

Executive Summary School Accountability Report Card for 2008 - 2009
 Published During 2009-2010

***Santa Clara County Office of Education:
 Special Education Department***

Contact Information

School		District	
School Name	Santa Clara County Special Education Department	District Name	Santa Clara County Office of Education
Street	1290 Ridder Park Drive	Phone Number	(408) 453-6511
City, State, Zip	San Jose, CA 95131-2398	Web Site	www.sccoe.org
Phone Number	(408) 453-6542	Superintendent	Charles Weis
Director	Mary-Anne Bosward	E-mail Address	Charles_Weis@sccoe.org
E-mail Address	Mary-Anne_Bosward@sccoe.org		

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the **2008-2009 school year**, except the School Finances and School Completion data that are reported for the 2007-2008 school year. The report only includes information for programs serving students in **kindergarten through twelfth grade**. For additional information about the programs and sites, parents and community members should review the entire SARC or contact the director of special education.

About the Programs for Kindergarten through 12th Grade

The Special Education Department of the Santa Clara County Office of Education provides a variety of instructional programs and services for children and students with severe or low incidence disabilities from birth through 22 years of age. The students come from 32 school districts in Santa Clara County and are served more effectively by the comprehensive programs offered by the Santa Clara County Office of Education. Programs are divided into Early Education (birth to 3 years), preschool, elementary, secondary and post senior. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile and Severely Disabled. In addition, the County Office of Education is the Local Education Agency (LEA) for students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education department also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.

For the 2008 – 2009 school year, 1317 special education students, ages 5 to 18 years, were served by the Santa Clara County Office of Education. Additional special education students were served in early education, preschool and post senior programs.

School Facilities

Parents and community members can refer to the complete SARC or contact the director of special education for additional information on specific sites housing special education programs.

Student Enrollment

Group	Percent
African American	4.86 %
American Indian or Alaska Native	0.61 %
Asian	21.11 %
Filipino	4.63 %
Hispanic or Latino	41.53 %
Pacific Islander	0.76 %
White (not Hispanic)	24.15 %
Multiple or No Response	2.35 %
Socioeconomically Disadvantaged	48.00 %
English Learners	15.00 %
Students with Disabilities	100.00 %
Total Number of Students	1317

Teachers

Indicator	Teachers
Teachers with full credential	123
Teachers without full credential	39
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

2009 California Alternate 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
CAPA English-Language Arts					
% At/Above Proficient	67%	39%	48%	72%	51%
CAPA Mathematics					
% At/Above Proficient	52%	27%	30%	51%	40%
CAPA Science					
% At/Above Proficient	47%		42%	55%	23%

California Standards Tests

Subject	Percent of Students Achieving Proficient or Advanced Levels		
	2006-2007	2007-2008	2008-2009
English-Language Arts	5%	52%	52%
Mathematics	4%	41%	40%
Science	3%	10%	39%
History-Social Science	0%	8%	2%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	672
Statewide Rank (from 2008 Base API Report)	Special Ed programs are not ranked
2009-10 Program Improvement Status (PI Year)	Not in PI

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %

Please see complete Report Card for additional details.

Santa Clara County Office of Education: Special Education Department

School Accountability Report Card Reported for School Year 2008-2009

Published During 2009-2010

The **School Accountability Report Card (SARC)**, which is required by law to be published annually, contains information about the condition and performance of each California public school. The reported information includes programs serving students from kindergarten age through 12th grade only. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. **For this report, the Santa Clara County Special Education Department is considered a “school” and the Santa Clara County Office of Education is the “district”.**

I. Data and Access

DataQuest

DataQuest <http://dq.cde.ca.gov/dataquest/> is an online data tool that contains additional information about this school and comparisons of the school to the district, county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index API, Adequate Yearly Progress AYP, test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used, the types of software programs available on a workstation, and the ability to print documents.

II. General Information

Contact Information

School		District	
School Name	Santa Clara County Special Education Department	District Name	Santa Clara County Office of Education
Street	1290 Ridder Park Drive	Phone Number	(408) 453-6511
City, State, Zip	San Jose, CA 95131-2398	Web Site	www.sccoe.org
Phone Number	(408) 453-6542	CDS Code	43-10439-6069371
Director	Mary-Anne Bosward	Superintendent	Charles Weis
E-mail Address	Mary-Anne_Bosward@sccoe.org	E-mail Address	Charles_Weis@sccoe.org

School Description and Mission Statement (School Year 2008-2009)

The Special Education Department of the Santa Clara County Office of Education provides a variety of instructional programs and services for children and students with severe or low incidence disabilities from birth through 22 years of age. The students come from 32 school districts in Santa Clara County and are served more effectively by the comprehensive programs

offered by the Santa Clara County Office of Education. Programs are divided into Early Education (birth to 3 years), preschool, elementary, secondary and post senior. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile and Severely Disabled. In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education department also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools. For the 2008 - 2009 school year, 1317 special education students, ages 5 to 18 years, were served by the Santa Clara County Office of Education. Additional special education students were served in early education, preschool and post senior programs.

Mission

To ensure that all students are participating in high-quality educational programs that allow them to maximize their potential.

Vision

To create opportunities for all students to participate in high-quality educational programs which include:

- Appropriate placement options
- Instruction, curriculum and materials that are student centered, developmentally appropriate, preparing for transition, coordinated across classes, and linked to general education
- Learning environments that are safe, nurturing, respectful, and least restrictive.

Purpose

Providing the VISION of what's possible and the RESOURCES to make it happen. Aligning visions, coordinating resources.

Opportunities for Parental Involvement

Parents are involved in the education of their students through the Individualized Educational Program (IEP) process. As an IEP team member, each parent/guardian participates in the development of annual academic, behavioral and social goals for the student. Parents also receive quarterly communications regarding the student's goal progress at the same time that the non-disabled peers are receiving their progress reports. Parents are welcomed to contact their teachers with concerns or information that may be important for the student to succeed.

A variety of collaboration strategies are used by program staff to help parents/families to be actively involved in their student's transition planning. This includes transitions from program to program (e.g. Preschool to Elementary) or transitioning to the world of work. Parents and staff work together to make changes as seamless as possible for the student. Parents are encouraged to explore options and stay informed by attending events such as the county-wide "Transition Fair" which highlights local support agencies, Open Houses at sites, holiday events and all-school theme/activity days.

Many parents of students in SCCOE special education programs belong to Community Advisory Committees (CAC) in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters.

Student Enrollment, by Grade Level (2008-2009)

This table displays the number of students enrolled in each grade level in the school.

Grade Level	Number of Students
Kindergarten	42
Grade 1	79
Grade 2	101
Grade 3	88
Grade 4	99
Grade 5	100
Grade 6	87
Grade 7	112
Grade 8	99
Ungraded Elementary	0
Grade 9	110
Grade 10	116
Grade 11	123
Grade 12	161
Ungraded Secondary	0
Total Enrollment	1317

Student Enrollment by Group (School Year 2008-2009)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	4.86 %
American Indian or Alaska Native	0.61 %
Asian	21.11 %
Filipino	4.63 %
Hispanic or Latino	41.53 %
Pacific Islander	0.76 %
White (not Hispanic)	24.15 %
Multiple or No Response	2.35 %
Socioeconomically Disadvantaged	48.00 %
English Learners	15.00 %
Students with Disabilities	100.00 %

Average Class Size

The average class size for K-12 special education programs is 9 students.

III. School Climate (School Year 2008-2009)

School Safety Plan

The 32 school districts of Santa Clara County are committed to the provision of special education services to all students with disabilities in the least restrictive environment possible. Students receive the services specified in their IEPs in classrooms as close to their homes as possible. Therefore, the majority of programs operated by the SCCOE Special Education Department are located on district school sites. The districts and SCCOE work closely to insure that the classrooms are safe, clean and provide for interaction with non-disabled peers. All program staff members receive specialized training for the use of safety guidelines, protocols, disaster procedures, universal precautions, and specialized health care procedures included in the IEPs of their students.

For emergency preparedness, the communication system to the multiple sites housing SCCOE classes is crucial. The SCCOE has developed an Emergency Preparedness Plan to expedite this process and to delineate responsibilities. (www.sccoe.org) The Assistant Superintendent of Student Services is the Liaison Officer to the outlying schools. Schools have plans to continue specialized health care procedures and student care until transportation services can be safely arranged for students to return to their homes. The school safety plans are formally reviewed through the annual safety inspections. (See facilities section).

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment).

	2006-2007	2007-2008	2008-2009
Number of Suspensions	83	96	95
Rate of Suspensions	.06	.07	.07
Number of Expulsions	0	0	0
Rate of Expulsions	.0	.0	.0

IV. School Facilities (School Year 2009-2010)

School Facility Conditions—General Information

The SCCOE Special Education Department and the host-districts work together to set up new programs where they are needed to meet IEP goals of students. The host-district is responsible for repair, maintenance, disaster plan and custodial services as delineated in the “SCCOE Special Education Housing Policy” agreement. For SCCOE operated programs that are not on district-hosted sites, county principals oversee the facilities, disaster protocols, maintenance and custodial services through the SCCOE Facilities Department.

Two new facilities were opened this fall: Brownell School located in the Gilroy Unified School District and Anne Darling School located in San Jose Unified School District.

School Facility Conditions—Results of Inspection and Evaluation

There are 4 levels of identification of safety hazards: 1) special inspections initiated by an employee, 2) ongoing, informal inspections in conjunction with regular duties, 3) initial inspections of new sites and 4) annual, formal safety inspections of all sites. Uniform Complaint Forms are posted in each classroom at each site (English, Spanish, Vietnamese forms).

During March and April 2009, the annual safety inspections were conducted for all classrooms and sites. “The Annual Safety Inspection Checklist” covers both physical properties as well as

work practices of school and office staff. Corrections needed have been noted on the “Annual Safety Inspection Hazard Remediation” form with the responsibility for correction being designated as either the host district or SCCOE. Please contact the Director of Special Education for more information.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2006-07	2007-2008	2008-2009
With Full Credential	138	122	123
Without Full Credential	60	54	39
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of 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).

Indicator	2006-2007	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers (School Year 2006-2007)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. Core academic classes are offered in the secondary programs. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
SCCOE Special Education	60 %	40%

VI. Support Staff (2008-2009)

This table displays, in units of full-time equivalents (FTE), the number of other support staff in the K-12 programs. 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.

Title	Number of FTE 2008-2009
Academic Counselor	1.0

Adaptive Physical Education Specialist	11.0
Audiologist	1.8
Nurse	14.4
Occupational/Physical Therapist	15.1
Orientation/Mobility Specialist	2
Psychologist	15.2
Resource Specialist	6
School Therapist	3.8
Speech Language Pathologist	25.05

VII. Curriculum and Instructional Materials (2009-10)

Instructional Program

The instructional program for the Department of the Special Education is based on the core curriculum of the State Academic Standards and the Individual Education Plans (IEPs) for each student. An IEP team for each student (consisting of the student, parent/guardian, teacher, administrator and other staff professionals) guides the curriculum focus so that each student has the most appropriate access to the core curriculum. Access to the core curriculum is through various means including state-adopted textbooks, approved supplementary instructional materials, adapted equipment, computer software, augmentative/alternate communication devices (AAC), inclusion, and mainstreaming.

Students may follow the “Special Education Alternate Curriculum for Students with Moderate to Severe Disabilities” as approved by the student’s IEP team. This curriculum was developed by the Special Education Administrators of County Offices in 2005 and insures access to English/Language Arts, English Language Development, Mathematics, History-Social Science, Science, Visual and Performing Arts, and Health/Physical Education.

Quality, Currency, and Availability of Textbooks and Instructional Materials

Quality and Currency

Selections of state-adopted textbooks and instructional materials are based upon each student’s learning, processing and physical abilities and guided by the Individual Education Plan (IEP). Students have access to current textbooks and other instructional materials in each core curriculum area. For students attending programs on district sites, students have access to the same textbooks that the non-disabled peers use. SCCOE teachers collaborate with the district staff to select the same publishers and insure that they are on the same curriculum framework cycle as the host district.

In cases where students’ functioning levels limit their ability to use textbooks, staff members creatively use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to gain access to the core curriculum. Students with vision, hearing or orthopedic needs also receive current adapted texts and supplementary materials through the California Low-Incidence Program. Students attending special education programs in the Alternative Schools use the same SCCOE board-adopted curriculum as all students in the Alternative Schools.

Communication/language is a focus for all of the students. Communication/language skills are emphasized in lessons for all of the core content areas. The goals for all students including English Learners are developed by each student’s IEP team.

The SCCOE Resource Center offers a professional library, Learning Resource Display Center, an Instructional Materials Resource Center, and a Grant Resource Center. Staff can review best practices, review and borrow newly-adopted textbooks, make instructional materials on site, or seek expertise in writing a grant. Staff can attend Materials Fairs which are hosted by the Resource Center that focus on the newest state-adopted textbooks and instructional materials.

Availability

In the fall of the 2009-2010 school year, SCCOE principals collaborated with each credentialed/licensed staff member to determine which textbooks/instructional materials would be needed for their students as determined by their IEP goals. Staff wish lists of supplemental materials were also noted. Needed textbooks and materials were ordered for the fall and wish lists were the focus in the spring. In the fall, the Director of Special Education informed the Board of Education that a sufficient number of current textbooks/instructional materials would be available for all students.

State textbook/instructional material funds are used to purchase state-adopted or standards-aligned materials for each content area that meet the needs of students. Students with vision, hearing or orthopedic needs can also receive adapted supplementary materials through the California Low-Incidence Program.

Technology is important to many special education students to insure access to the core curriculum areas. Students use many input/output adaptations to access the core curriculum. For the 2008-2009 school year, there were 369 computers available to students or used by staff for instructional activities; approximately 1 computer for every 3.6 students. Also 183 classrooms had internet access. For the beginning of the 2009-2010, each classroom will receive an additional new computer for student use.

Percentage of students who lack their own assigned textbooks and instructional materials: 0%

VIII. School Finances

District Expenditures (Fiscal Year 2008-2009)

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 (Fiscal Year 2007-2008)

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	Santa Clara County Office of Education
Beginning Teacher Salary	\$44,761
Average Teacher Salary	\$71,502
Highest Teacher Salary	\$85,986

Additional Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional Special Education Programs/Services	Description
Early Start Program Birth to 36 months	The Early Start Program provides coordinated assessment and early intervention services for children with at risk medical conditions, or who are at risk or demonstrate developmental delays. This is in collaboration with San Andreas Regional Center.
Preschool	At age 3, students transition into preschool programs with some returning to their home district. The SCCOE continues to provide services for 3-5 year olds according to their IEPs.
Post Senior Graduation to 22 years old	Upon graduation, students participate in college, community and work environments. The Workability I Program (WAI) provides placement and support in the workplace for Post Senior students from 18 to 22 years with more significant disabilities. This program is expanding to meet the needs of county districts that do not offer Post Senior programs.
English Learners	One hundred fifty-seven (157) teachers are trained to provide English Language Development to support students in the special education program who are non fluent English speakers.

IX. Student Performance

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). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Ninety-five percent (95%) of the K-12 students in the Special Education Department participated in the state testing program in 2008-2009. The decision regarding which tests were most appropriate for each student was made by each student's IEP team.

Eighty percent (80%) of the tested SCCOE special education students were administered the [California Alternate Performance Assessment \(CAPA\)](#) in their own classrooms. The CAPA shows how well students are doing in relation to a subset of California standards appropriate for students with significant cognitive disabilities. See results below.

Fifteen percent (15%) of the tested students completed parts of the [California Standards Test \(CST\)](#) with their non-disabled peers. Many of these students attended the SCCOE Emotionally Disturbed, Deaf/Hard of Hearing, Autism or Orthopedically Impaired classes and may have been partially mainstreamed into district-hosted programs. See results below.

Five percent (5%) of the tested students (third through eighth graders only) were administered the [California Modified Assessment \(CMA\)](#). The CMA is similar to the CST and was developed so special education students can better demonstrate their knowledge of the California Content Standards. The group results are not reported in this document since subgroups included fewer than 10 students.

Detailed information regarding state testing results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> . * Note: To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.

CAPA (California Alternate Performance Assessment)

The CAPA (California Alternate Performance Assessment) shows how well students are doing in relation to a subset of California standards appropriate for students with significant cognitive disabilities.

2009 Testing Results for SCCOE Special Education Students; CAPA (California Alternate Performance Assessment)					
	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
CAPA English-Language Arts					
Students Tested	392	59	73	81	101
% At/Above Proficient	67% (2008: 74%)	39% (2008: 51%)	48% (2008: 40%)	72% (2008: 51%)	51% (2008: 27%)
CAPA Mathematics					
Students Tested	390	59	73	80	100
% At/Above Proficient	52% (2008: 47%)	27% (2008: 62%)	30% (2008: 49%)	51% (2008: 45%)	40% (2008: 22%)
CAPA Science					
Students Tested	102		36	29	35
% At/Above Proficient	47% (2008: 49%)		42% (2008: 56%)	55% (2008: 54%)	23% (2008: 43%)

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11.

Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>.

CST Results for All Students—Three-Year Comparison

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

Subject	Percent of Students Achieving Proficient or Advanced Levels		
	2006-2007	2007-2008	2008-2009
English-Language Arts	5%	52%	52%
Mathematics	4%	41%	40%
Science	3%	10%	39%
History-Social Science	0%	8%	2%

CST Results by Student Group – (School Year 2008-2009)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. (*Scores are not shown when the number of students is 10 or less, either because the number of students in the category is too small for statistical accuracy or to protect student privacy. In no case shall any score be reported that would deliberately or inadvertently make public the score or performance of any individual student.)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	50	48	36	*
American Indian or Alaska Native	*	*	*	*
Asian	50	39	30	*
Filipino	70	45	*	*
Hispanic or Latino	53	41	44	0
Pacific Islander	*	*	*	*
White (Not Hispanic)	49	35	41	0
Male	50	38	40	4
Female	55	43	40	0
Economically Disadvantaged	5	41	42	0
English Learners	53	44	40	*
Students with Disabilities	52	40	39	2

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam 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 and, for purposes of calculating AYP, three performance levels were set: Advanced Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

Subject	Special Education Students		
	Not Proficient	Proficient	Advanced
English	*	*	*
Mathematics	*	*	*

CAHSEE Results by Student Group—School Year 2007-2008

This table is designed to display the percent of special education students, by group, achieving at each performance level in English language-arts and mathematics separately for 2007-2008. **Since there are no subgroups of students in the SCCOE Special Education program with more than ten scores to report, there are no percentages listed.** This is either because the number of students in the category is too small for statistical accuracy or to protect student privacy. In no case shall any score be reported that would deliberately or inadvertently make public the score or performance of any individual student.)

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Special Education Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

X. Accountability

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. Detailed information about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/>. The SCCOE Special Education program does not receive an Academic Performance Index Rank which would compare it to other programs. Statewide and similar ranks are not applicable to special education programs.

API Changes by Student Group—Three Year Comparison

This table displays, by student group, the API scores for the last three years. * Note: To protect student privacy, scores are not shown when the number of students tested is 10 or fewer.

Group	API Scores		
	2006-07	2007-2008	2008-2009
All Students in Special Education	603	657	672
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	643	669	687
Filipino	*	*	*
Hispanic or Latino	584	651	676
Pacific Islander	*	*	*
White (not Hispanic)	599	638	644
Socioeconomically Disadvantaged	577	662	668
English Language Learners	*	*	689

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ayp/>.

Adequate Yearly Progress: Overall and by Criteria (School Year 2008-2009)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	Special Education	All SCCOE Programs
Overall	No	No
Participation Rate – English-Language Arts	No	No
Participation Rate – Mathematics	No	No
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	No	No
Academic Performance API	Yes	No
Graduation Rate	No	No

Federal Intervention Program (School Year 2008-2009)

The Special Education Program of the Santa Clara County Office of Education is not in the Program Improvement (PI) phase.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

High School Diplomas and Certificates of Completion (School Year 2007-2008)

Students in California public schools must pass both the English-Language Arts and the Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-2008 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays the number of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/> or the DataQuest Web site.

In addition, SCCOE special education students can receive Certificates of Completion as determined by their Individual Educational Programs.

	Students Receiving High School Diplomas	Students Receiving Certificates of Completion
2007-2008 12 th Grade Class	1	31
2006-2007 12 th Grade Class	4	47
2005-2006 12 th Grade Class	5	50

Career Technical Education Programs (School Year 2008-2009)

This section provides information about the degree to which pupils are prepared to enter the workforce.

All special education students, ages 16 to 22 years, have a transition plan as part of their IEP. The transition plan addresses the best ways for the student to enter the workforce, is developed by the IEP team, and is reviewed annually by the IEP team. Middle school students and families explore transition planning and future program placement options. High school special day class programs have a major focus on career exploration, service learning, school based projects and independent living skills training. Students exit their high school programs more prepared to successfully participate in Post Senior education.

The Workability I Program (WAI) provides placement and support in the workplace for Post Senior students from 18 to 22 years with more significant disabilities. This program is expanding to meet the needs of county districts that do not offer Post Senior programs. Students develop a Transition portfolio which is a pictorial and written summary of vocational, recreational, and independent living activities completed. Students' portfolios also include a resume, work history, awards page, and letters of recommendation for future use.

All K-12 special education students participate in instructional units to explore the world of work, career development and workplace behaviors/skills.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All certificated/licensed staff members receive five days for staff development. New teachers also receive additional support in the Peer Assistance and Review (PAR) program. Content includes classroom organization/management, instructional methods, core curriculum content areas, process/legal updates, universal precautions, emergency/safety procedures, positive behavior management and professional assault response training. In the 2008-2009 school year, all credentialed/licensed staff participated in a two day ProACT workshop (Professional Assault Crisis Training). In 2009-2010, all credentialed/licensed staff completed a full day of positive behavior supports training.

There are several ways that credentialed/licensed staff members receive specialized training. Principals organize professional development opportunities for all staff on professional development days to reflect the needs of their programs and students. Job-alike groups of credentialed/licensed staff (speech/language pathologists, nurses, psychologists, occupational therapists, etc.) host workshops in their expertise areas for all staff to attend. Staff members may also attend district-sponsored workshops at their district site. Credentialed/licensed staff may also attend trainings offered by the SCCOE Instructional Services Branch including instructional strategies in the content areas, technology application training, technology/curriculum integration classes and materials development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source). Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends

assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Lang Learners	Students With Disabilities	English Lang Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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