

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Santa Barbara County Special Education School

Address: 4400 Cathedral Oaks Rd. , Santa Barbara CA 93110-1042 Phone: 805-964-4711

Principal: Florene Bednersh Grade Span: K - 12

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Special Education Division of the Santa Barbara County Education Office provides education for students with disabilities from all twenty-three school districts in the county. Specifically, we provide all special education services for eight direct service districts (districts with 900 or fewer pupils), children with more severe and profound disabilities in all districts, and infant or preschool children with disabilities. We serve more than 1,800 students at over 300 sites, including: direct classroom support or supplemental instruction, speech and language therapy, instruction for students who are deaf, hard-of-hearing, or visually impaired, adapted physical education and group or individual counseling.

Student Enrollment

Group	Percent
African American	2.28 %
American Indian or Alaska Native	0.97 %
Asian	0.65 %
Filipino	0.97 %
Hispanic or Latino	52.11 %
Pacific Islander	0.32 %
White (not Hispanic)	39.41 %
Multiple or No Response	3.25 %
Socioeconomically Disadvantaged	52 %
English Learners	31 %
Students with Disabilities	100 %
Total Number of students	307

Teachers

Indicator	Teachers
Teachers with full credential	56
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	9
Misassignments of Teachers of English Learners	0

Total Teacher Misassignments	0
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School Facilities

Summary of Most Recent Site Inspection

Our classrooms are located on various school district sites throughout our county. All of our sites are inspected on an annual basis by the facilities manager responsible for the specific school district. Our sites are in good condition. Deferred maintenance needs such as painting buildings, ramp repairs, roof repair, etc. are noted by the facilities manager and submitted for review by our SELPA committee.

Repairs Needed

Five buildings needed paint. One ramp replacement.

Corrective Actions Taken or Planned

All repairs were completed.

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
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	673
Statewide Rank (from 2007 Base API Report)	C
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

2007-08 School Accountability Report Card Report (SARC)

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Santa Barbara County Special Education	District Name	Santa Barbara County Office of Education
Street	4400 Cathedral Oaks Rd.	Phone Number	805-964-4711
City, State, Zip	Santa Barbara , CA 93110-1042	Web Site	www.sbceo.org
Phone Number	805-964-4711	Superintendent	William Cirone
Principal	Florene Bednersh	E-mail Address	wcirone@sbceo.org
E-mail Address	flogo@sbceo.org	CDS Code	42-10421-6069223

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

learning. We will develop supportive professional relationships with colleagues, families and community members. We will provide student-focused, high quality programs and services utilizing innovative evidence-based interventions.

Description of Services

The Santa Barbara County Education Office operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). At the requests of the districts, the Office provides services and programs to the following five groups of students with special education needs:

1. Children residing in districts having less than 900 or fewer students
2. Pupils in regional programs (low incidence)
3. Preschoolers
4. Infants
5. Students in juvenile court programs

The Santa Barbara County Education Office supports the right of all students with disabilities to a free and appropriate education in the least restrictive environment. The Office is particularly proud of the strides made in providing full inclusion, community-based instruction and work experience for student with severe disabilities. In addition, Individual Transition Plans (ITP) are written with graduating students and their families to facilitate appropriate adult life options. Another area in which the County Office has developed innovative options for student is in the preschool full inclusion programs and expanded services for young children with autism.

Currently, 1800 pupils receive services at over 300 public and private sites in the county. Services include special day classes, resource specialist, speech and language, visually handicapped, orientation and mobility, adapted physical education, counseling and guidance, deaf/hard of hearing, vocational training, and occupational and physical therapy programs.

The most critical problem facing special education continues to be the under funding of mandated services coupled with the rise in the special education population-especially at the preschool level due to the increase in the number of students with the diagnosis of autism. This is particularly relevant in light of the state budget shortfalls and the effect this has on the regular education budget, which then has a direct bearing on the ability to use regular education funds to cover mandated special education program costs. The costs of living increases in revenues have not kept up with documented costs; The County Office continues to receive less than our entitlement from state and federal funding sources. In addition, the increase in certain categories of disability and the need to expand services to these children, such as children with autism, have grown beyond the ability to add to programs in an effective and timely manner.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

The Santa Barbara County Education Office recognizes the responsibility of the school to involve the parent in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individual Education Plan forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to appropriate staff development activities and are included in any committees that are developing new programs or ways of serving children with special education needs. Teachers and administrators are vigilant in efforts to seek parent input and keep parents informed. There are also formal and informal support groups and activities that are initiated by the County Education Office staff to help parents meet with each other and discuss issues relevant to their concerns. The early education infant and preschool programs have a parent group that supports programming and staff by volunteering in the classroom doing special projects at home or helping with fund raising activities.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	26
Grade 1	9
Grade 2	9
Grade 3	19
Grade 4	26
Grade 5	17
Grade 6	36
Grade 7	24
Grade 8	14
Ungraded Elementary	0
Grade 9	17
Grade 10	29
Grade 11	25
Grade 12	28
Ungraded Secondary	28
Total Enrollment	307

Student Enrollment by Group (School Year 2007-08)

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	2.28 %
American Indian or Alaska Native	0.97 %
Asian	0.65 %
Filipino	0.97 %
Hispanic or Latino	52.11 %
Pacific Islander	0.32 %
White (not Hispanic)	39.41 %
Multiple or No Response	3.25 %
Socioeconomically Disadvantaged	52 %
English Learners	31 %
Students with Disabilities	100 %

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

A comprehensive school safety plan was adopted in March 2000 and revised in 2008, and is reviewed annually. The key elements include child abuse reporting (SBCEO and District Plans), disaster response (Emergency Preparedness Plan/North and South County and Districts), suspension and expulsion (SBCEO and District Site Plans), policies; sexual harassment and discrimination (SBCEO and District Site Plans), safe ingress and egress procedures (District Site Plans), discipline procedures (SBCEO and District Site Plans), and assessing current status of school crime. The revision includes a comprehensive crisis response plan on each site based on natural disasters, psychological issues, etc.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	19.0	13.2	6.4	37.7	34.3	104.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Santa Barbara County Education Office provides instructional services in a wide variety of school and community setting. A survey of classroom teachers and parents indicate 99 percent of parents and 96 of teachers agree that the facilities are adequate to support the instructional programs.

To accommodate the expanding need for facilities, the County Education Office and secured 34 classrooms from the State Department of Education and built eight buildings to meet student needs. These classrooms are located throughout Santa Barbara County on school district campuses. All our special day class programs are located on age appropriate school sites.

We rent additional space from community sources to accommodate designated instructional services personnel, Community based programs and infant programs.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

Teaching Outside Subject Area of Competence	6	6	9	N/A
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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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	0	2

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	77.1	22.9
All Schools in District	56.3	43.7
High-Poverty Schools in District	36.1	63.9
Low-Poverty Schools in District		

VI Support Staff

Speech/Language/Hearing Specialist	11.1	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	20.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Core: Houghton-Mifflin, Holt Supplemental: SRA Corrective Reading	0
Mathematics	Core: Harcourt Math, Prentice Hall Supplemental: Saxon, Pacemaker, AGS	0
Science	Core: Harcourt, HOH Supplemental: Pacemaker	0
History-Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series	0
Foreign Language	N/A	0
Health	Available	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

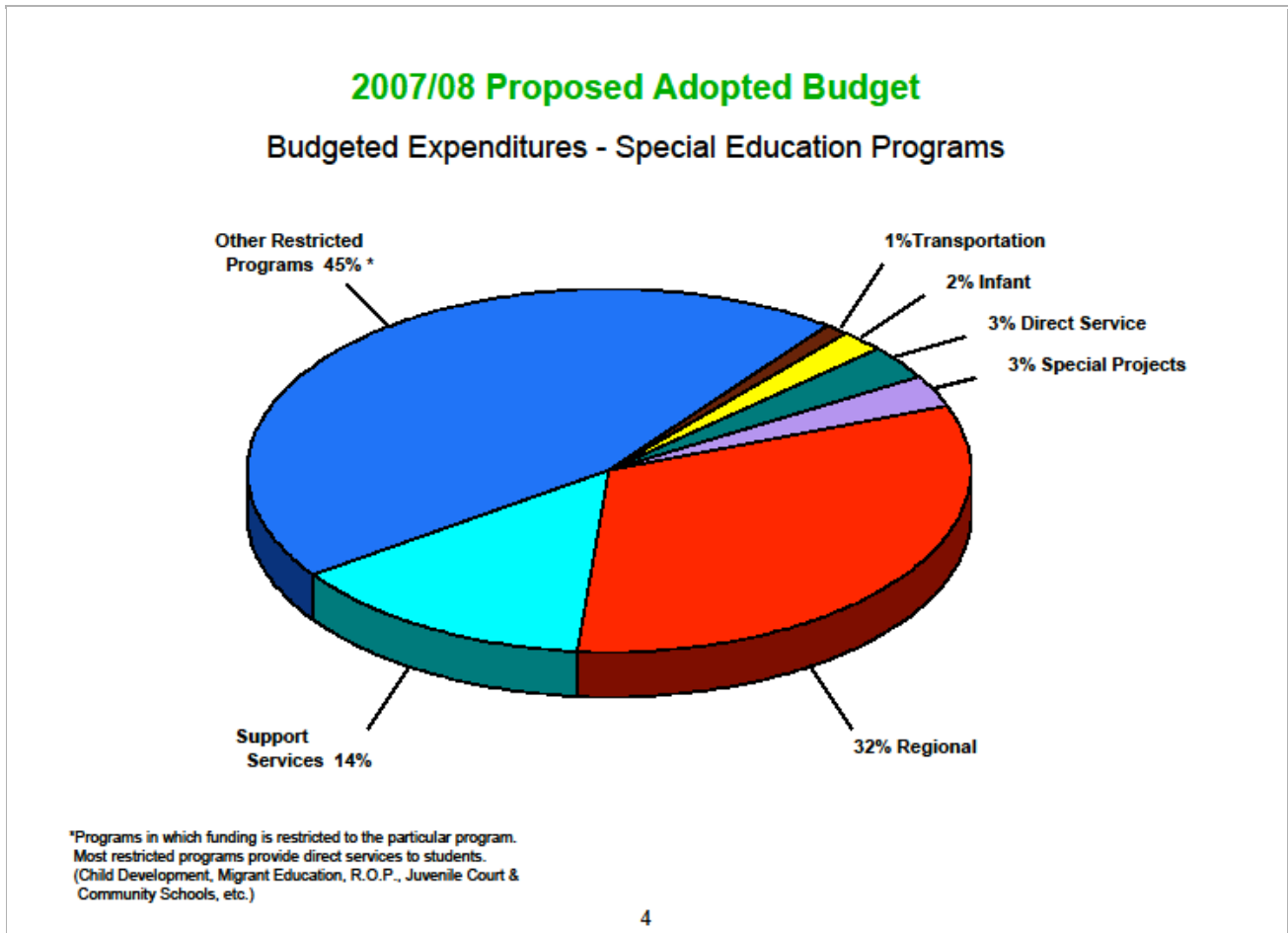
Our regional classes serve students with learning disabilities and other special needs that impact students' ability to make progress educationally. The regional classes incorporate up to date curriculum materials that are adopted by the district in which the regional classes are housed. Due to the nature or severity of the disabilities students will often have difficulty accessing core curriculum without supplemental support including the use of alternative instructional materials and intervention. Supplemental approaches/materials are selected based on evidence of their efficacy in producing positive outcomes with similar student populations.

VIII. School Finances

School Site and District				
State	N/A	N/A	\$5300	\$
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2007-08)

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



Teacher and Administrative Salaries (Fiscal Year 2006-07)

Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

IX. Student Performance

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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	5	9	46	7	6	17	42	43	46
Mathematics	10	11	42	4	9	23	40	40	43
Science	3	11	4	5	7	3	35	38	46
History-Social Science	2	9	6	2	2	3	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	6.7
7	0.0
9	7.1

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-54	76	31	673
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-47			704
Pacific Islander				
White (not Hispanic)	-21			
Socioeconomically Disadvantaged	114			680
English Learners				
Students with Disabilities	-54			671

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI School Completion and Postsecondary Preparation

Graduation Rate	100.0	100.0	100.0	96.6	91.7	85.4	85.0	83.0	79.5
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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Secondary special education students who are 16 years and older have Individual Transition Plans (ITP's) developed at their Individual Education Plan (IEP) meetings. For the 2007-08 school year, 226 students were included in this count. Developing transition plans assists the student and family in identifying appropriate educational goals and services that will lead to successful, productive adult lives.

Students receiving special education services who are not eligible to receive a standard high school diploma may continue to receive services up to age 22. Those students leave the high school program after four years, participate in graduation ceremonies and receive a certificate of attendance and then transition to one of the adult community based programs administered by SBCEO. Four students from SBCEO high school programs transitioned to SBCEO community based programs in the 2007-08 school year.

In the 2007-08 school year, there were 23 special education students who completed their education programs, 15 graduated with high school diplomas, 9 with Certificates of Completion. Of these students, 6 transitioned to agency-sponsored community or site based programs, 10 entered the work force, part time or full time, either through competitive employment or agency sponsored supported employment and 9 continued their education at a community college, university or vocational school.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

In-service training and workshops are designed based on the results of a comprehensive needs assessment of special education teacher and administrators filled out in the spring of the previous school year. There are staff development activities throughout the school year. The SELPA also presents trainings that are available to our staff and coordinated with the program specialist and the SELPA coordinator of staff development. In response to a survey regarding the adequacy of staff development offerings, 79 percent of the teacher and administrators agreed that the staff development program provided opportunities of professional growth and ensured the quality of curriculum and instruction to students.