

Siskiyou County Special Education School Accountability Report Card

Reported Using Data from the 2017-18 School Year Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Siskiyou County Special Education
Street	609 South Gold St.
City, State, Zip	Yreka CA 96097-3110
Phone Number	(530) 842-8441
Principal	Debbie Medeiros
E-mail Address	dmedeiros@siskiyoucoe.net
Web Site	www.siskiyoucoe.net
CDS Code	47-10470-6069405

District Contact Information	
District Name	Siskiyou County Office of Education
Phone Number	(530) 842-8400
Superintendent	Kermith Walters
E-mail Address	kwalters@siskiyoucoe.net
Web Site	www.siskiyoucoe.net

School Description and Mission Statement (School Year 2018-19)

Mission Statement:

Our goal is to provide a free and appropriate public education to all our children in the least restrictive environments. We endeavor to support and educate children in partnership with general education utilizing collaboration and coordination of services.

Description:

Siskiyou County Office of Education provides special day class programs for students with moderate to severe disabilities through the guidelines of the Special Education Local Plan Area (SELPA - Special Education Services). We serve students from birth to 22 years of age throughout Siskiyou County in separate classes that are located on regular education campuses. The students are provided with specialized instruction in areas related to their individual education plans.

We provide programs such as Work Ability, which is a school-to-work program for youth in special education and Learn to Earn, which provides work-based learning experiences leading to successful transition to employment. We provide advanced training to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.

In addition we offer a variety of Health and Student Services providing students, staff, and schools with a safe and healthy working and learning environment to facilitate an environment that promotes a health-oriented lifestyle and provides an opportunity to learn about decisions which affect our health for a lifetime.

Disclaimer: The information provided in this SARC has been entered to the best of our knowledge. With the reduction of data normally populated in the SARC template by the California Department of Education and lack of clarity of how the data is obtained, we have found it very difficult to know how to calculate and populate certain aspects of this SARC.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	6
Grade 1	8
Grade 2	5
Grade 3	12
Grade 4	7
Grade 5	2
Grade 6	7
Grade 7	6
Grade 8	9
Grade 9	11
Grade 10	5
Grade 11	8
Grade 12	8
Ungraded Secondary	1
Total Enrollment	95

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	6.3
Asian	3.2
Filipino	0.0
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.0
White	53.7
Socioeconomically Disadvantaged	49.5
English Learners	4.2
Students with Disabilities	91.6
Foster Youth	0.0

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 Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	11	17	17
Without Full Credential	4	4	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

The ED/SDC classes use SBE adopted textbooks and curriculum. The SDC classes teach functional skills at Elementary levels utilizing BASIC2 curriculum and Common Core Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Mathematics	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
History-Social Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	Yes	0
Foreign Language	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	Yes	0
Health	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	Yes	0
Visual and Performing Arts	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects	Yes	0
Science Laboratory Equipment (grades 9-12)	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Siskiyou County Special Education provides 13 classrooms on campuses in local school districts across Siskiyou County. We have a team of 4 full-time maintenance custodians and 1 part-time custodian to ensure that classrooms and restrooms are kept clean and safe, providing a safe clean environment for students, staff and volunteers.

The Risk Control Manager of InterWest Insurance Services, Inc., Philip Clark of Keenan and Associates, and HUE & Cry Security System, Inc. evaluate and inspect for adherence to safety protocols at regular intervals to ensure compliance with all applicable health and safety codes. In addition, site-teachers are required and trained to populate the Monthly Self Inspection Tool to identify, document and request any needed repairs, upgrades, hazardous conditions or safety violations in writing to our Maintenance Supervisor, Leroy Shipley. Each of our facilities meet the Williams Act criteria.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	24.0	22.0	43.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	11.0	23.0	29.0	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	10	71.43	22.22
Male	15	0	0.00	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	0	0.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	9	69.23	25.00
Foster Youth	--	--	--	--

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
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	9	25	11.11
Male	25	6	24	16.67
Female	11	3	27.27	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	23	7	30.43	14.29
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	35	8	22.86	12.5
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**
9	**	**	**

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are involved in the educational program for their children through the annual Individualized Education Plan meetings. Their child's program is designed for the school year. Three year reevaluation assessments meetings are also held to update the eligibility for special education services for each child. Parents are kept informed of their student's progress in school on a daily basis through parent/teacher communication verbally or in writing. Parents are also given quarterly written progress reports on their child's individual goals and objectives. Parents are invited to participate in classroom activities throughout the year such as; field trips, special projects and classroom observations and others. The SELPA has at least three CAC meetings to discuss the program and concerns they may have.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	36.4	21.4	5.0	10.7	9.7	9.1
Graduation Rate	--	--	--	9.1	50.0	83.3	82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.9	0.0	0.0	0.2	0.0	0.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Special Education Department is committed to providing a safe and secure campus for all students, parents, and staff. Each individual SCOE classroom is covered by a site-specific safety plan developed by the District and site that hosts each SCOE class. Those plans are comprehensive, include coordination with all countywide government agencies, and ensure that SCOE students on each campus will be provided with the support and services needed in an emergency. Each staff member is certified in CPR annually and each classroom is provided with a safety backpack for emergency situations. Student specific safety procedures are reviewed annually for each student. Our SCOE classes are required to practice fire, intruder, and evacuation drills as part of each school site safety plan.

Date Last Reviewed/Updated: August 2018

Date Discussed with Staff: August 2018

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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	3			3	2			14	2		
4	1	1							2	2		
5	2	2										
6	5	3							3	1		
Other					9	3			7	1		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00%	N/A
Counselor (Social/Behavioral or Career Development)	0.25%	N/A
Library Media Teacher (Librarian)	0.01%	N/A
Library Media Services Staff (Paraprofessional)	0.00%	N/A
Psychologist	4.50%	N/A
Social Worker	0.00%	N/A
Nurse	1.60%	N/A
Speech/Language/Hearing Specialist	5.00%	N/A
Resource Specialist (non-teaching)	2.00%	N/A
Other	0.00%	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$76,948	\$69,512	7,436	\$61,927
District	N/A	N/A	NA	62,637
Percent Difference: School Site and District	N/A	N/A	NA	-1.1
State	N/A	N/A	\$7,125	80,680
Percent Difference: School Site and State	N/A	N/A	4.3	-26.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Our students are provided services through the SELPA - Special Education Services which are restricted funding sources.

Professional Development (Most Recent Three Years)

All teachers have been trained in the BASIC2 Curriculum. Teachers have also been trained and will continue to be trained in the Crisis Prevention Instructional Program. In addition, teachers are getting professional development in the areas of autism and other instructional strategies through conference attendance. Teachers are supported during implementation by program managers in the adoption of Common Core Curriculum.