

## Sacramento County Office of Education

### Sacramento County ED Special Education

Grades K-12  
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## School Accountability Report Card

Data from the 2010-11 School Year Published During 2011-12

The School Accountability Report Card (SARC) contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Website at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school program, please contact the principal or the Sacramento County Office of Education (SCOE).

### Principals' Message

This report card provides parents/guardians and the community with valuable information regarding the SCOE programs that serve students with Emotional Disturbance (ED). This report will provide a variety of topics for your review, including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. We hope you find the report card an informative and useful tool to become more familiar with SCOE Special Education programs. We feel parent involvement is an essential component of a successful program, and welcome your participation and input to continue improving student achievement. Our vision for the SCOE Elementary and Galt High ED programs is to prepare our students to become productive, responsible citizens by building upon a solid foundation of academics in a safe, nurturing, and respectful environment. Our vision is to help our students learn how to communicate effectively, analyze and solve problems, get along with others, and make ethical decisions.



~ Carmen Walker & Lauren Roth

### School Description and Mission

SCOE serves elementary and high school students with emotional disabilities in classes located on comprehensive district campuses in the northern part of the county and in Galt. The location of these classes enables students to receive the special services they need to succeed in school, and also have access to the core curricular materials addressing the standards for their grade levels. In addition, location on comprehensive campuses facilitates interaction between special education and general education students, which increases the social opportunities for our students. The Special Education Department of SCOE offers a range of services to students with emotional disturbance that promote a positive learning environment. Teachers provide instruction using state adopted, standards-based curriculum, as well as incorporating learning strategies and materials which are specifically designed for each student. Our social skills program, *Second Step*, is designed to increase students' social emotional needs which develop decision making and self regulation skills. An additional support is the implementation of the *B.E.S.T.* (Building Effective Schools Together), an evidence-based Positive Behavior Support (PBS) program.

### Parental Involvement

Parents and guardians play an important role in the education of their children. With their support, student's educational, social, and emotional growth will be optimal. The parents/guardians of students enrolled in special education classes with emotional disturbance have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan. Each student's education plan is reviewed at least annually and more often if needed. Parents/guardians are provided with written information regarding their student's progress on goals described in the IEP. Additionally, parents/guardians are informed of their student's progress in school on a daily basis through parent/teacher communication verbally or in writing on their behavior contracts. As partners in the educational process, parents/guardians provide additional opportunities to their children to practice learned skills. Parents/guardians are invited to participate in the education of their children by volunteering in the classroom and participating in activities, such as field trips, awards assemblies, 6<sup>th</sup> grade promotion, and classroom observations. Instructional staff encouraged parents/guardians to attend Back-to-School Night and Open House events and participate in the site decision-making process through bi-monthly and quarterly trainings and meetings. Please contact the principal for additional information.

**Sacramento**  
Office of Education **County**

**David W. Gordon**  
Sacramento County  
Superintendent of Schools

**Carmen Walker, Principal**  
Galt High School ED Program  
**Lauren Roth, Principal**  
Elementary ED Programs

### SCOE Mission

*The Sacramento County Office of Education is a customer-driven educational leader and agent for change in the county, region, and state. We support the preparation of students for a changing and global society, through a continuously improving system of partnerships and coordinated services.*

### Sacramento County Board of Education

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### About SCOE

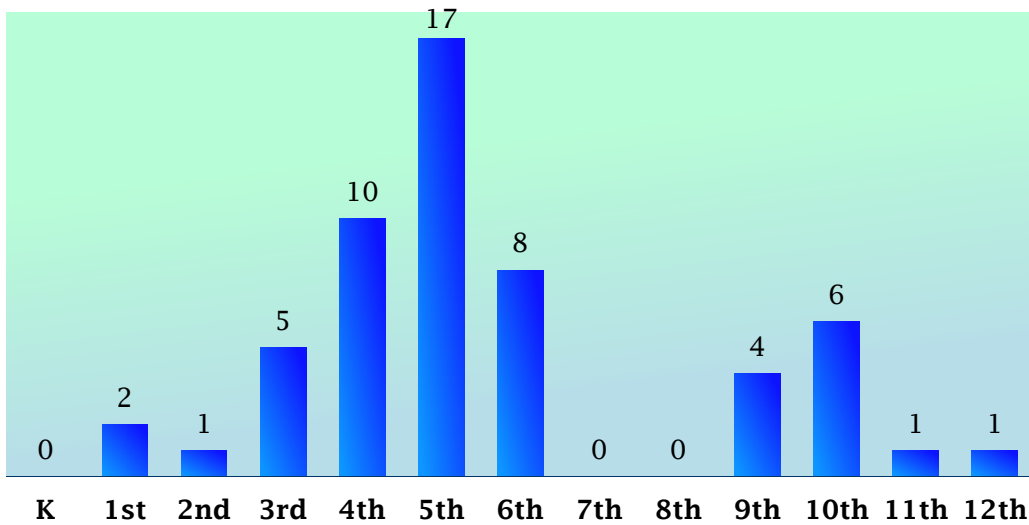
SCOE plays a leadership role in the delivery of quality education to the students in Sacramento County. SCOE directly educates more than 30,000 children and adults, and provides support services to over 235,000 students in 13 school districts.

## Enrollment and Demographics

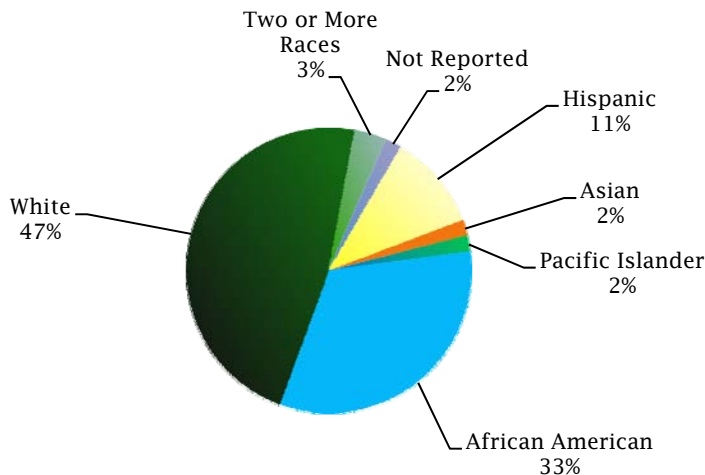
The total enrollment was 55 students on October 6, 2010.

*Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).*

### Numbers of Students by Grade Level - October 6, 2010



### Percentages of Students by Ethnicity - October 6, 2010



## Enrollment in Special Programs

### Number of English Learners - March 1, 2011

There were no English learners enrolled as of March 1, 2011.

*Data Source: California Language Census (R30-LC).*

### Number of Socio-Economically Disadvantaged Students - October 6, 2010

There were 24 socioeconomically disadvantaged students enrolled on October 6, 2010 who were eligible for the Free or Reduced Price Meal Program or whose parent/guardian was not a high school graduate.

*Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).*

### Number of Special Education Students - October 6, 2010

All 55 students enrolled on October 6, 2010 were eligible for and received special education services.

*Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).*

“Our goal is to provide a safe and welcoming environment for children to learn. We offer students a variety of academic and social experiences that promote respect, safety, and individual responsibility.”

~ *Lauren Roth*  
Principal



## Additional Information

**DataQuest** is an online data tool that contains additional information about this school and comparisons of the school to the local education agency, the county, and the state (see <http://data1.cde.ca.gov/dataquest>). Note that information on this SARC will not match information reported on DataQuest in cases where different data sources or calculation methods are used.

**Internet access** is available at public libraries and other locations that are publicly accessible (e.g., the California State Library).

## School Climate

### School Safety Plan

The elements of the plan included include Fire Emergency Procedures, Lockdown Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. Many of our classes are housed on district campuses and in those cases we followed the school safety plans for those sites. A Safety Committee was established to review the existing safety plan on an annual basis.

### Suspensions and Expulsions – Three-Year Comparison

The table below shows the rate of suspensions and expulsions (the total number of incidents throughout the school year divided by the school's October enrollment) for the most recent three-year period.

Rate	This School		
	2008-09	2009-10	2010-11
Suspensions	1.7	0.1	0.5
Expulsions	0.0	0.0	0.0

*Data Source: Sacramento County E.D. Special Education.*

## School Facilities

### School Facility Conditions and Improvements

SCOE provides instructional services in a wide variety of school settings. The classrooms are located on integrated district sites, and are maintained to ensure the health and safety of the students and staff who use the room daily. SCOE collaborates with district personnel to provide appropriate building maintenance. 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. SCOE's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are locks on exterior gates to ensure security in our schools.

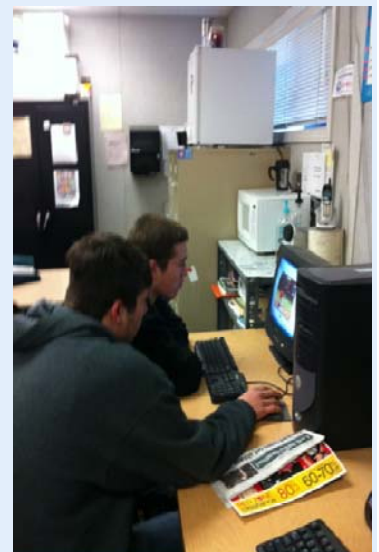
### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspections to determine the school facilities good repair status and the overall summary of the results.

Item Inspected	Repair Status			Repair Needed and Action Taken
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior & exterior)	✓			
Interior Surfaces (walls, floors, ceilings)	✓			
Hazardous Materials (interior & exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior & exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside & outside)	✓			
Restrooms/Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

“Our students are proof that goals are attainable. However, most times, we can't reach our goals alone. We need strong shoulders to cry on, we need strong people to lean on. We need guidance and encouragement. Parents, teachers, paraeducators and staff, you provide that much-needed strength.”

*~ David W. Gordon,  
Sacramento County  
Superintendent of Schools*



## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the schools with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teacher Credentials	Schools			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	3	3	3	40
Without Full Credential	2	2	2	3
Teaching Outside Subject Area of Competence	0	0	0	0

Data Source: California Basic Educational Data System (CBEDS).

### Teacher Misassignments and Vacant Teacher Positions

There were no teacher misassignments (teachers assigned without proper legal authorization) and no vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) during the years of 2008-09, 2009-10, and 2010-11.

Data Source: Sacramento County Office of Education Personnel Department.

### Core Academic Classes taught by Highly Qualified Teachers

This table displays the percentage of classes in core academic subjects taught by Highly Qualified teachers at the school, at all county-operated schools, and at all county-operated high-poverty and low-poverty schools for the 2010-11 academic year. More information on Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB) teacher qualifications can be found on the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tr](http://www.cde.ca.gov/nclb/sr/tr)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.00	20.00
All SCOE-Operated Schools	77.91	22.09
All SCOE -Operated High-Poverty Schools	77.91	22.09
All SCOE -Operated Low-Poverty Schools	♦	♦

Data Source: California Department of Education Consolidated Application.

♦ SCOE has no low-poverty schools.

**Note:** High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25% or less in the free and reduced price meals program.

## School Finances

### Expenditures Per Pupil

County Offices of Education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for County Offices of Education.

### Teacher Salaries

Teacher salaries vary depending upon the number of contracted days worked. Teacher salaries for SCOE-operated Special Education programs are based on 185 contracted days. The average teacher salary in 2009-10 for SCOE-operated Special Education programs was \$76,407. The average teacher salary for this school was \$68,147.

Data Source: Sacramento County Office of Education Business Services Department.

## Academic Counselors and Support Staff

The school has one full-time special education nurse managing students' identified health conditions on the school sites.

## Curriculum and Instructional Materials

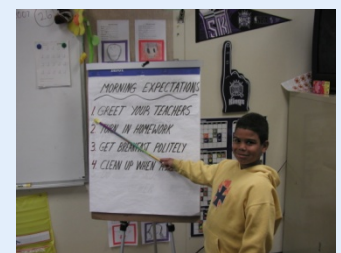
The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the schools are **sufficient** in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

## Types of Services Funded

The Special Education Department of the Sacramento County Office of Education offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.



## Student Performance

### STAR Results for All Students - Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English-Language Arts	15	27	20	16	15	22	50	52	54
Mathematics	24	20	12	20	21	27	46	48	50
Science	♦	♦	♦	5	7	8	50	54	57
History-Social Science	♦	0	♦	1	1	4	41	44	48

*Data Source: CDE Statewide Assessment Division.*

♦ CST results are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### STAR Results by Student Group - 2011

This table displays the percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding state standards).

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	7	21	♦	♦
Asian	♦	♦	♦	♦
Hispanic or Latino	♦	♦	♦	♦
White (not Hispanic)	21	17	♦	♦
Male	21	15	♦	♦
Female	♦	♦	♦	♦
Economically Disadvantaged	15	9	♦	♦
English Learners	♦	♦	♦	♦
Students with Disabilities	20	12	♦	♦

*Data Source: CDE Statewide Assessment Division.*

♦ CST results are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CAHSEE Results for All Students - Three-Year Comparison

For purposes of calculating AYP, three performance levels were set for the CAHSEE: Advanced, Proficient, and Not Proficient. This table displays the percentage of students achieving at the Proficient or Advanced levels. Note that the score a student must achieve to be considered Proficient is different than the passing score for the CAHSEE graduation requirement. Additional information about CAHSEE can be found at [www.cde.ca.gov/ta/tg](http://www.cde.ca.gov/ta/tg).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	♦	♦	♦	10	13	9	52	54	59
Mathematics	♦	♦	♦	9	9	14	53	54	56

*Data Source: CDE Standards and Assessment Division.*

♦ CAHSEE results are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Each of these tests shows how well students in grades 2 through 11 are doing in relation to the state content standards. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards. Additional information about the STAR Program can be found on the CDE Testing Website at [www.cde.ca.gov/ta/tg](http://www.cde.ca.gov/ta/tg).

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section.

## Accountability

### API Ranks - Three-Year Comparison

Statewide and similar schools' ranks are not applicable to special education schools.

### API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and API score from the most recent API Growth Report. Note that the number of students in all other student groups is too small to calculate a reliable API score.

Group	Actual API Change			API Score
	2008-09	2009-10	2010-11	2011
All Students at the Schools	68	35	-28	490*
Students with Disabilities	†	†	†	490*

*Data Source: CDE Academic Accountability and Awards Division.*

\* This API is calculated for a small school with less than 99 valid test scores which impacts its reliability.

† The number of students in the group is too small to calculate a reliable API change score.

### AYP Overall and by Criteria - School Year 2010-11

This table indicates whether the schools and the local education agency (LEA) made AYP overall and whether the school and the LEA met each of the AYP criteria.

AYP Criteria	School	LEA
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	N/A*	Yes
Graduation Rate	N/A†	No

*Data Source: CDE Academic Accountability and Awards Division.*

\* Schools with less than 50 valid test scores are exempt from the API requirement.

† Schools with less than 50 students in the calculation are exempt from the graduation rate requirement.

### Federal Intervention Program

These schools do not receive Title I funds and, consequently, are not subject to Program Improvement requirements specified in the federal No Child Left Behind (NCLB) Act of 2001.

## Instructional Planning and Scheduling

### Professional Development

Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. SCOE instructional staff participate in two district-wide professional development training days annually, which are used to help teachers increase student achievement in reading, mathematics, and behavior strategies. In addition, teacher requests for professional growth workshops were approved by administration. Specific focus will continue to be placed on student application of the California State Content Standards, social skills curriculum, and positive behavior support systems.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Additional information about the API can be found at [www.cde.ca.gov/ta/ac](http://www.cde.ca.gov/ta/ac).



## Adequate Yearly Progress

The federal NCLB Act requires that all schools and local education agencies meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state assessments in English- assessments
- Percent proficient on the state's standards-based assessments
- API as an additional indicator
- Graduation rate

Additional information about AYP can be found on the CDE Accountability Website at [www.cde.ca.gov/ta/ac](http://www.cde.ca.gov/ta/ac).

# School Completion and Postsecondary Preparation

## Dropout Rate and Graduation Rate

This table displays the school's graduation rates for the most recent three-year period for which data is available. For comparison purposes, data is also provided at the state level but not at the district level.\* Detailed information about graduation rates can be found at the CDE Website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Graduation Rate	50.0	50.0	50.0	80.21	78.59	80.44

*Data Source: California Basic Educational Data System (CBEDS).*

**Note:**

\* Dropout rates are not reported for students enrolled in special education schools operated by County Offices of Education. Instead, these students are accountable to their school and district of residence.



## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. No students in these schools met all state and local graduation requirements for grade 12 completion in 2010-11.

*Data Source: CDE Academic Accountability and Awards Division.*



## Career Technical Education

Several projects, grants, and programs have been developed by SCOE to implement school-to-career transition services for special education high school students. The WorkAbility I Program is designed to provide and promote comprehensive pre-employment, employment, worksite training, and follow-up services for youth in special education who are making the transition from school to the world of work.

Based upon student needs in the area of school-to-career transition, school/business partnerships continue between SCOE and various businesses throughout the Sacramento area. As a result of these partnerships, students were placed in paid internships and received on-the-job training. Students with more significant disabilities prepare for post-school life by participating in curriculum designed to maximize independence and develop skills related to their transition goals. Many of their activities take place in the community and are based on typical adult life activities.



## Courses for University of California and/or California State University Admission – School Year 2010-11

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Additional information about UC/CSU admission requirements can be found on the CDE DataQuest Webpage at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

*Data Source: California Basic Educational Data System (CBEDS).*