Executive Summary School Accountability Report Card, 2009–10

For: *Riverside County Office of Education*

Address: 3939 13th Street, Riverside   **Phone:**   (951) 826-6476
Principal: Ann M. Vessey   **Grade Span:**   Infant – age 22

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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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. 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 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.

Student Enrollment

Group	Enrollment
Number of students	848
Black or African American	9.55%
American Indian or Alaska Native	.59%
Asian	1.77%
Filipino	1.18%
Hispanic or Latino	61.67%
Native Hawaiian/Pacific Islander	.71%
White (not of Hispanic origin)	24.29%
Two or More Races	.24%
Socioeconomically Disadvantaged	62%
English Learners	33%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	164
Teachers without full credential	17
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[1] Program Results
English-Language Arts	66%
Mathematics	63%
Science	17%
History-Social Science	11%

Academic Progress[2]

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	713
Statewide Rank (from 2009 Base API Report)	C
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 21 of 25
2010–11 Program Improvement Status (PI Year)	Not in Title 1

[1] Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.
[2] 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 2009-2010 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 or probation department with whom we partner, 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 noted at this time.

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 Completion

Indicator	Result
Graduation Rate (if applicable)	NA

*Students attending this school are considered completers when they reach the age of 22. If they choose to complete prior to that, this is done via the IEP process with district as well as county office input. Diploma bound students participate in the requirements and count for the high school where the class is located.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$36,322
District	NA
State	$5,681

Postsecondary Preparation

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

School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Special Education Program	**District Name**	Riverside County Office of Education
Street	3939 13th Street	**Phone Number**	951-826-6530
City, State, Zip	Riverside, CA 92502-0868	**Web Site**	www.rcoe.us
Phone Number	951-826-6476	**Superintendent**	Kenneth Young
Principal	Ann Vessey	**E-mail Address**	rpeoples@rcoe.us
E-mail Address	avessey@rcoe.us	**CDS Code**	33 10330 6069207

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs and its goals.

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. 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 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.

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- Provide support to improve staff morale.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	56	Grade 8	79
Grade 1	45	Ungraded Elementary	0
Grade 2	61	Grade 9	63
Grade 3	60	Grade 10	90
Grade 4	56	Grade 11	70
Grade 5	52	Grade 12	89
Grade 6	62	Ungraded Secondary	0
Grade 7	65	Total Enrollment	848

*Data collected from the 2009/2010 CDE CBEDS report.

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.55%	White	24.29%
American Indian or Alaska Native	.59%	Two or More Races	.24%
Asian	1.77%	Socioeconomically Disadvantaged	62%
Filipino	1.18%	English Learners	33%
Hispanic or Latino	61.67%	Students with Disabilities	100%
Native Hawaiian/Pacific Islander	.71%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA											
1	NA											
2	NA											
3	NA											
4	NA											
5	NA											
6	NA											
K-3	NA											
3-4	NA											
4-8	NA											
Other	NA											

*Students served in this program are in multi-grade classroom based on disability and functioning level. Information on these averages is available upon request.

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08 Avg. Class Size	2007–08 Number of Classrooms 1-22	23-32	33+	2008–09 Avg. Class Size	2008–09 Number of Classrooms 1-22	23-32	33+	2009–10 Avg. Class Size	2009–10 Number of Classrooms 1-22	23-32	33+
English	NA											
Mathematics	NA											
Science	NA											
Social Science	NA											

*Students served in this program are in multi-grade classroom based on disability and functioning level. Information on these averages is available upon request.

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive 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

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

Rate	School 2007–08	School 2008–09	School 2009–10
Suspensions	197	133	75
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

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 through a variety of means. Some are contracted through private vendors, some through the district or probation department with whom we partner 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 are given the highest priority.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	NA	x			
Interior: Interior Surfaces	NA	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	NA	x			
Electrical: Electrical	NA	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	NA	x			
Safety: Fire Safety, Hazardous Materials	NA	x			
Structural: Structural Damage, Roofs	NA	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	NA	x			
Overall Rating		x			NA

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	145	159	164	164
Without Full Credential	31	25	17	17
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2	NA
Library Media Teacher (librarian)	0	NA
Library Media Services Staff (paraprofessional)	0	NA
Psychologist	6	NA
Social Worker	0	NA
Nurse	6	NA
Speech/Language/Hearing Specialist	6	NA
Resource Specialist (non-teaching)	0	NA
Other	0	NA

VII. Curriculum and Instructional Materials

Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials			Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Diploma Bound Core Adoptions			0%	YES
	Diploma Bound ELA				
	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 Core Adoptions				
	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		

		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		
Mathematics	10th-11th	McDougal Algebra 2 c 2004: All Items in Theme Sets & Individual Items – See Publisher's list for Sets & Individual Items	McDougal Littell	0%	YES
		*These Math Core programs will be piloted during the 2009/2010 School Year			
		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		
Science		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	0%	YES
	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			
		Medium Oval Texture Switch			
		Medium Oval Texture Switch w/Latch & Timer			

		Item Name			
		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			

	Diploma Bound Social Science				
	Core Adoptions				
	Grade	Item Name	Publisher		
History-Social Science	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	0%	YES
	7th-8th	Prentice Hall Social Studies; Hart, Davidson and others; California Edition (7-8) including all materials: Student textbooks; workbooks; teacher guides, resource books; multimedia materials	Prentice Hall		
	9th-12th	Glencoe World Geography c 2005 – All Items in Theme Sets & Individual Items – See Publishers List for Sets & Individual Items	Glencoe/McGraw Hill		
	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		

	Certificate Bound Social Studies		
	Core, English Learner & Adapted Materials		
	Vendor/Publisher: Lakeshore Lakeshore Learning.com		
	Item		
	Basic School Globe		
	Building Character Book Set		
	Career Hat Set		
	Celebrating Holidays		
	Children of the World Poser Pack		
	Community Workers Poster Pack		
	Differing Abilities Poster Pack		
	Families Complete Set		
	Families Poster Pack		
	Families Theme Kit		
	Lakeshore Career Costume Set		
	Landmarks of America Poster Set		
	Lets Talk Community Helpers		
	Lets Talk Kids Puppets		
	Moods and Emotions Poster Pack		
	Preschool Picture Globe		
	Social Studies Photo Library		
	Vendor/Publisher: Attainment www.attainmentcompany.com		
	Item		
	5 Social Skills @ School CDs		
	Feelings Book		
	Five Life Skill Reader		
	Geography Reader		
	Getting the Message		
	Know the Code Package		
	Learn About Life Curriculum		
	Life Skill Readers Package		
	Life Skills Lessons		
	Life Skills Readers		
	Life Skills Series (DVD)		
	Look n Cook Program		
	Picture Directions		
	Power of Social Skills		
	Reading Comp. Skills Card		
	Celebrating Holidays		
	Reading Supp. For Older Students		
	Social Story Reader Record Pkg		
	Social Story Readers		
	Social Story Readers Resource Pack		
	Temper Tamers		
Foreign Language	*		
Health	*		
Visual and Performing Arts	*		
Science Laboratory Equipment (grades 9-12)	*		

Students have access to current, standards-based textbooks and other instructional materials on a daily basis within the classroom. The quality and care of textbooks/materials are monitored and replaced when needed. There are resources for all core subjects. RCOE maintains that all books/materials be from the most recent list of standards-based materials adopted by the California State Board of Education.

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 districts and the textbooks are provided by the school districts.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	36,659	338	36,322	
District	NA	NA	C	0
Percent Difference – School Site and District	NA	NA		
State	NA	NA	5,861	0
Percent Difference – School Site and State	NA	NA		

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,948	
Mid-Range Teacher Salary	$53,451	
Highest Teacher Salary	$81,580 +4%	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$97,531*	
Average Principal Salary (High)		
Superintendent Salary	$230,784	
Percent of Budget for Teacher Salaries	**	
Percent of Budget for Administrative Salaries	**	

*County principals service all grade levels.

**County offices of education are not required to report average salaries and expenditures. The California Department of Education's (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

District Expenditures:

County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

Types of Services Funded:

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.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	63	66	66	35	42	42	46	50	52
Mathematics	56	63	63	26	29	29	43	46	48
Science	9	17	17	24	34	34	46	50	54
History-Social Science	6	11	11	14	18	18	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	1324	1032	470	306
All Students at the School	622	595	56	74
Male	64	62	16	10
Female	69	65	*	14
Black or African American	57	55	*	*
American Indian or Alaska Native	*	*		
Asian	94	82		
Filipino	*	*		
Hispanic or Latino	68	67	*	0
Native Hawaiian or Pacific Islander	*	*		
White	61	54	23	25
Two or More Races	15	15		*

Socioeconomically Disadvantaged	69	66	*	14
English Learners	59	66	*	0
Students with Disabilities	66	63	17	11
Students Receiving Migrant Education Services				

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	16.0	14.3	5.3	19.7	12.5	16.4	52.9	52.0	54.0
Mathematics	8.0	8.3	0	18.0	10.9	15.0	51.3	53.3	53.4

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	98.2	0	1.8	100	0	0
All Students at the School						
Male	97.2	0	2.8	100	0	0
Female	100	0	0	100	0	0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	100	0	0	100	0	0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	100	0	0	100	0	0
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	97.4	0	2.6	100	0	0
English Learners	*	*	*	*	*	*
Students with Disabilities	98.2	0	1.8	100	0	0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	C	C	C
Similar Schools	C	C	C

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

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

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	40	45	713
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			729
Native Hawaiian/Pacific Islander			
White			695
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			768
English Learners			696
Students with Disabilities			719

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	715	533	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	739	540	715
Native Hawaiian/Pacific Islander			753
White	662		838
Two or More Races			808
Socioeconomically Disadvantaged	729	536	712
English Learners	731	451	692
Students with Disabilities	715		580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	NO	NO
Participation Rate - English-Language Arts	YES	NO
Participation Rate - Mathematics	YES	NO
Percent Proficient - English-Language Arts	YES	NO
Percent Proficient - Mathematics	YES	NO
API	YES	NO
Graduation Rate	NO	NO

Yes – met 2009/2010 AYP Criteria
No – did not meet 2009/2010 AYP Criteria

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	NO	IN PI
First Year of Program Improvement	NA	2009/2010
Year in Program Improvement	NA	YEAR 2
Number of Schools Currently in Program Improvement	NA	4
Percent of Schools Currently in Program Improvement	NA	80.0

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 General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html. (Outside Source)

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.5	8.7	5	.5	49.4	29.7	3.5	4.4	3.9
Graduation Rate	88.4	36.2	17.9	84.9	80.5	80.5	83.4	80.6	80.2

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students			94.50
Black or African American			89.70
American Indian or Alaska Native			95.30
Asian			97.40
Filipino			98.20
Hispanic or Latino			91.60
Native Hawaiian/Pacific Islander			95.20
White			98.10
Two or More Races			NA
Socioeconomically Disadvantaged			91.30
English Learners			98.50
Students with Disabilities			53.40

*The special education students that are diploma bound receive a high school diploma from the district where the county class is located. Those students are counted in that district's graduation rate. The certificate students age out with a certificate of completion at age 22.

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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 2009–10)

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

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

Courses for University of California and/or California State University Admission
(School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

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

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 2009/2010 school year began with an all staff training day which included training in positive behavior supports, working as a team in the classroom and direct instruction with students. Throughout the year follow up training in all of these areas was provided through zone meetings as well as individual principal 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 recognized by the California School Board Association with a Golden Bell Award for it's outstanding collaboration between teachers. Trainings on positive behavior supports and direct instruction were followed by individual classroom visits by the presenters providing support to those needing it.