Riverside County Special Education

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Riverside County Office of Education

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School Description

The Riverside County Office of Education (RCOE) Program staff, under the guidance and leadership of the RCOE Executive Director of Special Education and Director of Special Education, is committed to providing the best educational program possible for students with special needs. The staff is dedicated to ensuring that the Special Education Program, in compliance with specific Special Education Program state and federal statutes (IDEA), provides a comprehensive, continuous and community-linked, school-based program for district referred students.

Special education programs provide direct services to students who are mentally and physically challenged for 23 school districts and 3 charter schools within Riverside County. Available for students ranging in age from birth through 22 years, is a continuum of geographically regionalized programs and services. Disabling conditions served encompass the low-incidence disabilities including deaf and hard-of-hearing, visually impaired, and orthopedically disabled; developmentally delayed; emotional disturbance; multiple disabilities; intellectually disabled; and autism.

Mission Statement:

The mission of the RCOE Special Education Program is to assist students in achieving to their maximum potential.

Vision:

RCOE Special Education Unit is dedicated to assisting and supporting students to maximize academic, social/emotional and vocational skills in a safe environment, which encourages students to become responsible, contributing members of their community.

Values:
- Quality educational services for students with special needs.
- An organized instructional delivery model within guidelines of the California Curriculum Standards.
- A highly skilled and trained staff.
- A safe and orderly environment structured for learning.
- Internal/external collaboration with outside agencies, school districts, and parents.

Goals:
- Improve student achievement through the use of assessment data that informs and drives instruction.
- Increase training in research-based methodologies and strategies toward improved student achievement to include RCOE teachers, itinerants, support staff and district/agency partners.
- Develop, implement, and maintain positive behavior support.
- Facilitate collaboration between districts, parents, and agencies to address student needs at school, home, and in the community.
- Provide support to improve staff morale.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	47
Grade 2	55
Grade 3	37
Grade 4	39
Grade 5	43
Grade 6	38
Grade 7	35
Grade 8	31
Grade 9	25
Grade 10	27
Grade 11	41
Grade 12	150
Total Enrollment	602

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.8
Asian	3.3
Filipino	1.5
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.7
White	14.6
Two or More Races	0.5
Socioeconomically Disadvantaged	78.9
English Learners	32.9
Students with Disabilities	100
Foster Youth	3

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 for Riverside County	17-18	18-19	19-20
With Full Credential	113	104	620
Without Full Credential	41	11	13
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Riverside County Office	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Riverside County Special Education

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	11	1	2

* 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 2019-20)

Student curriculums are provided based on the unique need of the learner and based on the program that they are enrolled.

Textbooks and Instructional Materials
Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Diploma DHH/ED: Wonders K-6 McGraw- Hill c.2014, WonderWorks Intervention McGraw-Hill c. 2014, StudySync McGraw-Hill c. 2017, Pearson: California Literature, c. 2016 Diploma English Language Development Project Moving Forward Vocabulary- University California Riverside Certificate of Completion: Unique Learning System (Integrated ELD) c. 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Diploma DHH/ED: Math in Focus (Singapore Math) K-8 McGraw-Hill c. 2014, K-6th Grade (Perris area DHH/ED; Units of Study from Beaumont Unified incorporating Math Common Core Areas as well as Supplemental Materials. Certificate of Completion: Unique Learning System c. 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Diploma DHH/ED: Picture Perfect STEM, grades K-5 (National Science Teachers Association) Units of Study from Beaumont Unified incorporating Mystery Science, grades K-8. Certificate of Completion:(Attainment) K-12th Grade; Unique Learning System c. 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Students that are diploma bound take those course through the school district and the text books are provided by the school district Certificate of Completion: Unique Learning System **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.
Health	Diploma DHH/ED: Positive Prevention, c. 2017. Students that are diploma bound take those courses through the school district and the text books are provided by the school district. Certificate of Completion: Positive Prevention Plus-Special Populations, c. 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Diploma DHH/ED: Students that are diploma bound take those courses through the school district and the text books are provided by the school district. Certificate of Completion: Unique Learning System c. 2019 integration of thematic teaching. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

RCOE special education classes are located throughout Riverside county on public school sites. Several of these sites were built in collaboration with RCOE where county building funds were utilized to build a portion of the school to be used by county classes. In school sites where county owned classrooms do not exist, the county rents the space per the Riverside County SELPA agreement. All of our schools sites are clean, safe, and functional. Custodial services are provided by the district or directly by RCOE staff. Repairs and maintenance services are completed in a timely manner at all locations.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repair/replacement of stained ceiling tiles and carpet at several sites
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 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	3	14	43	43	50	50
Math	3	4	29	30	38	39

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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.3	9.3	
7	7.4	3.7	11.1
9	4.5	4.5	

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	99	97.06	14.14
Male	71	69	97.18	14.49
Female	31	30	96.77	13.33
Black or African American	11	10	90.91	20.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	63	62	98.41	6.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.00	31.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.50	14.10
English Learners	26	25	96.15	4.00
Students with Disabilities	102	99	97.06	14.14
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	101	98.06	3.96
Male	72	71	98.61	4.23
Female	31	30	96.77	3.33
Black or African American	11	11	100.00	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	64	63	98.44	3.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	3.80
English Learners	26	25	96.15	0.00
Students with Disabilities	103	101	98.06	3.96
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.

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 2019-20)
Parents have the opportunity to become involved in the following ways:
• Enrollment
• Parent/teacher conferences (formal and informal)
• IEP process
• Volunteers
• Parent Trainings
• Parent Support Groups

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.

School Safety Plan
The RCOE school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294. RCOE adopts its comprehensive school safety plan by March 1st of each school year. RCOE reports on the status of its school safety plan, including a description of its key elements.

The key elements, reviews, and updates are discussed with school faculty at the beginning of each school year and again prior to any new adoptions. The RCOE faculty and students are also included in each school sites individual school safety plan where the classes are located. The school site administrator reviews this plan with the RCOE administrator annually.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.9	3.5	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.4	4.6	2.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.0
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	8	15			9	11			8	5		
1	5	2										
2									8	1		
3	10	2			6	2			9	2		
4	4	3			8	3			2	1		
5	8	8			9	8			8	6		
6	11	3			8	5			6	4		
Other**	9	13			8	18			8	15		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

The majority of the students enrolled in the Riverside County Office of Education programs are participating in a functional life skills curriculum. Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. All staff members are trained in the curriculum appropriate to the instructional needs of each student. Staff development is aligned to content standards, alternative assessment, and professional needs. Teachers and paraeducators participate in ongoing training in curriculum, behavior management, student assessment, and use of assistive technology. The 2019-2020 school year began with an all staff professional development day. This year's theme was "Unsung Heroes". A keynote address was provided by Mark Anthony Garrett. As a former special needs child, motivational speaker, Mark Anthony Garrett's life was inspired and transformed by a wonderful teacher who refused to let him fail and fall through the cracks. We wanted to celebrate the hope, belief and inspiration of our teachers to provide services to the most needy of children. The training also provided two sessions focusing on employee/teacher resiliency techniques.

Teachers received ongoing support in both their monthly Professional Learning communities and on their Job Alike Training Days. Some of the topics included, Understanding Behaviors, Linking Instruction to Assessment, Classroom Systems, Differentiated Instruction, Crisis Prevention Intervention, Improving Student outcomes through Data-based Decisions, Ensuring Proper Implementation of Teaching Plans by Classroom Staff and many more. Additional trainings that occurred on an ongoing basis throughout the school year included several New Teachers Trainings to assist new teachers who had recently started with RCOE. There was also ongoing coaching for teachers within their classrooms. Coaching was on both behavioral and academic areas. Some of the classroom coaching was based on our formative assessments that provided us with student achievement data. Professional development occurred in workshops as well as individual coaching within classrooms. In addition they received support from their principals and the RCOE Classroom Support Team. Educators also attended a variety of conferences and trainings sponsored by outside agencies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,592	$
Mid-Range Teacher Salary	$75,117	$
Highest Teacher Salary	$105,442	$
Average Principal Salary (ES)	$125,676	$
Average Principal Salary (MS)	$125,676	$
Average Principal Salary (HS)	$125,676	$
Superintendent Salary	$288,500	$

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	%14.40	%
Administrative Salaries	%12.13	%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	61,688.90	61,688.90		77,273
District	N/A	N/A		
State	N/A	N/A	$7,506.64	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

The continuum of program options offered through the RCOE Special Education Department includes student access to the regular education programs, an itinerant program, a moderate/severe disabilities program, and designated instruction and services. These services include, but are not limited to, speech and language development, audiological services, orientation and mobility services, instruction in the home or hospital, adapted physical education, vision services, counseling and guidance services, psychological services, health and nursing services, social worker services, specialized services for low -incidence disabilities, such as readers, transcribers, and vision and hearing services, and interpreting services.

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

Rate for Riverside County Special	2015-16	2016-17	2017-18
Dropout Rate	12.8	9.5	24.3
Graduation Rate	8.5	11.9	2.7

Rate for Riverside County Office of	2015-16	2016-17	2017-18
Dropout Rate	53.6	45.9	45.9
Graduation Rate	20.2	29.7	31.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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

Career Technical Education Programs

Students in the diploma bound programs are provided the opportunity to participate in Career and Technical Education classes as electives that are provided at the school site where the County class is located. For our student in the Certificate program we provide a wide variety of career tech opportunities through Project Workability as well as in the classes they attend on a daily basis. We provide ongoing situational assessment for these students at a variety of job sites throughout the County.

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).

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.