

San Mateo County Special Education K12

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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.

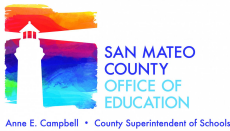
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Linda Young

Principal, San Mateo County Special Education K12

About Our School

Contact

San Mateo County Special Education K12
101 Twin Dolphin Dr.
Redwood City, CA 94065-1064

Phone: 650-737-8449
E-mail: lyoung@smcoe.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	San Mateo County Office of Education	School Name	San Mateo County Special Education K12
Phone Number	(650) 802-5550	Street	101 Twin Dolphin Dr.
Superintendent	Anne Campbell	City, State, Zip	Redwood City, Ca, 94065-1064
E-mail Address	acampbell@smcoe.org	Phone Number	650-737-8449
Web Site	http://www.smcoe.org	Principal	Linda Young
		E-mail Address	young@smcoe.org
		Web Site	http://www.smcoe.org
		County-District-School (CDS) Code	41104136069363

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

The San Mateo County Office of Education's K-12 Special Education Program provides classes designed to meet the needs of students with multiple disabilities, autism, emotional needs and severe behavioral challenges. An Adult Transition Program is also available.

To meet the needs of students with multiple disabilities our staff provides high levels of physical support and a functional curriculum linked to Common Core State Standards. Students are focused on increasing their independence and improving communication.

Classes designed to meet the needs of students with moderate to severe autism or related characteristics provide structure, communication support and behavior strategies that are embedded in the curriculum. These students receive a continuum of instruction that emphasizes independence, behavior, self-regulation and communication.

For students with emotional needs and resulting behavior challenges, our teachers and staff provide a highly structured environment that includes positive behavior supports and restorative practices to help students learn to manage emotional challenges.

Students with severe behavioral challenges related to characteristics associated with Autism are served at our Special Education segregated site as determined by an IEP team.

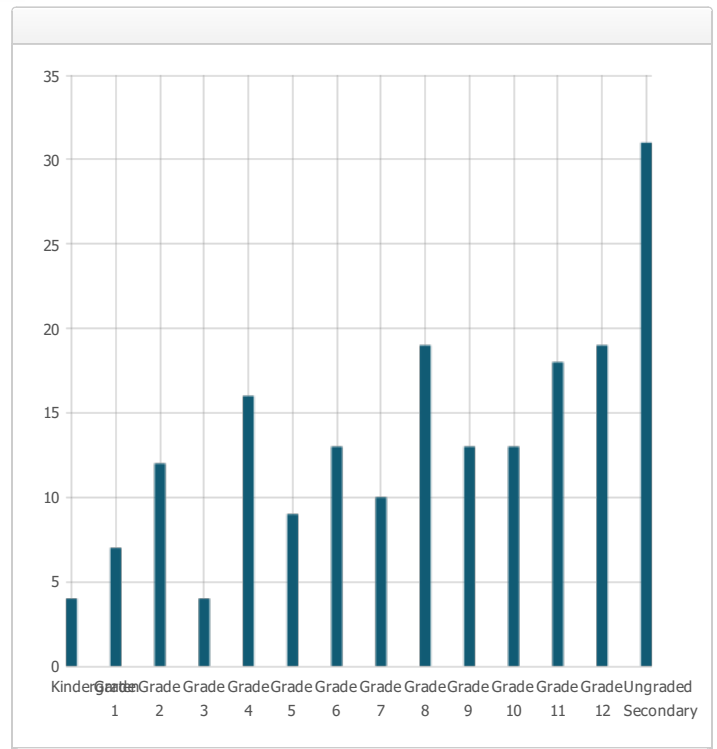
The Adult Transition Program focuses on teaching students independence, functional skills, and communication. There is a strong emphasis on travel training and vocational skills to help students learn to navigate public transportation independently and to prepare to participate on job sites. Instruction also includes teaching interpersonal and life skills including cooking, hygiene, and financial literacy.

Our students participate in the school community through inclusion in general education classrooms and by participating in school-wide and community activities. When appropriate, nursing support is provided by SMCOE K12 special education nursing staff.

Last updated: 1/11/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	4
Grade 1	7
Grade 2	12
Grade 3	4
Grade 4	16
Grade 5	9
Grade 6	13
Grade 7	10
Grade 8	19
Grade 9	13
Grade 10	13
Grade 11	18
Grade 12	19
Ungraded Secondary	31
Total Enrollment	188



Last updated: 1/11/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.0 %
Asian	14.4 %
Filipino	18.6 %
Hispanic or Latino	35.6 %
Native Hawaiian or Pacific Islander	3.2 %
White	22.9 %
Two or More Races	1.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.8 %
English Learners	39.4 %
Students with Disabilities	100.0 %
Foster Youth	1.6 %

Last updated: 1/11/2017

A. Conditions of Learning

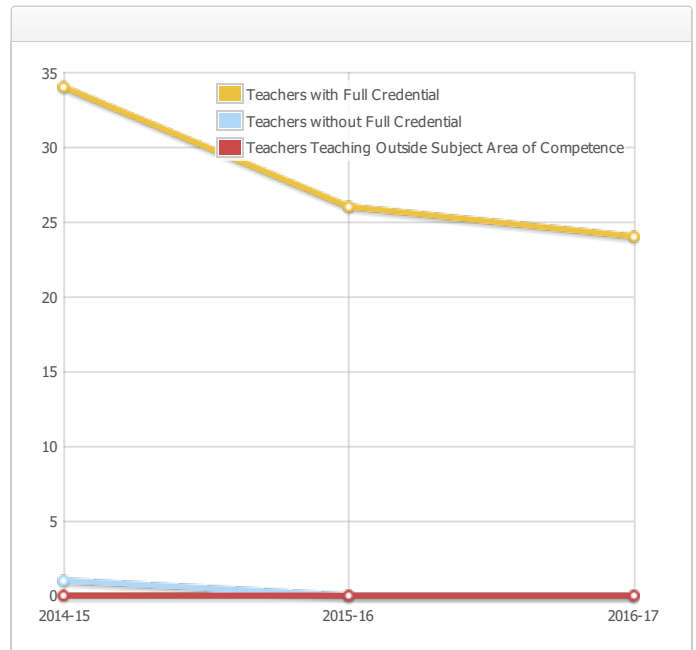
State Priority: Basic

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

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

Teacher Credentials

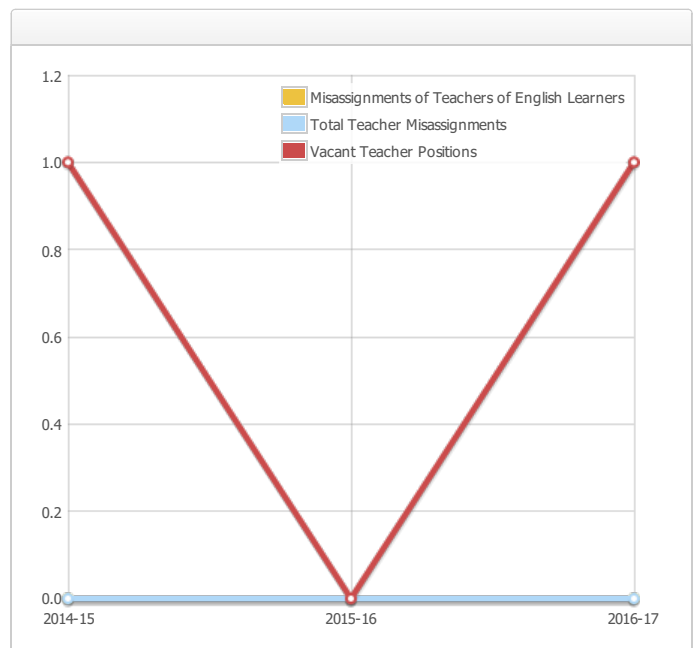
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	26	24	41
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/11/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1



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

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

Last updated: 1/11/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	79.0%	21.0%
High-Poverty Schools in District	68.0%	32.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/11/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Special Education students are able to access general education textbooks, and use materials adopted by the district of service. San Mateo County Office of Education is in the process of adopting math materials.

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Special Education students are able to access general education textbooks, and use materials adopted by the district of service.</p> <p>In 2015-16 some teachers piloted materials from the Unique Learning System.</p> <p>Additionally, in 2016, the Special Education K-12 Program selected mathematics instructional materials for Kindergarten – 8th grade students. The instructional materials, published by McGraw Hill Education, are called My Math for Kindergarten – 5th grades, which includes an intervention program called Number Worlds, and California Mathematics for 6th – 8th grades.</p>	Yes	0.0 %
Mathematics	McGraw Hill Education: My Math for Kindergarten – 5th grades, which includes an intervention program called Number Worlds. California Mathematics for 6th – 8th grades	Yes	0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2017

School Facility Conditions and Planned Improvements

The school meets all standards of good repair. No deficiencies are noted.

Last updated: 1/11/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Exemplary
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Last updated: 1/11/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	3.0%	10.0%	5.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	17.0%	3.0%	9.0%	1.0%	34.0%	36.0%

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.

Last updated: 1/11/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	13	86.7%	7.7%
Male	13	11	84.6%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	7.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/11/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	8	53.3%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	8	53.3%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	16	84.2%	--
Male	13	10	76.9%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	9	81.8%	--
English Learners	11	9	81.8%	--
Students with Disabilities	19	16	84.2%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.0%	--
Male	13	13	100.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	20	18	90.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/11/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	14	93.3%	7.1%
Male	13	12	92.3%	8.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	8	53.3%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	8	53.3%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/11/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	16	84.2%	--
Male	13	10	76.9%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	9	81.8%	--
English Learners	11	9	81.8%	--
Students with Disabilities	19	16	84.2%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/6/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.0%	--
Male	13	13	100.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	20	18	90.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/6/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	36.0%	11.0%	11.0%	21.0%	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	43	39	90.7%	35.9%
Male	30	26	86.7%	34.6%
Female	13	13	100.0%	38.5%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	14	82.4%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.9%	23.1%
English Learners	17	16	94.1%	50.0%
Students with Disabilities	43	39	90.7%	35.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/6/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 1/6/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The County Office of Education recognizes the benefits and responsibilities of involving our parents in all aspects of the special education process. 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 Individualized Educational Program (IEP). Our administrators and teachers are vigilant in efforts to seek parent input and keep parents informed. The following list represents some of the ways in which our parents may engage in their child's education and school:

- Community Advisory Committee
- Parent-Teacher Conferences
- Individualized Educational Program Meetings
- Back to School and Open House events
- Transition Planning Meetings sponsored by SELPA and Vocational Education Specialists
- Parent tours of potential school sites
- Quarterly reporting of benchmarks
- Parent Education Nights

The K-12 Special Education Program provides Parent Education opportunities with evening sessions on topics related to raising children with moderate to severe disabilities. The K-12 program also is able to provide childcare which has helped with attendance as parents know their children will be supervised so they can participate in the content. In addition, bi-lingual counselors translate for non English speakers in the audience.

The K-12 program has provided Parent Education events for a number of years; parents have provided feedback that the topics and information are important and relevant to their lives. In addition, it is sometimes their only opportunity to bond with other families who have disabled children. The Parent Education program is offered at the school site and parents are able to visit their children's classrooms and feel a part of the Palos Verdes/El Portal community.

Presentations and topics over the past few years include: Safe Behavioral Interventions in the Community, Creating Visual Individual Schedules for the Home and Community, Adolescents and Sexuality, Conservatorship, Group Homes: Pros & Cons, and Adult Day Programs. Speakers are comprised of K-12 staff and outside guest speakers. The Parent Education nights occur up to four times per year.

Parents also attend student IEP's each year; during these meetings parents are able to communicate and collaborate with the student's teacher, Related Service providers, program Administrators and District representatives. At these meetings, parents hear about their child's progress related to IEP goals, and are able express concerns related to the child's educational programs.

As members of the IEP Team, parents are involved in their child's transition process whether from middle school to high school or from high school to the adult transition program. Parent input is an integral part of a student's educational continuum.

For more information about how to become involved in the school, please contact Linda Young, Special Education Principal at (650) 737-8445 or lyoung@smcoe.org.

State Priority: Pupil Engagement

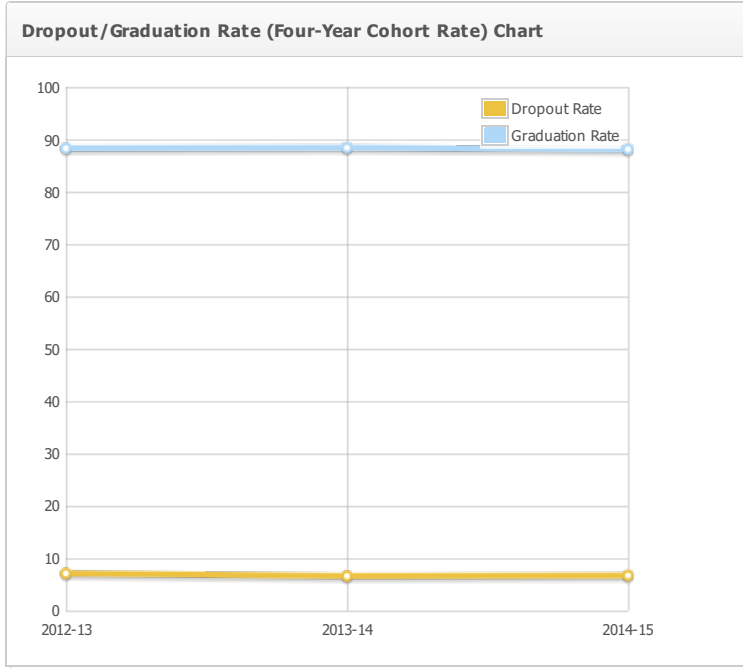
Last updated: 1/11/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.1%	6.6%	6.7%	7.1%	6.6%	6.7%	11.4%	11.5%	10.7%
Graduation Rate	88.30	88.40	88.10						



Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	32	85
Black or African American	--	33	77
American Indian or Alaska Native	--	0	75
Asian	--	33	99
Filipino	--	20	97
Hispanic or Latino	--	28	84
Native Hawaiian or Pacific Islander	--	200	85
White	--	60	87
Two or More Races	--	0	91
Socioeconomically Disadvantaged	--	37	77
English Learners	--	27	51
Students with Disabilities	--	15	68
Foster Youth	--	--	--

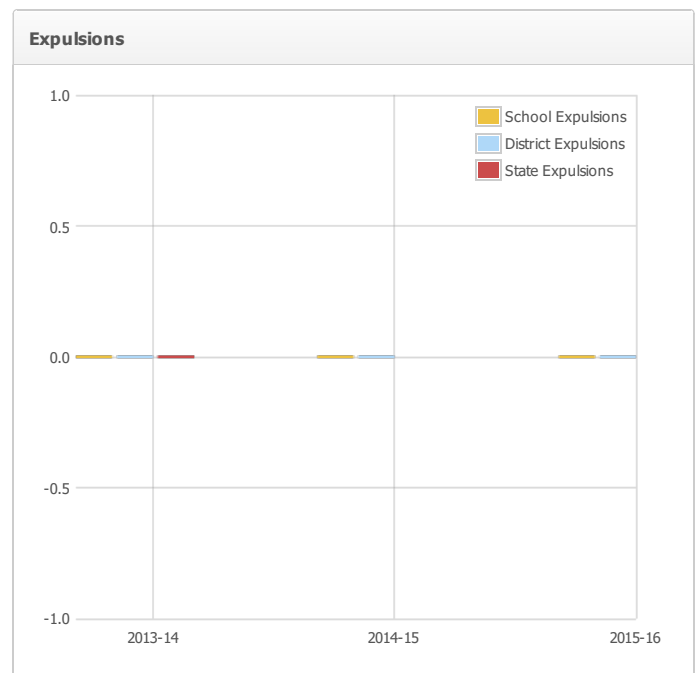
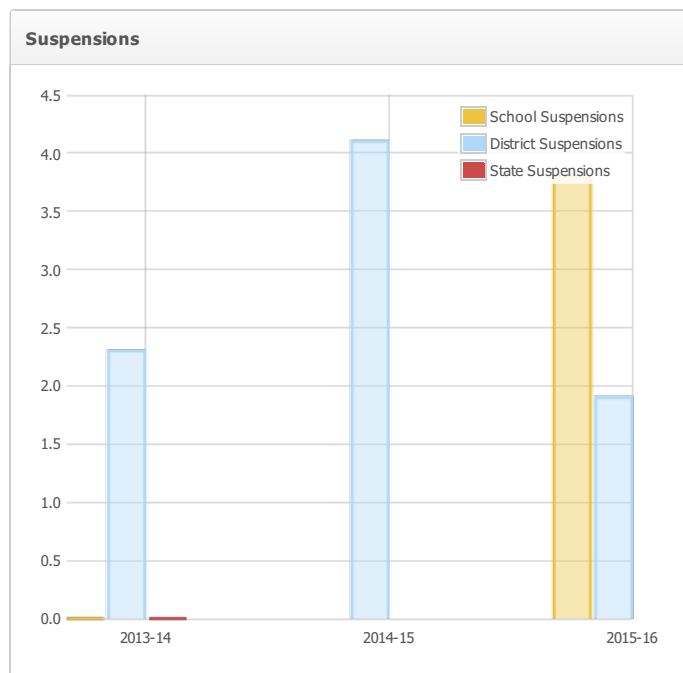
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions			3.8	2.3	4.1	1.9			
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0			



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

Student safety is a priority inSMCOE's Special Education program and our training reflects this. We have an active Safety Committee and conduct periodic emergency drills in the Big Five protocols. Staff is trained to respond appropriately to emergency scenarios while keeping the unique needs of our students at the forefront of all planning.

The SMCOE Special Education program utilizes the county-wide safety protocol of the Big Five as the base of the safety plan at Palos Verdes and El Portal Schools. Staff has received training in school-wide safety plan the Big Five.

Last updated: 1/12/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values do not require data.

Last updated: 1/11/2017

Average Class Size and Class Size Distribution (Elementary)

SMCOE special education programs are multi-grade classes. Each type of disability served has a designated program standard that determines the appropriate class size. Most classes have a program standard of 8 or 9 students, with 10 being the maximum class size.

SMCOE classes serve student with moderate to severe disabilities. Classes are self-contained SDC classes that address individual IEP goals aligned to California Common Core State Standards. Students focus on functional living skills and are expected to remain in school until age 22, when they will receive a Certificate of Completion. Four SMCOE classes offer more traditional core classes. These classes serve students with Orthopedic Impairments or students who have Emotional Disturbance.

2013-14					2014-15				2015-16			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	5	0	0	6.0	1	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	6.0	1	0	0				
4	0.0	0	0	0	7.0	1	0	0				
5	7.0	2	0	0	7.0	3	0	0				
6	1.0	7	0	0	1.0	2	0	0				
Other	7.0	4	0	0	5.0	3	0	0				

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

Last updated: 1/6/2017

Average Class Size and Class Size Distribution (Secondary)

SMCOE special education programs are multi-grade classes. Each type of disability served has a designated program standard that determines the appropriate class size. Most classes have a program standard of 8 or 9 students, with 10 being the maximum class size.

SMCOE classes serve student with moderate to severe disabilities. Classes are self-contained SDC classes that address individual IEP goals aligned to California Common Core State Standards. Students focus on functional living skills and are expected to remain in school until age 22, when they will receive a Certificate of Completion. Four SMCOE classes offer more traditional core classes. These classes serve students with Orthopedic Impairments or students who have Emotional Disturbance.

2013-14					2014-15					2015-16			
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+	
English	3.0	14	0	0	3.0	8	0	0					
Mathematics	2.0	10	0	0	2.0	8	0	0					
Science	2.0	6	0	0	3.0	4	0	0					
Social Science	2.0	5	0	0	2.0	10	0	0					

* 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.

Last updated: 1/6/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	2.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$110409.0	\$1783.0	\$108626.0	\$80821.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2015-16)

The Early Childhood Education Program serves children, birth to five years of age who have intensive special needs in the following areas:

- Communication
- Social/emotional development
- Cognitive development
- Physical development
- Gross and fine motor development
- Hearing
- Vision
- Self-help skills

The Special Education Services K12 Program provides services for students who have intensive needs in the following areas:

- Communication
- Social/emotional development
- Cognitive development
- Physical development
- Gross and fine motor development
- Hearing
- Vision
- Self-help skills

In addition, the Special Education Services Program provides the range of educational experiences and services necessary to enable students to maximize their skills as they transition to adulthood, optimizing integration into the community, school placements and the world of work. These experiences include:

- Academic training/functional applications
- Social/behavioral training
- Self-help training
- Psychomotor development
- Communication training
- Prevocational/vocational training
- Leisure skills training
- Community related curriculum

SMCOE Special Education provides a continuum of services for students with autism for students ages 5 through 22.

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

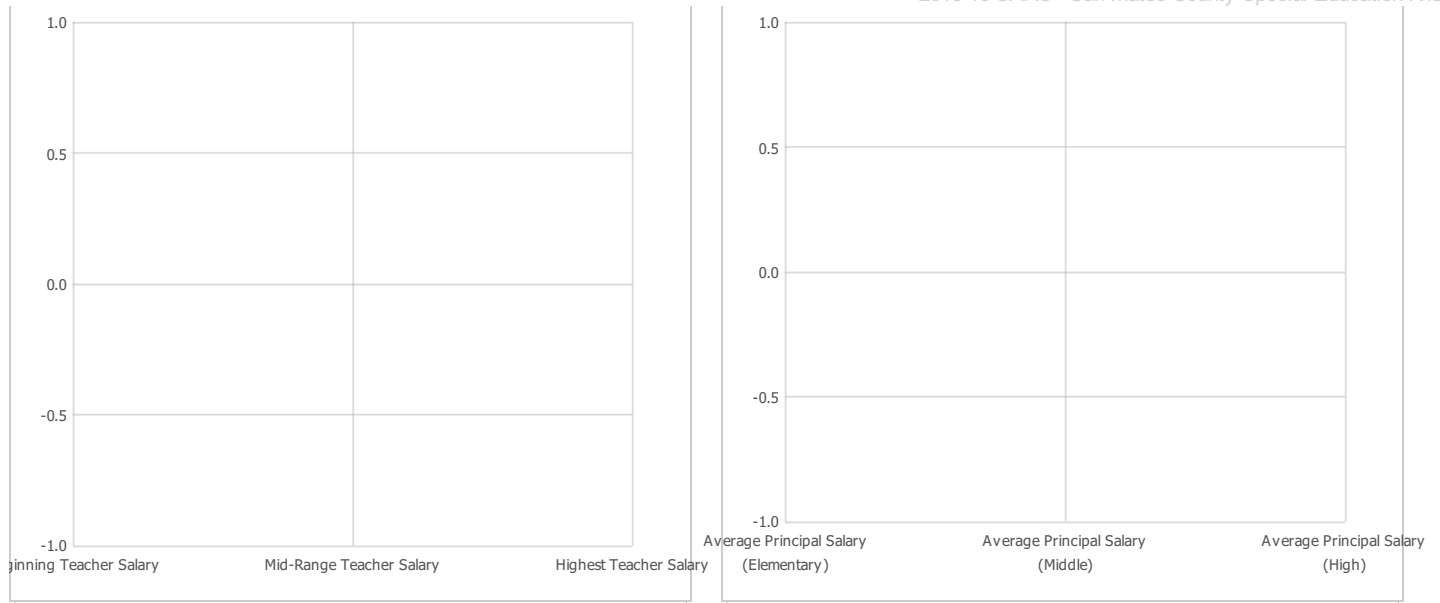
County Office of Education programs are not required to report this data as the California Department of Education does not collect comparative data.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/12/2017

Professional Development

SMCOE's Special Education staff is highly qualified to meet the needs of students with moderate to severe disabilities. The staff is trained to develop individualized programming to address the unique needs of students with autism, intellectual disabilities, multiple disabilities, orthopedic impairments, emotional disabilities and severe behavior challenges.

The staff begins each year by participating in a two-day Non-Violent Crisis Prevention and Intervention training. This training emphasizes de-escalation strategies embodying the four pillars of safety, welfare, care and security. Yearly health trainings include CPR, epi-pen, seizures and specialized lifting and positioning.

Throughout the year, teachers and staff participate in twice-monthly professional development. All teachers are trained in the use of the Unique Learning Curriculum, a Common Core aligned curriculum designed to engage all learners at high levels. The program is highly visual and scaffolded, enabling teachers to differentiate in order to meet each individual student's needs. Teachers have also been trained to use activity matrices to document and plan student educational programs. They work closely with speech and language specialists to develop visual communication boards and visual schedules and to learn techniques for using alternative communication devices and other technology.

Teachers are well equipped to write effective and legally compliant Individual Education Plans. They participate in regular training in assessment, goal writing, IEP development and data collection. School psychologists work closely with teachers to create behavior intervention plans based on student need. All staff members receive updated training to address the unique behavioral needs of our students.

Safety is a priority and our training reflects this. We have an active Safety Committee and conduct periodic emergency drills using San Mateo County's Big Five protocols. All staff is trained to respond appropriately to emergency scenarios while keeping the unique needs of our students at the forefront of all planning.

Last updated: 1/12/2017