

# Ventura County 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



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 the 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.

## 2023-24 School Contact Information

<b>School Name</b>	Ventura County Special Education
<b>Street</b>	5189 Verdugo Way
<b>City, State, Zip</b>	Camarillo, CA 93012-8603
<b>Phone Number</b>	(805) 383-1924
<b>Principal</b>	Holly Minear
<b>Email Address</b>	hminear@vcoe.org
<b>School Website</b>	<a href="https://www.vcoe.org/Schools/Special-Education-Schools">https://www.vcoe.org/Schools/Special-Education-Schools</a>
<b>County-District-School (CDS) Code</b>	56-10561-6069231

## 2023-24 District Contact Information

<b>District Name</b>	Ventura County Office of Education
<b>Phone Number</b>	(805) 383-1900
<b>Superintendent</b>	Dr. Cesar Morales
<b>Email Address</b>	cemorales@vcoe.org
<b>District Website</b>	www.vcoe.org

## 2023-24 School Description and Mission Statement

### Executive Director's Message

The Ventura County Office of Education (VCOE) Special Education Department provides special education services to the 19 school districts in Ventura County and the Las Virgenes Unified School District in Los Angeles County. The department currently operates self-contained classes on different school sites throughout Ventura County. The department also provides speech, psychological, and nursing services to six small school districts located in Ventura County. We provide transportation to more than 900 students, of whom more than 100 are students in wheelchairs. In order to accomplish this, the VCOE contracts with First Student providing transportation services to both VCOE and non-VCOE sites. The department operates three types of educational placements for students with disabilities. These include: 1) classes for students with extensive support needs; 2) a specialized program for students with social emotional and behavioral needs (The Phoenix Schools); 3) a specialized program for students with autism (Triton Academy) and a specialized school for students with behavior/emotional needs (Odyssey).

All classrooms align curricular goals with the California State Standards and provide students with readiness for college, career, and community. Students with extensive support needs and those in four of the Triton Academy classes receive instruction on a subset of the standards that are included in the California Assessment of Student Performance and Progress (CAASPP). These standards are infused in a Functional Skills Curriculum in seven curricular domains: Communication, Self-care/ Independent Living, Recreation/Leisure, Vocational, Community Access/Motor Skills, Social Emotional, and Functional Academics. Students at Phoenix School, Odyssey, and seven of the classes at Triton Academy receive instruction in the general core curriculum in the state content areas. Participation in the state testing programs is determined at each student's Individualized Educational Program (IEP) meeting. Each student has an IEP, which is a plan developed by a team, including the parents of each child, to address that student's individual needs. Additionally, as determined by the IEP team, support services may be provided in the areas of speech and language therapy, occupational therapy, vision services, social/behavior, nursing services, psychological services, and translation services. Individual Transition Plans (ITP) are written with students age 16 and older and their families to facilitate appropriate adult-life post-school options.

### Our Goals

We will collaborate to build relationships with local educational agencies and other government and private sector entities to provide leadership, service and support for all learners, local educational agencies, and other government and private-sector entities to:

## 2023-24 School Description and Mission Statement

- Provide, promote, and support environments that result in world-class learning for all.
- Secure and develop resources (human, fiscal, and information) that support and promote our mission.
- Develop and maintain an organization based on trust, communication, collaboration, critical thinking, and creativity.
- Ensure the highest levels of service and satisfaction.

### School Mission Statement

It is the goal of the Ventura County Office of Education (VCOE) Special Education Department to provide a quality, meaningful, and relevant educational program for the students we serve. Through our work, we seek to make a positive impact on the lives of our students, both now and in the future. The VCOE Special Education Department provides vital services in Ventura County by serving students from all of the 19 local school districts within the county and the SELPA, including the Las Virgenes Unified School District in Los Angeles County for a total of 20 school districts.

### District Mission Statement

The Ventura County Office of Education provides quality services and support for lifelong learning opportunities.

### District Vision Statement

All people will benefit from lifelong learning.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	31
Grade 2	28
Grade 3	35
Grade 4	32
Grade 5	19
Grade 6	24
Grade 7	22
Grade 8	22
Grade 12	94
<b>Total Enrollment</b>	<b>345</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	29%
Male	71%
Asian	2.9%
Black or African American	1.2%
Filipino	3.8%
Hispanic or Latino	67%
Two or More Races	2.6%
White	22.6%
English Learners	22%
Foster Youth	0.6%
Homeless	5.2%
Migrant	0.6%
Socioeconomically Disadvantaged	34.5%
Students with Disabilities	100%

### 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>	36.00	69.23	145.10	60.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.42	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	3.85	5.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	61.40	25.75	12115.80	4.41
<b>Unknown</b>	14.00	26.92	25.50	10.71	18854.30	6.86
<b>Total Teaching Positions</b>	52.00	100.00	238.60	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.

## 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>	28.90	64.44	137.80	59.16	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	4.45	6.00	2.58	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	11.00	24.45	13.60	5.87	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	65.60	28.16	11953.10	4.28
<b>Unknown</b>	3.00	6.67	9.80	4.22	15831.90	5.67
<b>Total Teaching Positions</b>	44.90	100.00	232.90	100.00	279044.80	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	2.00	1.00
Misassignments	0.00	10.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>11.00</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	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</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	26
<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)	3.6	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

The governing board desires that the county office instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The board shall adopt instructional materials based on a determination that such materials are aligned with the California State Standards, meet other criteria specified in law, and are an effective learning resource to help students in county-operated programs achieve grade-level competency. To ensure that instructional materials effectively support the county office's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the county office's curriculum and standards.

The superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the board. This process shall involve teachers in a substantial manner and shall also encourage the participation of Ventura County parents, guardians, and community members. All recommended instructional materials shall be available for public inspection at the county office. Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in Administrative Regulation. Complaints concerning instructional materials shall be handled in accordance with law, board policy, and Administrative Regulation 1312.2.

Year and month in which the data were collected

09/25/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe  myPerspectives & ELD Companion Pearson (9-12) 2017  StudySync, McGraw-Hill (6-8) 2017  CA Wonders, McGraw-Hill (K-5) 2017  Character Based Literacy 2017	Yes	0%
<b>Mathematics</b>	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe  It's About Time, Interactive Mathematics Program IMP (9-12) 2016  CMP3 (6-8) 2016  EnVision 2.0, Pearson (K-5) 2017	Yes	0%
<b>Science</b>	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe  McGraw Hill CA Inspire Science 6th - 8th  SAVVAS Learning Company The Living Earth Biology & Earth Science (9-12)  Holt McDougal, Houghton Mifflin Harcourt (K-5); Mystery Science (K-5)	Yes	0%

<b>History-Social Science</b>	<p>Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe</p> <p>American History Reconstruction to the Present CA Houghton Mifflin Harcourt 2018</p> <p>United States Government CA Houghton Mifflin Harcourt (9-12) 2018</p> <p>Modern World History CA Houghton Mifflin Harcourt (9-12) 2018</p> <p>Economics Principles in Action SAVVAS (9-12) 2022</p> <p>National Geographic World History: Medieval and Early Modern Times (6-8) 2018</p> <p>National Geographic World History: Ancient Civilizations (6-8) 2018</p> <p>National Geographic United States History (6-8) 2019</p> <p>Savvas California History-Social Science myWorld Interactive (K-5) 2019</p>	Yes	0%
<b>Foreign Language</b>	APEX-Accredited Virtual School		0%
<b>Health</b>	<p>Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe</p> <p>Glencoe Health McGraw Hill (9-12) 2022</p> <p>Positive Prevention PLUS (5th Post-Secondary) 2021</p>	Yes	0%
<b>Visual and Performing Arts</b>	APEX-Accredited Virtual School		0%

## School Facility Conditions and Planned Improvements

The Ventura County Office of Education (VCOE) maintains a variety of owned and leased school facilities that vary in age from recently constructed to more than 20 years old. The older facilities are either modernized or in the final phase of modernization via funding provided through the California State Office of Public School Construction School Facilities Program. The James Foster School in Oxnard was constructed within the past 14 years with 100 percent statewide school facilities bond funding.

A successful statewide school facilities bond in 2016 has allowed complete modernization of the following Special Education Schools: Douglas Penfield School, Phoenix Airport School, Dorothy Boswell School, and Carl Dwire School. Modernizations included new plumbing fixtures, casework, flooring, paint, security door hardware, fire alarm evacuation systems, classroom furnishings, interactive educational technology systems, power and data infrastructure distribution, landscaping, and exterior play equipment.

All VCOE Special Education School sites contain the technological ingredients necessary for successful instruction including interactive educational technology wall mounted systems, student computers, and staff computer workstations. A variety of furnishings complement teaching and learning; including, assistive and augmentative communication devices and computer tablets as appropriate.

Each VCOE Special Education program includes an age-appropriate playground and lunch-break facility with trained staff and supervision from the start of the school day until the end. Three of the VCOE Special Education School sites share facilities with the Ventura County Public Health Medical Therapy Units (MTUs) for students who are California Children's Services (CCS) clients. VCOE routinely provides sensory and physical therapy programs, which include rooms with specialized equipment.

VCOE school staff and the VCOE Facilities Department work together to make sure all Special Education School sites are in clean, safe, and properly functioning condition.

### Year and month of the most recent FIT report

11/30/2023, 12/1/2023, 12/15/2023, 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Annual fire sprinkler system testing have been performed.
<b>Structural:</b> Structural Damage, Roofs	X			Annual roof inspections have been completed and minor roof repairs performed or in progress as needed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	4	2	47	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	1	1	35	34	33	34

## 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>	157	151	96.18	3.82	1.99
<b>Female</b>	37	37	100.00	0.00	0.00
<b>Male</b>	120	114	95.00	5.00	2.63
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	109	97.32	2.68	2.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	26	92.86	7.14	0.00
<b>English Learners</b>	21	20	95.24	4.76	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	7.69
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	68	100.00	0.00	4.41
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	157	151	96.18	3.82	1.99

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

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

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.

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>	157	149	94.90	5.10	0.68
<b>Female</b>	37	37	100.00	0.00	0.00
<b>Male</b>	120	112	93.33	6.67	0.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	108	96.43	3.57	0.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	26	92.86	7.14	0.00
<b>English Learners</b>	21	21	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	7.69
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	66	97.06	2.94	1.52
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	157	149	94.90	5.10	0.68

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	3.23	5.00	29.47	30.29

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	41	38	92.68	7.32	2.63
<b>Female</b>	--	--	--	--	--
<b>Male</b>	31	28	90.32	9.68	3.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	26	96.30	3.70	3.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	17	94.44	5.56	5.88
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	38	92.68	7.32	2.63

## 2022-23 Career Technical Education Programs

All students in a VCOE Special Education Department program age 16 and older have an Individual Transition Plan (ITP) developed at their annual IEP meeting. The student, their family, school staff and, potentially, adult agencies all participate in this process that helps to develop goals that will enhance the student's ability to lead a meaningful, productive life as an adult.

Some students in the Phoenix, Odyssey, and Triton programs participate in classes in career education including classes held at VCOE's Career Education Center. The VCOE postsecondary programs serve students ages 18-22. Many post-secondary students participate in job training and placement as a part of their educational program. Most students in VCOE programs have a vocational goal developed as a part of their IEP. Workability funds are available to some of our programs. This allows educators to assist students with uniforms, bus tokens, and other job-related needs. Additionally, a part-time job developer is available for some school sites.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	72%	56%	67%	56%	61%
Grade 7	95%	65%	70%	65%	65%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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.

#### 2023-24 Opportunities for Parental Involvement

The Ventura County Office of Education recognizes the responsibility of our schools to involve parents/guardians 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 may be incorporated in a timely manner. We invite parents to participate in their child's education through the annual IEP meetings, home visits or parent conferences prior to IEP meetings, annual Back to School Night meetings, and, at some sites, Parent Teacher Organization meetings. Sites may also incorporate community agency events, parent educational activities, school newsletters, volunteering in the classroom, and classroom visits as appropriate. Home/School Communication is provided on a daily basis from most classrooms. Both Phoenix programs recognize students at the end of the school year for their educational and behavioral progress. Daily communication is provided with reinforcement systems at all Phoenix and Triton Academy school sites. Parents are encouraged to communicate consistently with school team members. Parents are invited to assist with chaperoning students during extracurricular activities such as game day, field trips, and school dances.

All parents are invited to attend the Ventura County Special Education Local Plan Area Community Advisory Committee. These meetings are held on a regular basis, and the VCOE has one parent designated as the representative to this group. Parents are also notified of staff development activities that may be of interest to them. Parent involvement is a component of the School Safety Plan. Ongoing communication between school and parents is encouraged to promote maximum student progress. As is required, parents are invited to review wellness materials prior to certain health issues being instructed. Ventura County Behavioral Health provides family-student intervention services for the following: as a part of the Phoenix School, for students with emotional disturbances; classroom(s) at Foster School; classrooms at Odyssey; and for some students at Triton Academy, a school for students with autism. In addition, parents are encouraged to provide feedback regarding our written correspondence letters and notices. We send out weekly bulletins each Friday except during school vacation periods to ensure parents are aware of upcoming activities, important announcements and other information. For more information on how to

## 2023-24 Opportunities for Parental Involvement

become involved, please contact Holly Minear, Executive Director of Student Services at (805) 383-1924.

### C. Engagement

#### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate		--	--	21.9	26.6	21.8	9.4	7.8	8.2
Graduation Rate		--	--	18	24.7	24.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	--	--	--
<b>Female</b>	0.0	0.0	0.0
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	0.0	0.0	0.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	369	365	204	55.9
Female	112	109	65	59.6
Male	257	256	139	54.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	2	20.0
Black or African American	6	6	3	50.0
Filipino	14	14	8	57.1
Hispanic or Latino	248	244	150	61.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	3	30.0
White	81	81	38	46.9
English Learners	83	82	52	63.4
Foster Youth	4	4	3	75.0
Homeless	18	18	11	61.1
Socioeconomically Disadvantaged	138	135	79	58.5
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	369	365	204	55.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	0.27	0.81	0.20	1.61	1.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0
Female	0	0
Male	1.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	2.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.81	0

## 2023-24 School Safety Plan

Providing a safe, secure, learning and work environment for our students and staff is a very high priority of the Ventura County Office of Education. As is required, the Special Education Department reviews and updates our school safety plans on an annual basis. It was last updated in February 2023. The committee responsible includes our school sites' safety committees, which includes parent and educator feedback and input for the plan. One of the sections included in the overall plan is a Disaster Plan. Classes located on a comprehensive school campus are included in the Disaster Plan for that campus. Our educators also receive training in first aid, CPR, blood-borne pathogens, child-abuse reporting, proper lifting techniques, positive-behavior management techniques, nonviolent crisis-prevention training, training in how to correctly store and dispense student medication, cleaning and disinfecting, PPE, and other issues that may be important to particular classrooms and for staff working with students with very specific needs.

### D. Other SARC Information Information Required in the SARC

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

## 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	7	1		
6	3	8		
Other	8	21		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	8	1		
6	4	5		
Other	8	20		

## 2022-23 Elementary 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 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	3	8	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	3	7	0	0
Other	9	19	0	0

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	4
<b>Social Worker</b>	
<b>Nurse</b>	5
<b>Speech/Language/Hearing Specialist</b>	9.8
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## 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>	97,785.06	97,612.32	172.74	94,862.69
<b>District</b>	N/A	N/A	66,990.72	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-199.0	1.4
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-191.1	8.7

## Fiscal Year 2022-23 Types of Services Funded

Ventura County Office of Education Special Education Department offers specialized services such as occupational, speech and language, vision, and physical therapy; counseling; behavioral supports; and individualized instruction. All services are in collaboration with partnering agencies and VCOE employees and are offered throughout the school day. Ventura County Office of Education Special Education Department provides services through the general fund and the Ventura County Special Education Local Plan Area (SELPA) and does not provide programs and services through categorical funding.

## 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 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
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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

A professional-development plan aligned with the Elementary and Secondary Education Act (ESEA) and in support of the priorities in the VCOE Local Education Agency (LEA) Plan and Local Control and Accountability Plan (LCAP) has been developed by the Special Education Department, which ensures that each learning opportunity for department personnel contain the following elements:

- Is an integral part of a broad school wide and department wide educational involvement plan

## Professional Development

- Is of high quality and of sustained, intensive and classroom-focused nature so as to have a positive and lasting impact on classroom instruction and teacher performance in the classroom
- Is aligned and directly related to California state standards
- Is regularly and systematically evaluated for impact on increased teacher effectiveness and improved student achievement

All VCOE Special Education Department staff members participate in 12 days of training scheduled on minimum school days. The staff participate in trainings on the use of adopted and supplemental curriculum with a focus on English language arts, social studies, science, mathematics, and health for the mild/moderate student and standard-based curriculum for the extensive support needs population; increasing access to the California standards for students with disabilities and English learners; instructional assessment; increasing access to standards-based instruction for students with social and behavioral challenges; instructional interventions to address California standards for students on the autism spectrum; instructional and behavioral interventions for students who qualify under both autism and emotional disturbance; applying California standards to functional life skills for students transitioning from the classroom to community-based settings; use of technology in the classroom for instruction; behavior and social interventions; CPR; first aid; Restorative Justice; Nonviolent Crisis Intervention (NCPI) strategies; Trauma Informed Care and Suicide Prevention and School Safety/Active Shooter training. A special emphasis has been made to bring staff together in “grade-alike” groupings to share ideas, lesson plans, materials, and strategies related to the use of recent curriculum purchases and the implementation of formative assessments, standards-based report cards, and an electronic data system in the evaluation of student learning. Staff are provided on-going training in use of technology including Securly, Zoom, Google Classroom, G Suite and strategies to engage students.

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>	12	12	12