



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
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County Superintendent of Schools

Riverside County Special Education

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2016-17 School Accountability Report Card Published During the 2017-18 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, 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	62
Grade 2	44
Grade 3	74
Grade 4	59
Grade 5	72
Grade 6	55
Grade 7	37
Grade 8	35
Grade 9	47
Grade 10	40
Grade 11	39
Grade 12	71
Total Enrollment	713

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	1.7
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.3
White	20.3
Two or More Races	1.4
Socioeconomically Disadvantaged	50.6
English Learners	33.1
Students with Disabilities	93.5
Foster Youth	3.4

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			
Riverside County Special Education	15-16	16-17	17-18
With Full Credential	203	132	113
Without Full Credential	14	35	41
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Special	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	28	6	11

* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Wonders K-6 McGraw- Hill c.2014, WonderWorks Intervention McGraw-Hill c. 2014, Houghton Mifflin Reading: A Legacy of Literacy c. 2003 (Houghton Mifflin) - K-6th Grade; Prentice Hall Literature: Timeless Voices, Timeless Themes (Pearson/Prentice Hall) 7th & 8th Grade; Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold for 9th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum for 10th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - The American Experience for 11th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - The British Tradition for 12th Grade (California Edition) (Prentice Hall); Project Moving Forward Vocabulary- University California Riverside, Units of Study created by Beaumont Unified School District, Handwriting without Tears (Learning Without Tears)</p> <p>SRA/Reach 2002: Intervention Program: All Sets & Individual Items (SRA McGraw-Hill, Division of McGraw-Hill) 4th-12th Grade; SRA/Language for Learning, language for Writing, and Language for Thinking Series: All Sets & Individual Items (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade; SRA/Language Reading Mastery: All Sets and Individual Items (SRA McGraw-Hill, Division of McGraw Hill); EDGE: Teacher & Student Materials with Language and Grammar, Reading and Writing, Fluency Models, etc. print and interactive editions; Selection Readings and Edge Leveled Library, plus access to the online Teacher’s Guides and Student Journals, and Language & Grammar Materials on CD</p> <p>(Hampton-Brown) 1st-12th Grade; Reasoning and Writing, Expressive Writing I & II, Essentials for Writing, Spelling Mastery (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade; Early Literacy, Pathways to Literacy, Teaching to Standards ELA (Attainment) K-12th Grade; Step Up to Writing (Sopris Learning) K-2nd Grade; Fairview Vocabulary (Fairview Learning) DHH K-12th Grade</p> <p>Online ELA programs: iReady Curriculum Associates, Unique Learning System including News2You, Teachtown</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math in Focus (Singapore Math) K-8 McGraw-Hill c. 2014, K-6th Grade; California HSP Math: All Items in Theme Sets and Individual Items (Harcourt School Publishers) - K-6th Grade; Connecting Math Concepts: All Items in Theme Sets & Individual Items (SRA/McGraw Hill, Division of McGraw-Hill) - K-8th Grade, Ablenet Equals Math Curriculum Kit: Comprehensive kit for K-adult aligned with California Alternate Performance Standards, Explore Math & Explore Budgeting (Attainment), 11th-Adult Grades; Early Numeracy (Attainment) K-5th Grade; Teaching Math Standards (Attainment), K-5th Grade; Hands on Math (Attainment) 9th-12th Grade.</p> <p>9-12th Grade; California Mathematics Course, including: Course 1; Course 2; Numbers to Algebra; Pre-Algebra; Algebra 1 (holt) 6th-12th Grade; Algebra 1 One-Stop; All Listed Curricular Materials Included in Set (Holt) 6th-12th; Corrective Math; Connecting Math Concepts; Algebra Readiness; Algebra Essentials: All Curricular Materials Included in Set (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade; Online Math programs: iReady (Curriculum Associates), Unique Learning Systems, Teachtown</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Science K-8 Harcourt, Harcourt Health & Fitness: All Items in Theme Sets & Individuals Items (Harcourt School Publishers) – K-6th Grade; Houghton Mifflin Science: All Items in Theme Sets and Individual Items (Houghton Mifflin) K-6th Grade; Glencoe Teen Health, Course 1, 2, 3 California Edition</p> <p>(Glencoe/McGraw Hill) – 7th-8th Grade; Biology, CA Edition c 2008: All Items in Theme Sets & Individual Items (McDougal Lit tell) - 9th -10th Grade; Earth Science CA edition c 2006: All Items in Theme Sets and Individual Items (Pearson Education, Inc.) - 6th -11th Grade; Teaching to Standards Science, Science Step by Step (Attainment)</p> <p>(Attainment) K-12th Grade; Early Science, online program- Unique Learning System</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Harcourt Health & Fitness: All Items in Theme Sets & Individuals Items (Harcourt School Publishers) – K-6th Grade; Houghton Mifflin Science: All Items in Theme Sets and Individual Items (Houghton Mifflin) 7th-8th Grade; Pearson AGS Globe Fearon: All Items in Theme Sets & Individual Items (Pearson Education, Inc.) – 9th – 12th Grade; Glencoe Teen Health, Course 1, 2, and 3 California Edition (Glencoe/McGraw Hill) – 9th-12th Grade; Economics: Today and Tomorrow c 2005: All Items in Theme Sets & Individual Items (Glencoe/McGraw-Hill) – 12th Grade; Explore American History (Attainment) 9th-12th Grade; Scholastic Readers (Scholastic) k-6th Grade Online program- 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	Explore Personal Care (Attainment) 9th-12th Grade (Certificated Bound). Students that are diploma bound take those courses through the school district and the text books are provided by the school district. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Tuned Into Learning (www.Tunedintolearning.com) K-5th Grade (Certificated Bound). Students that are diploma bound take those courses through the school district and the text books are provided by the school district. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: November 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			Replacement of burnt out light bulbs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	4	5	38	38	48	48
Math	1	1	24	27	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	63	7	40	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.1	4.8	
7	12.9	6.5	
9	6.5		

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	159	150	94.3	63.3
Male	112	105	93.8	61.0
Female	47	45	95.7	68.9
Hispanic or Latino	112	106	94.6	61.3
White	30	29	96.7	69.0
Socioeconomically Disadvantaged	124	118	95.2	67.0
English Learners	56	52	92.9	55.8
Students with Disabilities	149	142	95.3	65.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	380	366	96.32	4.92
Male	265	256	96.6	5.47
Female	115	110	95.65	3.64
Black or African American	31	30	96.77	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	244	235	96.31	3.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	80	95.24	7.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	192	96.97	6.25
English Learners	136	132	97.06	3.03
Students with Disabilities	373	365	97.86	4.93
Foster Youth	22	21	95.45	4.76

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 2016-17 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	382	367	96.07	1.36
Male	266	256	96.24	1.56
Female	116	111	95.69	0.9
Black or African American	31	30	96.77	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	237	96.34	0.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	79	94.05	2.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	200	194	97	1.55
English Learners	137	133	97.08	0
Students with Disabilities	377	367	97.35	1.36
Foster Youth	23	22	95.65	0

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
- School Site Council
- District Language Advisory Committee

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			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.2	1.7	3.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	2.8	4.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	6
Social Worker	0
Nurse	8
Speech/Language/Hearing Specialist	9
Resource Specialist	0
Other	6
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	7	6.14	10	13	7	6						
1	1	3	5.17	1	4	6						
2	5	4.2	3.4	2	10	10						
3	9	4.25	4.25	3	8	4						
4	6	5.33	4.25	3	9	4						
5	9	4.5	5.38	6	6	8						
6	3	3.67	4.83	5	6	6						
Other	8	9.38	9.47	12	16	17						

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

Professional Development provided for Teachers

The 2015-2016 school year began with an all staff training the theme of "We are all Bucket Fillers." During this training the staff was provided with an update of the previous year's accomplishments followed by a guest speaker that provided encouragement for the start of the year. The afternoon session provided for review and revision of RCOE Special Education Program goals for the upcoming school year. Throughout the year staff was provided on going follow up training on our Wednesday minimum days. We provide this through job-alike, PLC, principal and regional meetings. Staff members also attended a variety of conferences and trainings sponsored by outside agencies both in and out of the State.

The 2016-2017 school year began with an all staff professional development day. The day had 26 different training topics that were unique to each different position. Some of the topics included, Understanding Behaviors, Goal Writing, Classroom Systems, Differentiated Instruction 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. Also on a monthly basis RCOE offered Behavioral/Social skills trainings. There was also ongoing coaching for teachers within their classrooms. Coaching was on both behavioral and academic areas. Outside consultants and teachers on special assignment provided much of the classroom coaching. 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. Teachers received ongoing support in both their monthly Professional Learning communities and on their Job Alike Training Days. In addition they received support from their principals and the RCOE Classroom Support Team. Also staff members also attended a variety of conferences and trainings sponsored by outside agencies both in and out of the State.

The 2017-2018 school year began with our annual Kickoff Conference for all staff. This year's theme was TEAM (Together Everyone Achieves More). Included within the conference were two sessions for each employee that was specific to their job and their needs. Some of the trainings included training on a recently adopted curriculum, behavior training and medical trainings as well as many more. There was also a presentation by our teacher of the year on how to develop positive communication. Our keynote for the day spoke on the topic, "How to Deal with Difficult People". Also as part of the conference there was a parent panel that shared about their child. As in past years there was also ongoing training for new teachers as well as specific training on "Job Alike" days based on teacher requests. These occurred 4 time each year. On a monthly bases a group of teachers and administrators came together as, the Professional Development Support Team (PDST). These meetings identified and addressed staff training needs and how to support staff in their professional development. Also as always staff members also attended and presented at conferences and workshops both in and out of State.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,845	
Mid-Range Teacher Salary	\$56,124	
Highest Teacher Salary	\$95,856	
Average Principal Salary (ES)	\$110,064	
Average Principal Salary (MS)	\$110,064	
Average Principal Salary (HS)	\$110,064	
Superintendent Salary	\$268,431	
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$56,233.92	\$56,123.68	\$110.24	\$62,890.61
District	◆	◆		
State	◆	◆	\$6,574	
Percent Difference: School Site/District				
Percent Difference: School Site/ State				-193.4

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Riverside County Special Education	2013-14	2014-15	2015-16
Dropout Rate	30.4	15.8	12.8
Graduation Rate	14.29	13.16	8.51
Riverside County Office of Education	2013-14	2014-15	2015-16
Dropout Rate	57.1	55.4	53.6
Graduation Rate	15.31	21.39	20.19
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	10	50.08	87.11
Black or African American	50	55.45	79.19
American Indian or Alaska Native	0	60	80.17
Asian	0	41.18	94.42
Filipino	0	16.67	93.76
Hispanic or Latino	8	45.11	84.58
Native Hawaiian/Pacific Islander	0	40	86.57
White	11.11	61.79	90.99
Two or More Races	0	70	90.59
Socioeconomically Disadvantaged	10	45.13	85.45
English Learners	11.11	41.9	55.44
Students with Disabilities	5	38.05	63.9
Foster Youth	0	61.29	68.19

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

Internet Access

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