.
- Parent Curriculum and Literacy Presentations.
- Transition planning nights sponsored by our Workforce Development Department.
- Transition planning between programs and age levels.
- Parent tours of potential school sites.
- Reporting of benchmark achievement.
- Translation services.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	0.0	0.0	17.4	26.8	31.9	7.8	8.2	8.9
Graduation Rate	21.4	6.7	33.3	50.0	43.7	55.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	12	4	33.3
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	4	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	351	178	50.7
Female	112	109	55	50.5
Male	248	242	123	50.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	9	42.9
Black or African American	42	41	20	48.8
Filipino	29	29	15	51.7
Hispanic or Latino	144	140	87	62.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	11	42.3
White	89	86	33	38.4
English Learners	31	31	19	61.3
Foster Youth	--	--	--	--
Homeless	15	14	8	57.1
Socioeconomically Disadvantaged	158	153	85	55.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	360	351	178	50.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.94	1.85	1.11	7.32	8.31	5.25	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.11	0.00
Female	0.00	0.00
Male	1.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	3.45	0.00
Hispanic or Latino	0.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	1.12	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The elements of the plan include standard response protocols for emergency circumstances, supervision, and expulsion policies, sexual harassment, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. Many of SCOE Special Education classes are located on district campuses and in those cases, SCOE follows the

2024-25 School Safety Plan

school safety plans for those sites. A Safety Committee at SCOE meets quarterly. The 2023-2024 CSSP was approved in March, 2024. The 2024-2025 School Safety Plan is undergoing revision and scheduled to be reviewed in the third quarter of the 24-25 school year, per state mandated timeline.

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.

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	1	1		
6	2	4		
Other	7	14		

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
6	1	3		
Other	7	15		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
5	1	1		
6	2	2		
Other	7	16		

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				
Mathematics				
Science				
Social Science				

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.8
Social Worker	
Nurse	2.7
Speech/Language/Hearing Specialist	6.6
Resource Specialist (non-teaching)	
Other	22.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	99,163	99,014	149	76,146
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	-194.5	

Fiscal Year 2023-24 Types of Services Funded

Services provided include SCOE Special Education special day classes for the districts' students with moderate to severe disabilities and students with low incidence disabilities, including deaf/hard of hearing (DHH).

SCOE provided programs for infants and toddlers and special day classes identified as Non-Categorical, Extensive Support

Fiscal Year 2023-24 Types of Services Funded

Needs (ESN) 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, orientation and mobility, low-vision, behavior and mental health intervention. Students with disabilities were also provided transportation and food services.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	50,384	
Mid-Range Teacher Salary	81,983	
Highest Teacher Salary	96,732	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	269,482	
Percent of Budget for Teacher Salaries	11%	
Percent of Budget for Administrative Salaries	8%	

2023-24 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

Teachers and paraeducators continue to undergo 6 hours of required in-service training each year. Teachers have previously utilized up to two staff development buy-back days for approved staff development activities. In addition, staff may apply for training specific to their professional discipline. If approved, this is supported by the special education budget. Teachers attend a monthly collaborative in-service that addresses evidence-based practices and implementation. Interns and new teachers are supported through mentoring model and coaching is provided on a voluntary basis. Professional Learning Communities are established and program teams participate in them on a monthly basis. Coaching and consultation by specialists is provided to individuals and teams within the county programs.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2