

# Santa Clara County Office of Education: Special Education

**2022-2023 School Accountability Report Card  
(Published During the 2023-2024 School Year)**

## General Information about the School Accountability Report Card (SARC)

SARC Overview



## 2023-24 School Contact Information

<b>School Name</b>	Santa Clara County Office of Education: Special Education
<b>Street</b>	1290 Ridder Park Dr., MC273
<b>City, State, Zip</b>	San Jose, CA 95131-2304
<b>Phone Number</b>	(408) 453-6542
<b>Principal</b>	Jennifer Ann
<b>Email Address</b>	jann@sccoe.org
<b>School Website</b>	www.sccoe.org
<b>County-District-School (CDS) Code</b>	43104394330320

## 2023-24 District Contact Information

<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6878
<b>Superintendent</b>	Mary Ann Dewan, Ph.D.
<b>Email Address</b>	mdewan@sccoe.org
<b>District Website</b>	www.sccoe.org

## 2023-24 School Description and Mission Statement

The Special Education Department of the Santa Clara County Office of Education (SCCOE) 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 are referred from 31 school districts in Santa Clara County and are served by a low student-to-staff ratio and in a highly structured environment. Programs are divided into early education (birth to 3 years), preschool, elementary, secondary and post secondary. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Therapeutic, Medically Fragile and Severely Disabled.

The SCCOE is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Department also provides services to students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.

For the 2022-2023 school year, 912 special education students, ages 5 to 22 years, were served by the SCCOE. Additional special education students were served in early education and preschool programs.

The SCCOE Special Education Department aims to serve, inspire, and promote student success by creating opportunities for all students to participate in high-quality educational programs which include: appropriate placement options; instruction, curriculum and materials that are developmentally-appropriate, consistently utilized across all classes, and linked to the Common Core State Standards; learning environments that are safe, nurturing, respectful, least restrictive and; collaboration among all educational team members with a focus on student outcomes.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	51
Grade 2	48
Grade 3	53
Grade 4	68
Grade 5	38
Grade 6	76
Grade 7	45
Grade 8	52
Grade 9	58
Grade 10	52
Grade 11	72
Grade 12	246
Total Enrollment	912

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	294
Male	618
Non-Binary	--
American Indian or Alaska Native	0
Asian	280
Black or African American	38
Filipino	47
Hispanic or Latino	396
Native Hawaiian or Pacific Islander	6
Two or More Races	4
White	138
English Learners	323
Foster Youth	5
Homeless	5
Migrant	0
Socioeconomically Disadvantaged	445
Students with Disabilities	912

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70	54.7	375.3	58.1	228,366	83
<b>Intern Credential Holders Properly Assigned</b>	1	.8	48.8	7.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	101.7	q5.8	1121	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4	3.1	47.1	11.2	118,543	6.9
<b>Unknown</b>	52	40.6	72.5	11.12	11,854	6.9
<b>Total Teaching Positions</b>	128	100	645.5	100	274,759	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	69.5	58.9	367	57.38	234,405.20	84
<b>Intern Credential Holders Properly Assigned</b>	1	.8	61.90	9.68	4,853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.3	4.4	133.40	20.86	12,001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.0	3.4	32.70	5.11	11,953.10	4.28
<b>Unknown</b>	38.3	32.4	44.50	6.97	15,831.90	5.67
<b>Total Teaching Positions</b>	118	100	639.70	100	279,044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	9
Misassignments	0	0
Vacant Positions	0	11
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1</b>	<b>10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	4	9
Local Assignment Options	0	0
<b>Total Out-of-Field Teachers</b>	<b>4</b>	<b>9</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023
---	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Lan1 0.75 5 32.3779u9e1			

	access to current textbooks and instructional materials including STAR/LINKS, Unique, N2Y, Edgenuity, IXL, and TouchMath in each core curricular area. Students attending academic programs on district sites have access to the same textbooks that their non-disabled peers utilize. In cases where students' functioning levels limit their ability to access textbooks, staff members use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to help the student gain access to the core curriculum. Students with vision, hearing or orthopedic needs also receive 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.		
<b>Mathematics</b>	TouchMath, Unique, IXL Learning, Edgenuity	Yes	0%
<b>Science</b>	Unique, N2Y, Edgenuity	Yes	0%
<b>History-Social Science</b>	Unique, N2Y, IXL Learning, Edgenuity	Yes	0%
<b>Foreign Language</b>	Students have access to classes on host sites	Yes	0%
<b>Health</b>	Sexuality for All Abilities	Yes	0%
<b>Visual and Performing Arts</b>	Students have access to classes and programs on host sites	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

### School Facility Conditions — General Information

The SCCOE Special Education Department, and districts hosting classes on their campuses, work together to set up new programs where they are needed to meet the varying IEP goals of students throughout the County. The host district is responsible for the 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, in partnership with the SCCOE Facilities Department, oversee the facilities, disaster protocols, maintenance and custodial services.

### School Facility Conditions — Results of Inspection and Evaluation

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

An annual safety inspection is 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. Any corrections needed are noted on the “Annual Safety Inspection Hazard Remediation” form with the responsibility for correction being designated as either the host district or SCCOE. The FIT reports for 2022-23 were completed for all SCCOE sites between July and September of 2022. The most recent FIT report for special education programs showed a final completion on 10/6/2023. Special Education is organized into clusters with classrooms operated by the SCCOE as well as local educational agencies. SCCOE facilities aligned to each cluster include: Gateway 8/31/2023, Hester 10/6/2023, Oster, 9/13/2023, McCollam 9/29/2023, Anne Darling 9/13/2023, Chandler Tripp 9/13/2023, Seven Trees Educational Center 9/21/2023. Gateway, McCollam, Anne Darling, and Seven Trees Educational Center all showed ratings of good with an overall exemplary rating.

Hester received a fair rating for interior and electrical, Oster received a fair rating for electrical, and Chandler Tripp received a poor rating for safety.

<b>Year and month of the most recent FIT report</b>	10/6/2023
---	-----------

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X	X		Hester received fair rating. The SCCOE Maintenance and Operations are addressing this rating.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X	X		Hester and Oster received fair ratings for electrical. The SCCOE Maintenance and Operations Department are addressing this rating.
<b>Restrooms/Fountains:</b>				





## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	93	41	44%	56%	4.88%
<b>Female</b>	34	14	41%	59%	7.14%
<b>Male</b>	59	27	46%	54%	3.70%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	10	--	--	--	--
<b>Black or African American</b>	4	--	--	--	--
<b>Filipino</b>	7	--	--	--	--
<b>Hispanic or Latino</b>	49	27	55%	45%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	0	0	100%	N/A
<b>White</b>	20	7	35%	65%	--
<b>English Learners</b>	17	7	41%	59%	--
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	--	0	0	100%	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	53	28	53%	47%	0.00%
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	91	41	45%	55%	4.88%







## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.







**2022-23 Chronic Absenteeism by Student Group**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.9	0
Female	0.2	0
Male	1.7	0
Non-Binary	0	0
American Indian or Alaska Native	--	0
Asian	1.4	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average
---------	---------

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$113,285.52	\$112,437.61	\$ 845.90	\$117,041.48
<b>District</b>	N/A	N/A	\$8185.31	118,723.94
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	-6.7
<b>State</b>	N/A	N/A	\$6593.62	\$88,508.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	30.7

## Fiscal Year 2022-23 Types of Services Funded

--

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,175.00	\$54,215.00
Mid-Range Teacher Salary	\$94,107.00	\$86,843.00
Highest Teacher Salary	\$125,185.00	\$111,440.00
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$147,065.00	\$138,444.00
Superintendent Salary	\$369,321.84	\$252,466.00
Percent of Budget for Teacher Salaries	15%	33.16%
Percent of Budget for Administrative Salaries	6%	5.15%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Before classrooms open for the Fall session, certificated and some classified staff in the Special Education Department participate in five full days of professional development. Trainings offered are directly related to the program area in which the staff member works. Examples of some of the professional development opportunities offered include, but are not limited to, the following: working with English Language Learners; supporting Deaf/Hard of Hearing students through auditory training; best practices for supporting students with moderate to severe disabilities including programs specific to students with Autism;

## Professional Development

and best practices for encouraging a culturally responsive and equitable classroom environment and teaching practices as it pertains to building relationships with students and families. Classified staff participate in one full day of professional development.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5