

Sacramento County Office of Education

Sacramento County SH Special Education

Ages 3-to-22
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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, please contact the school principal or the Sacramento County Office of Education (SCOE).

Principals' Message



SCOE's Severely Handicapped (SH) programs are committed to providing a safe and orderly school environment emphasizing functional academics, personal, vocational, motor development, and social growth which prepares students with exceptional needs for employment, productive citizenship, and independent living. As Principals in the programs serving students with severe disabilities, we celebrate all achievements students make. We hope that this report card illustrates the diversity of the students served and the quality of the personnel who serve them. We strive to

provide each student an opportunity to optimize their potential and to interact with peers, both with and without disabilities. It is our hope and intent that the students in these programs will transition into adulthood with the skills needed to enjoy a quality life.

~ Sharon Holstege, Beth Vieira & Carmen Walker

School Description and Mission

The Special Education Department of SCOE offers a range of services to students with severe disabilities that promotes an interactive and engaging learning environment. Using a standards-aligned resource, the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities, teachers are providing instruction that addresses the state standard yet is adapted to meet the individual learning needs of each student. In addition, implementation of the MOVE (Mobility Opportunities Via Education) Curriculum further addresses the special needs of students to facilitate access to educational opportunities. Services provided by highly qualified specialists in the fields of speech and language development, vision, and nursing ensure a program that educates the whole child. Students are educated in classrooms located on general education campuses throughout the county, which provides an opportunity to interact with non-disabled peers on a daily basis. Peer tutor programs give typically developing peers an opportunity to learn about people with disabilities while enriching the special education classroom with their youthful energy. Students with and without disabilities benefit from this ongoing interaction.

Parental Involvement

Parents/guardians of students enrolled in special education classes designed to serve students with severe disabilities 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 delineated in the IEP. Meetings are scheduled to enable parents/guardians to attend and provide their input into the progress and planning for their student.

During the last school year, and as part of our continued implementation of the MOVE Program Model, SH programs focused on practical support to increase our partnerships with parents and primary caregivers. This included an expanded partnership with the community-based, Warmline Family Resource Center (FCR). Please contact the principal for additional information.

Sacramento Office of Education County

David W. Gordon
Sacramento County
Superintendent of Schools

Sharon Holstege
Beth Vieira
Carmen Walker
Principals

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

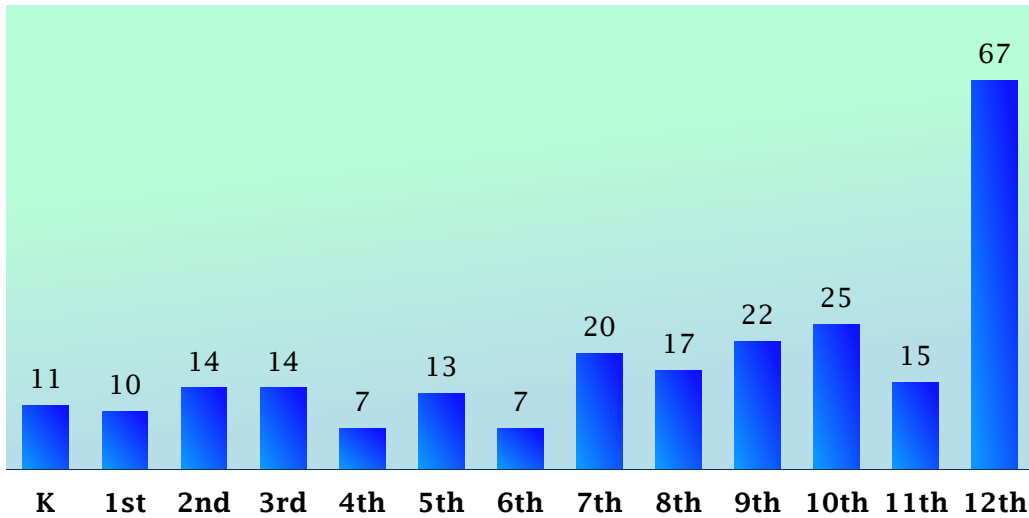
SCOE plays a leadership role in the delivery of quality education to the students in Sacramento County. SCOE directly educates more than 30,000 children and adults, and provides support services to over 235,000 students in 13 school districts.

Enrollment and Demographics

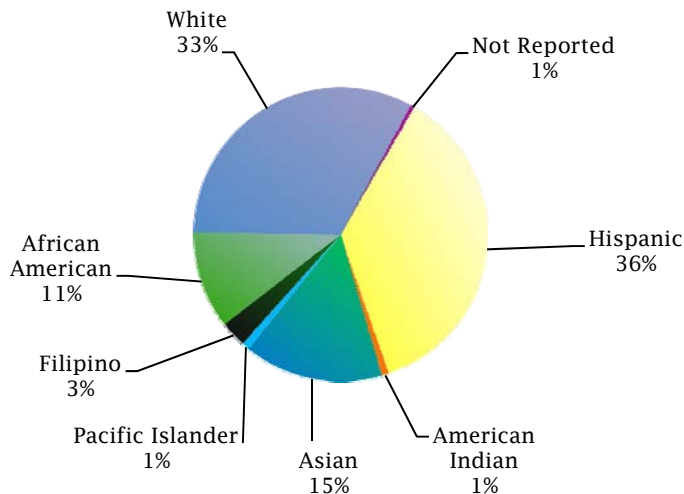
The total enrollment was 242 students on October 6, 2010.

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 25 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 131 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 242 students enrolled on October 6, 2010 were eligible for and received special education services.

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

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

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Each class follows the safety plan developed for the campus on which they reside. In addition to knowing the elements of that plan, they participate in the emergency drills alongside the general education students on the campus. The classroom staff ensure that the front office has essential information for each student enrolled in the SCOE class and have a plan in place with their colleagues for getting assistance in evacuating students who are not independently mobile. Classroom staff are trained in first aid and CPR.

Suspensions and Expulsions – Three Year Comparison

There were no suspensions or expulsions for the three-year period from 2008-09 through 2010-11.

Data Source: Sacramento County SH Special Education Program

School Facilities

School Facility Conditions and Improvements



Each classroom that houses a class for students with severe disabilities is 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. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. All of the facilities meet current building codes for safety, and are maintained to ensure the health and safety of the students and staff who use classrooms daily.

Facilities inspections are ongoing, and custodial services are provided to ensure a healthy environment for students and staff. SCOE's maintenance staff ensures that the repairs necessary to keep the schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service, and emergency repairs are given the highest priority. Classrooms and restrooms are adapted and equipped to meet the students' needs. Some buildings housing programs for students with severe disabilities are older; SCOE is addressing the repairs and updating of these facilities in a methodical manner, as resources will allow.

School Facility Good Repair Status

The table below 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	22	24	24	40
Without Full Credential	3	3	1	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/tq.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0
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 2010-11 for SCOE-operated Special Education programs was \$76,407. The average teacher salary for this school was \$72,505.

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

DIS Support Staff

The school's DIS support team includes the following full-time staff:

- 4 nurses;
- 2 program specialists;
- 3.5 psychologists;
- 6.1 Speech/Language/Hearing Specialists;
- 4 Vision Specialists; and
- 2 Orientation and Mobility Specialists

Curriculum and Instructional Materials

All students with severe disabilities have access to standards-based core curriculum. that is linked to the following alternate assessment areas:

- Communication
- Self-Care/Independent Living
- Mobility/Motor Skills
- Functional Academics
- Vocational
- Social Emotional
- Recreation / Leisure

The SEACO curriculum addresses the unique needs of each student while addressing independence and self-advocacy.

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

CAPA Results for All Students - 2011

This table displays the percentage of students achieving at the Proficient or Advanced level on the California Alternative Performance Assessment (CAPA).

Subject	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
English-Language Arts					
Students with Scores	136	0	0	4	0
% At/Above Proficient	72%	✦	✦	✦	✦
Mathematics					
Students with Scores	136	0	0	4	0
% At/Above Proficient	58%	✦	✦	✦	✦
Science					
Students with Scores	35	0	0	1	0
% At/Above Proficient	31%	✦	✦	✦	✦

Data Source: CDE Statewide Assessment Division.

✦ CAPA 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.

Accountability

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 School	120	-31	67	754
Students with Disabilities	†	†	†	754

Data Source: CDE Academic Accountability and Awards Division.

† 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 school 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	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A [†]	No

Data Source: CDE Academic Accountability and Awards Division.

† 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.

Standardized Testing and Reporting Program

Students enrolled in SCOE special education programs participate in the California Standardized Testing and Reporting (STAR) program. Of the 236 students who were enrolled in SCOE Special Education SH Programs and within the testing age range in 2011, 140 participated in the STAR by taking the California Alternate Performance Assessment (CAPA) for children with disabilities who cannot take part in general statewide assessment programs. More information about the STAR program can be found at www.cde.ca.gov/ta/tg.

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.

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.

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

There are no dropouts or graduates for students in our SH classrooms. The SCOE Special Education programs for severely handicapped students follow an alternative, standards-based curriculum that addresses the individual student goals as delineated in their Individualized Education Program (IEP) plan. This curriculum focuses on functional skills and does not lead to a diploma as defined by California Education Code; students are recognized with a Certificate of Achievement.



WorkAbility

The WorkAbility Program provides funding to students with significant disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to transition goals. Many of the activities take place in the community and are based on typical adult life activities. In addition, students and their families are connected to adult service providers to make the transition as seamless as possible.

M.O.V.E. Curriculum

Mobility Opportunities Via Education (M.O.V.E.) is an internationally known curriculum designed to promote enhanced learning for students with significant physical disabilities through positioning and movement with support. Students practice motor skills while engaging in other educational or recreational activities. The concept "move to do what?" is the basis of this practice. The curriculum is research based and includes a

systematic process of recording progress for each individual. Four school sites were designated as MOVE Model Demonstration and Training sites in 2006-2007. SCOE continues to work with local districts to support the implementation of the MOVE program in Sacramento and surrounding counties. We have partnered with the medical community and Warmline to provide parent training in regards to meeting the needs of children with orthopedic needs and/or information about providing opportunities for families to join their child and school staff on our annual field trip/holiday gatherings.

Instructional Planning and Scheduling



Professional Development

Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. All staff members are trained in the curriculum appropriate to the instructional needs of each student. Staff development is aligned to content standards, alternative assessment, and professional needs. Teachers and paraeducators participate in ongoing training in curriculum, behavior management, student assessment, and use of

assistive technology. During the 2010-11 school year, staff received training and updates on SEIS (Special Education Information System) IEP management, visual arts and music therapy, sensory integration, and M.O.V.E. activities.

