

Sutter County Special Education

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	970 Klamath Ln. Yuba City, CA , 95993-8961	Principal:	Jessica Burrone
Phone:	(530) 822-2911	Grade Span:	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Jessica Burrone

📍 Principal, Sutter County Special Education

About Our School

Contact

Sutter County Special Education
970 Klamath Ln.
Yuba City, CA 95993-8961

Phone: [\(530\) 822-2911](tel:5308222911)

Email: jessicab@sutter.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Sutter County Office of Education
Phone Number	5308222900
Superintendent	Reusser, Tom
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2022–23)

School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, CA , 95993-8961
Phone Number	(530) 822-2911
Principal	Jessica Burrone
Email Address	jessicab@sutter.k12.ca.us
Website	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105126069454

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

Mission Statement: Working Together for Student Success

Vision Statement:

We believe

- ∅ That all special education students can reach their highest possible standard of achievement
- ∅ That special education students can become contributing members of our community
- ∅ That special education programs will reflect only the finest in research-based practices
- ∅ That ongoing staff development will focus on the refinement on instructional practices that reflect the unique needs of our students
- ∅ That all special education activities will be meaningful, authentic, and engaging for our students
- ∅ That all Sutter County Special Educators will be a model of excellence in their field

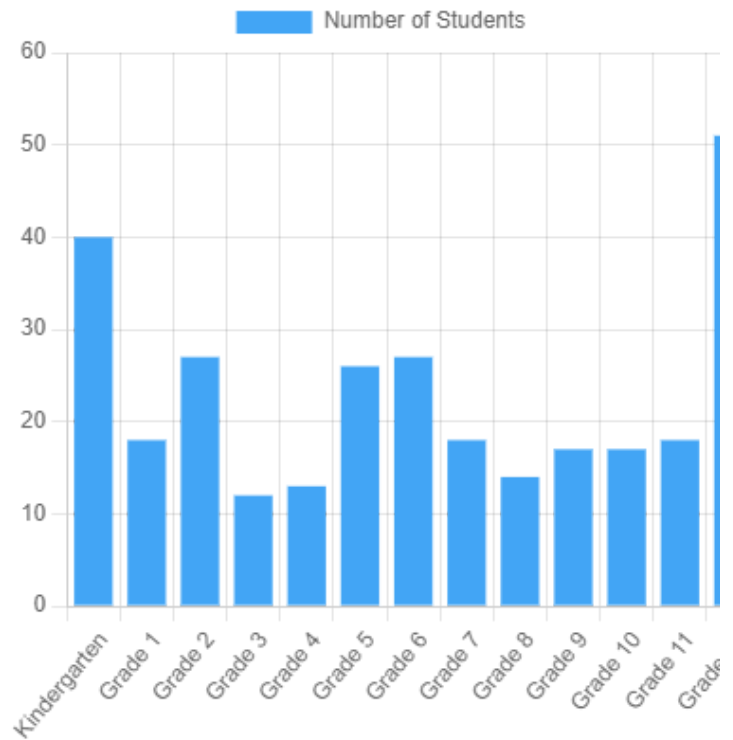
The Special Education Department provides special education related services to the 12 school districts and 3 charter schools within Sutter County for students from age birth to 22 years. The Special Education department consists of approximately 170 staff members located throughout Sutter County who provide support to students and families. In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County also provides intensive Special Education support in a Special Day class setting in 32 classrooms on 17 different school sites throughout Sutter County. These classrooms are located on district school sites. These students require special education services in self-contained special day classrooms to support their unique needs. For ages Birth to three, services include the Infant Development Program that is provided within the home setting. For ages Preschool-age 22, Special Day classroom programs are provided for students with severe cognitive, physical and/or medical disabilities, students identified with behavioral needs, and students identified with Autism. Specialized services include the following: Speech and Language, Psychologist services, Nursing and Behavior.

The overarching goal of the Sutter County Special Education program is to assist students in finding success and meeting their individual academic, functional, life/work skills and social/emotional/behavior needs in order to provide them with the skills they need in order to be successful in the future. Each student's program is uniquely designed to meet his or her goals. Students are all working toward either a diploma or Certificate of Completion. If a student receives a diploma, this is given by the student's school of residence. Sutter County's Adult Transition Program is for students from their completion of high school program through age 22 and is focused on working with students on their work and life transition goals.

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	40
Grade 1	18
Grade 2	27
Grade 3	12
Grade 4	13
Grade 5	26
Grade 6	27
Grade 7	18
Grade 8	14
Grade 9	17
Grade 10	17
Grade 11	18
Grade 12	51
Total Enrollment	298



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/26/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	27.20%
Male	72.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.10%
Foster Youth	1.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically	81.50%

Student Group	Percent of Total Enrollment
Asian	12.10%
Black or African American	2.00%
Filipino	0.30%
Hispanic or Latino	45.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.00%
White	32.90%

Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.90	45.45	23.10	45.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	1.96	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	15.22	7.00	13.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	5.07	4.90	9.72	12115.80	4.41
Unknown	13.40	34.23	14.40	28.63	18854.30	6.86
Total Teaching Positions	39.40	100.00	50.60	100.00	274759.10	100.00

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.

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 1/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	5.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	2.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	

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

Last updated: 1/11/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	5%	N/A	17%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	2%	N/A	11%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	104	81.25	18.75	4.81
Female	32	27	84.38	15.62	3.70
Male	96	77	80.21	19.79	5.19
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	45	76.27	23.73	8.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	33	82.50	17.50	0.00
English Learners	26	24	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	86	82.69	17.31	5.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	104	81.25	18.75	4.81

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven****(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	98	76.56	23.44	2.04
Female	32	25	78.13	21.87	0.00
Male	96	73	76.04	23.96	2.74
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	43	72.88	27.12	2.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	30	75.00	25.00	0.00
English Learners	26	23	88.46	11.54	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	81	77.88	22.12	2.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	98	76.56	23.44	2.04

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	--		--		28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/23/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	31	81.58	18.42	0.00
Female	--	--	--	--	--
Male	33	27	81.82	18.18	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	13	81.25	18.75	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	25	86.21	13.79	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	31	81.58	18.42	0.00

Note: 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.

Last updated: 1/23/23

Career Technical Education (CTE) Programs (School Year 2021–22)

For students aged 16 and above, career education and transition goals are addressed through each student's individualized education plan (IEP.) Students served by SCSOS have the opportunity to participate in academic and Workability programs for the development of career readiness skills. In addition to academic and Workability programs, when appropriate, students participate in life skills programs that offer and support the development of appropriate work behaviors, functional daily living skills, communication skills, social-emotional skills, and career exploration.

*Last updated: 1/26/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/26/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/26/23

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Each student in the Sutter County Superintendent of Schools' Special Education Programs is on an Individualized Education Program (IEP). The IEP process legally requires students and parents to actively participate in the educational process. Community Advisory Committee (CAC) is facilitated by the Sutter County SELPA to engage parents in the process of supporting students with disabilities in the community, as well as provide resources and information to parents and guardians. This group is comprised of parents, community members and school representatives. School events are also held where parents may become involved and participate.

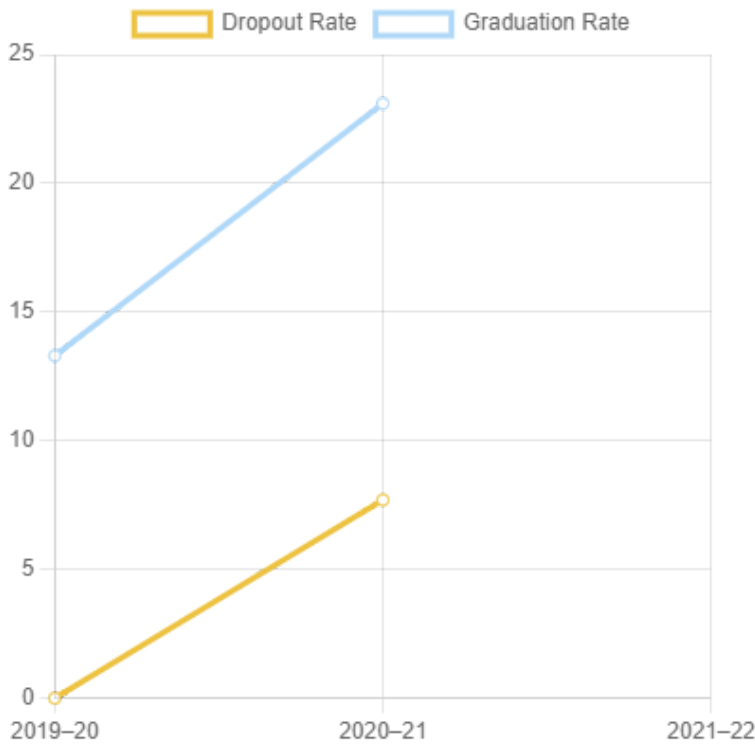
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		0.00%	7.70%		22.20%	29.70%	8.9%	9.4%	7.8%
Graduation Rate		13.30%	23.10%		28.90%	29.70%	84.2%	83.6%	87.0%



Last updated: 1/26/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	3	23.1
Female	4	1	7.7
Male	9	2	15.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	1	0	0.0
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	7	2	15.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	5	1	7.7
English Learners	3	0	0.0
Foster Youth	2	0	0.0
Homeless	1	0	0.0
Socioeconomically Disadvantaged	13	3	23.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	3	23.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/26/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	315	218	69.2
Female	87	85	64	75.3
Male	235	230	154	67.0
American Indian or Alaska Native	3	3	3	100.0
Asian	40	39	27	69.2
Black or African American	7	7	6	85.7
Filipino	1	1	1	100.0
Hispanic or Latino	144	141	99	70.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	8	88.9
White	107	106	68	64.2
English Learners	69	67	49	73.1
Foster Youth	3	3	1	33.3
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	261	255	183	71.8
Students Receiving Migrant Education Services	5	5	3	60.0
Students with Disabilities	322	315	218	69.2

Last updated: 1/26/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	7.56%	8.01%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.29%	4.04%	1.09%	8.91%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.17%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/26/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.04	0.00
Female	2.30	0.00
Male	4.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.48	0.00
English Learners	1.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.04	0.00

Last updated: 1/26/23

School Safety Plan (School Year 2022–23)

SCSOS Regional Special Education Programs follow the safety plan of the comprehensive public school host site they are located on within the district.

Last updated: 1/26/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	4		
1				
2				
3				
4				
5				
6	3.00	2		
Other**	9.00	17		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	5		
1				
2				
3				
4				
5				
6				
Other**	8.00	16		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	5		
1				
2				
3				
4				
5				
6	1.00	7		
Other**	8.00	15		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	16		
Mathematics	3.00	11		
Science	2.00	10		
Social Science	3.00	10		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	4		
Mathematics	1.00	3		
Science	6.00	2		
Social Science	2.00	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	7		
Mathematics	3.00	3		
Science	5.00	2		
Social Science	2.00	6		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5.90
Social Worker	
Nurse	2.00
Speech/Language/Hearing Specialist	3.80
Resource Specialist (non-teaching)	
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

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
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/26/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/26/23

