Executive Summary School Accountability Report Card, 2011–12

For Riverside County Special Education

Address:	PO Box 868, Riverside, CA, 92501-0868	**Phone:**	(951) 826-6676
Principal:	Ann Vessey, Executive Director, Special Education	**Grade Span:**	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The 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 in 23 school district 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.

Student Enrollment

Group	Enrollment
Number of students	987
Black or African American	8.8%
American Indian or Alaska Native	0.9%
Asian	2.7%
Filipino	1.5%
Hispanic or Latino	62.7%
Native Hawaiian or Pacific Islander	0.4%
White	22.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	2.4%
English Learners	40.0%
Students with Disabilities	70.9%

Teachers

Indicator	Teachers
Teachers with full credential	144
Teachers without full credential	18
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68%

Mathematics	66%
Science	0%
History-Social Science	4%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	775
Statewide Rank (from 2011 Base API Report)	C
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 26
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The Special Education classes operated by the Riverside County Office of Education (RCOE) under this CDS code are located on school district sites throughout the county; while the programs & personnel are managed and maintained by RCOE. During the 2011-2012 school year the county office reviewed local school districts under the *Williams* lawsuit mandate. The general findings noted that the campuses are in good condition and any needed repairs/modifications were completed.

All visitors to each school site are required to enter the school through the main office where they are asked to check-in and sign a log stating their presence and their reason for visiting. There are postings about the exterior grounds clearly depicting the limits and controls regarding unauthorized access to school grounds during the school day.

RCOE staff and students have access to all the facilities available at the site where the classroom is located.

All RCOE school sites are clean, safe, and functional. Custodial services are provided through a variety of means. Some are contracted through private vendors, some through the district, and some are directly provided by RCOE staff. Repairs and maintenance services are completed in a timely manner at all locations. All sites are kept in good repair and working order. Repair work orders are given the highest priority

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None necessary.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$30.22
District	
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	80.77

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Riverside County Special Education	**District Name**	Riverside County Office of Education
Street	PO Box 868	**Phone Number**	(951) 826-6530
City, State, Zip	Riverside, CA, 92501-0868	**Web Site**	www.rcoe.us
Phone Number	(951) 826-6676	**Superintendent**	Kenneth Young
Principal	Ann Vessey, Executive Director, Special Education	**E-mail Address**	kyoung@rcoe.us
E-mail Address	avessey@rcoe.us	**CDS Code**	33103306069207

School Description and Mission Statement (School Year 2011–12)

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 in 23 school district 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.

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Values:
    • Quality educational services for students with special needs.
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  • 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.

Opportunities for Parental Involvement (School Year 2011–12)

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

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	48	Grade 8	52
Grade 1	64	Ungraded Elementary	0
Grade 2	60	Grade 9	47
Grade 3	59	Grade 10	53
Grade 4	71	Grade 11	43
Grade 5	64	Grade 12	71
Grade 6	67	Ungraded Secondary	233
Grade 7	55	Total Enrollment	987

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	8.8%
American Indian or Alaska Native	0.9%
Asian	2.7%
Filipino	1.5%
Hispanic or Latino	62.7%

Native Hawaiian or Pacific Islander	0.4%
White	22.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	2.4%
English Learners	40.0%
Students with Disabilities	70.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					6.6	13	0	0	4.0	10	0	0
1					8.0	4	0	0	8.0	9	0	0
2					8.3	6	0	0	8.0	6	0	0
3					9.1	9	0	0	9.4	5	0	0
4					10.3	3	0	0	9.3	6	0	0
5					10.0	3	0	0	7.3	7	0	0
6					11.7	3	0	0	8.4	5	0	0
Other					11.0	6	0	0	0.0	8	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

III. School Climate

School Safety Plan (School Year 2011–12)

The RCOE school safety plan has been established and is updated annually for the county as required by California Education Cod 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

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	75	50	141	75	50	141
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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 he 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 through a variety of means. Some are contracted through private vendors, some through the district and some are directly provided by RCOE staff. Repairs and maintenance services are completed in a timely manner at all locations. All sites are kept in good repair and working order. Service as repair work orders is given the highest priority.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
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		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	164	154	144	
Without Full Credential	17	20	18	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0

Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	

Psychologist	5	
Social Worker	0	
Nurse	5	
Speech/Language/Hearing Specialist	9	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _August 2012_

Core Curriculum Area	Textbooks and instructional materials/year of adoption			From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Diploma Bound ELA			Yes	0%
	Grade	Item Name	Publisher		
	k-6th	Houghton Miffin Reading: A Legacy of Literacy c. 2003 All Theme Sets & Individual Items – See CDE list on the website at http://www.cde.ca.gov – Curriculum & Instruction – Curriculum Frameworks & Instructional Materials	Houghton Mifflin		
	7tn & 8th	Prentice Hall Literature: Timeless Voices, Timeless Themes All Theme Sets & Individual Items – See CDE list on the website at http://www.cde.ca.gov – Curriculum & Instruction – Curriculum Frameworks & Instructional Materials	Pearson/ Prentice Hall		
	9th	Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold for 9th Grade (California Edition) All Items in Theme Sets & Individual Items – See Publishers list for Sets and Individual Items	Prentice Hall		
	10th	Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum for 10th Grade (California Edition) All Items in Theme Sets & Individual Items – See Publishers list for Sets and Individual Items	Prentice Hall		

	11th	Prentice Hall Literature: Timeless Voices, Timeless Themes – The American Experience for 11th Grade (California Edition) All Items in Theme Sets & Individual Items – See Publishers list for Sets and Individual Items	Prentice Hall
	12th	Prentice Hall Literature: Timeless Voices, Timeless Themes – The British Tradition for 12th Grade (California Edition) All Items in Theme Sets & Individual Items – See Publishers list for Sets and Individual Items	Prentice Hall

Certificate Bound ELA

Grade	Item Name	Publisher
k-6th	Houghton Mifflin Reading: A Legacy c. 2003; All theme Sets & Individual Items – See CDE list on the website at http://www.cde.ca.gov – Curriculum & Instruction – Curriculum Frameworks & Instructional Materials	Houghton Mifflin
4th-12th	SRA/Reach 2002: Intervention Program: All Sets & Individual Items – See CDE list on the website at http://www.cde.ca.gov – Curriculum & Instruction – Curriculum Frameworks & Instructional Materials	SRA McGraw-Hill, Division of McGraw Hill
k-12th	SRA/Language For Learning & Language for Thinking Series: All Sets & Individual Items – See CDE list on the website at http://www.cde.ca.gov – Curriculum & Instruction – Curriculum Frameworks & Instructional Materials	SRA McGraw-Hill, Division of McGraw Hill

2011

Mathematics				Yes	0%

Diploma Bound Math
Core Adoption

Grade	Item Name	Publisher
k-6th	*Scott Forseman-Addison Wesley-en VisionMath California Program: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Scott Forseman-Addison Wesley
k-6th	*California HSP Math: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Harcourt School Publishers
8th-10th	*California Algebra 1: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Prentice Hall
8th-10th	*California Algebra 1: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	McDougal Littell
10th-11th	McDougal Algebra 2 c 2004: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	McDougal Littell
*These Math Core programs will be piloted during the 2009/2010 School Year		

	Certificate Bound Math		

Certificate Bound Math

Core Adoption

Grade	Item Name	Publisher
k-6th	*Scott Forseman-Addison Wesley-en VisionMath California Program: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Scott Forseman-Addison Wesley
k-6th	*California HSP Math: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Harcourt School Publishers
k-6th	*Number Worlds – All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	SRA/McGraw Hill
k-8th	*Connecting Math Concepts – All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	SRA/McGraw Hill

2011

Vendor/Publisher: Ablenet (Pilot Program for 10 Classrooms) www.ablenetinc.com

Grade	Item Name	Publisher
k-12th	Ablenet Equals Math Curriculum Kit: Comprehensive kit for K-adult aligned with California Alternate Performance Standards	

2012

Diploma Bound Science

Core Adoption

Grade	Item Name	Publisher
k-6th	Harcourt Health & Fitness; Lee, Bunting & others; California Edition (k-6) includes: student textbooks; teacher guides; resources; multimedia materials	Harcourt School Publishers
7th-8th	Glencoe Teen Health, Course 1, 2, 3; Merki, Cleary, Hubbard; California Edition: Student textbooks; teacher guides; resource books; multimedia materials	Glencoe/McGraw Hill
9th-10th	Biology, CA Edition c 2008 – All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	McDougal Littell
10th-11th	Earth Science, CA Edition c 2006 – All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	Pearson Eductaion, Inc.

Certificate Bound Science

Core English Learner & Adapted Materials

Vendor/Publisher: Abilitations   www.abilitations.com

Item Name	
Abilitations Super Mini Dome	
Large Oval Texture Switch	
Lighted Signal Switch	

Science — Yes — 0%

	Medium Oval Texture Switch	
	Medium Oval Texture Switch w/Latch & Timer	
	No-Tip Wobble Switch	
	Rikki Rooster Reward Toy	
	Roly Poly Cow Reward Toy	
	Shuttle School Bus	
	Small Oval Texture Switch	
	Switch Operated Adapted Fan Reward Toy	
	Wobble Switches (Blue)	
	Wobble Switches (Red)	
	Zoe Zebra Reward Toy	

Vendor/Publisher: Enabling Devices   www.enablingdevices.com

	Item Name	
	Big Water Toy	
	Bug-A-Switch Puzzle	
	Busy Gear	
	Check-Up Time with Elmo	
	Color Kaleidoscope – High Striker	
	Compact Switches	
	Cosmic Steering Wheel	
	Curious George Matching Hats	
	Dino Switch w/Lights & Vibration	
	Finger Extension Pressure Switch	
	Finger Flexion Pressure Switch	
	Fingertip Switch	
	Fishy Fascination Switch	
	Fly and Learn Globe	
	Fridge Phonics	
	Froggie Flex Switch	
	Glowing Goo Tube	
	Happy Switch	
	Hearing Impaired Activity Center	

History–Social Science	**Diploma Bound Social Studies**		Yes	0%
	Core Adoptions			
	Grade	Item Name	Publisher	
	k-6th	Reflections: California Series, Dr. Priscilla H. Porter and others; California Edition including all approved materials: Student textbooks; teachers; teacher guides; multimedia materials	Harcourt School Publishers	
	7th-8th	Prentice Hall Social Studies; Hart, Davidson and others; California Edition	Prentice Hall	

	10th	Glencoe World History: Modern Times c 2006 - All Items in Theme Sets & Individual Items – See Publishers List for Sets & Individual Items	Glencoe/McGraw Hill		
	11th	The American Vision: Modern Times c 2009 - All Items in Theme Sets & Individual Items – See Publishers List for Sets & Individual Items	Glencoe/McGraw Hill		
	12th	Economics: Today and Tomorrow c 2005 - All Items in Theme Sets & Individual Items – See Publishers List for Sets & Individual Items	Glencoe/McGraw Hill		
		(7-8) including all materials: Student textbooks; workbooks; teacher guides, resource books; multimedia materials			
	9th-12th	Glencoe World Geography c 2005 – All Items in Theme Sets & Individual Items – See Publishers List for Sets & Individual Items	Glencoe/McGraw Hill		
	2011				
Foreign Language			*		
Health			*		
Visual and Performing Arts			*		
Science Laboratory Equipment (grades 9-12)			*		

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.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	39,518.28	39,488.28	30.22	66,818.68
District				
Percent Difference – School Site and District				
State			5,455	
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

The continuum of program options offered through the RCOE Special Education Department includes student access to the regular education programs, a resource specialist 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.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

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		

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	66%	70%	68%	42%	45%	49%	52%	54%	56%
Mathematics	63%	65%	66%	29%	33%	37%	48%	50%	51%
Science	17%	0%	0%	34%	34%	42%	54%	57%	60%
History-Social Science	11%	16%	4%	18%	24%	27%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49%	37%	42%	27%
All Students at the School	68%	66%	0%	4%
Male	65%	63%	0%	4%
Female	75%	72%	0%	0%
Black or African American	50%	49%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	78%	78%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	73%	72%	0%	6%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	57%	52%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically	72%	68%	0%	0%

Disadvantaged				
English Learners	72%	72%	0%	7%
Students with Disabilities	68%	66%	0%	4%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	4%	0%	6%	30%	36%	37%	54%	59%	56%
Mathematics	0%	6%	12%	24%	24%	28%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	63%	16%	20%	72%	21%	8%
All Students at the School	94%	6%	0%	88%	12%	0%

Male	91%	9%	0%	83%	17%	0%
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	91%	9%	0%	83%	17%	0%
English Learners						
Students with Disabilities	94%	6%	0%	88%	12%	0%
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information

regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.10%	6.80%	2.30%
7	5.10%	10.30%	10.30%
9	12.50%	0.00%	4.20%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	C	C	C
Similar Schools	C	C	C

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-4	25	9
Black or African			

American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	500	775	326	485	4,664,264	788
Black or African American	28	665	47	450	313,201	710
American Indian or Alaska Native	2		1		31,606	742
Asian	17	831	6		404,670	905
Filipino	7		2		124,824	869
Hispanic or Latino	330	798	219	471	2,425,230	740
Native Hawaiian or Pacific Islander	3		4		26,563	775
White	110	718	44	590	1,221,860	853
Two or More Races	0		3		88,428	849
Socioeconomically Disadvantaged	265	791	198	459	2,779,680	737

English Learners	212	778	89	485	1,530,297	716
Students with Disabilities	500	775	59	385	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		2
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		15.1	12.4		15.1	12.4		16.6	14.4
Graduation Rate		77.72	80.77		77.72	80.77		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Students in the certificate bound program participate in life skills training and Project Workability. These two programs provide our students with severe disabilities the vocations and career skills necessary for independence.

Career Technical Education Participation (School Year 2011–12)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The 2011-/2012 school year began with an all staff training day which included a review of the 2010-2011 accomplishments and goals set for the coming year. Throughout the year follow up training in all of goal areas was provided through zone meetings as well as individual principle trainings.

Each Wednesday staff was given a minimum a day. These Wednesdays provided staff training time which included Professional Learning Communities (PLC) one Wednesday a month. RCOE was the recipient of the National Professional Development Center's grant for staff development for teachers working with individuals with autism. Trainings on evidence based practices were held throughout the county and a model middle school class was established. This training and classroom is not only a support to RCOE teachers, but a support for teachers throughout the state.