

RIVERSIDE COUNTY SPECIAL EDUCATION

SCHOOL ACCOUNTABILITY REPORT CARD

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2004-2005 School Year

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SCHOOL DESCRIPTION & MISSION STATEMENT

School Description:

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of Riverside County Office of Education's (RCOE) Special Education Program. The data presented in this report are reported for the 2004-2005 school year.

The RCOE Special Education Program staff, under the guidance and leadership of the RCOE 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.

Special education programs provide direct services to students who are mentally and physically challenged in 21 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. Handicapping conditions served encompass the low-incidence disabilities including deaf and hard-of-hearing, visually impaired, and orthopedically handicapped; developmentally delayed; emotional disturbance; multiple handicapped; trainable mentally handicapped; and autistic.

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.

PARENT INVOLVEMENT

Parents have the opportunity to become involved in the following ways:

- Enrollment
- Parent/teacher conferences (formal and informal)
- IEP process
- Volunteers

If you are interested in volunteering in any capacity, please contact the Special Education Program by calling the county office at (915) 826-6476.

DEMOGRAPHIC INFORMATION

The tables below show our school's 2004-2005 demographic information.¹ The first table breaks down student enrollment by grade level. The second table breaks down each racial/ethnic category by number and percentage.

Enrollment by Grade Level:

Grade Level	Enrollment	Grade Level	Enrollment
K	55	8	160
1	73	9	152
2	72	10	145
3	68	11	123
4	94	12	124
5	130	Ungraded	282
6	116	Total	1,737
7	141		

Enrollment by Subgroups:

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	180	10.4%
American Indian or Alaska Native	15	0.9%
Asian	34	2%
Filipino	19	1.1%
Hispanic or Latino	903	52%
Pacific Islander	8	0.5%
White	578	33.3%
Multiple or No Response	0	0%

¹The above data are based upon October 1, 2004 CBEDS information.

SCHOOL SAFETY & CLIMATE FOR LEARNING

School Safety Plan:

The RCOE school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294. RCOE adopts its comprehensive school safety plan by March 1st of each school year. RCOE reports on the status of its school safety plan, including a description of its key elements. The key elements, reviews, and updates are discussed with school faculty at the beginning of each school year and again prior to any new adoptions.

The safety plan includes information that is intended to identify elements and resources important in improving school safety and preventing campus violence throughout the county. This information is categorized into assessment data collection, funding sources, discipline policies and practices, professional development, counseling and guidance, collaboration, programs and strategies, and campus security. Relevant assessment data is reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data, suspensions and expulsions, counseling referrals, law enforcement reports, etc).

Available funding sources that are targeted to address school safety issues at RCOE come from Title IV (Part A), Safe and Drug-Free School and Communities Act, State Grant Program funds, No Child Left Behind *partial* funds that are transferred from other program areas and from State AB 1113, School Safety and Violence Prevention Act, and local funding resources.

Positive Learning Environment & Discipline:

Counseling, guidance, psychological services, and social services are available to all students. Mental health, probation, and law enforcement agencies are actively involved in activities that contribute to improving the safety of the school environment at RCOE. Prevention/intervention programs are used to create a safe and drug-free learning environment. Some of the issues addressed through these programs that impact students are:

- Gang Risk Intervention
- Conflict Management
- Classroom Management
- Hate Violence-Motivated Behavior
- Harassment
- Child Abuse Reporting

Existing school site discipline rules and procedures are reviewed at the beginning of each school year to ensure that they address student behavior problems and school safety issues. These rules and procedures are given to all students and parents upon enrollment in document form that explains codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that dress should be appropriate for normal school activities; it should reflect pride and respect. Health and safety are guides to acceptable school attire.

SCHOOL SAFETY & CLIMATE FOR LEARNING

Positive Learning Environment & Discipline:

The table below provides suspension and expulsion data for the last three years.

	Suspension Number	Suspension Rate	Expulsion Number	Expulsion Rate
School 02-03	No data available		0	0%
District 02-03	No data available		0	0%
School 03-04	51	3%	0	0%
District 03-04	102	3%	0	0%
School 04-05	133	7%	0	0%
District 04-05	328	9%	0	0%

SCHOOL FACILITIES

General Information:

The RCOE assists special needs students before and after school through home-to-school/school-to-home supervised transportation, supervised drop-off and pick-up sites, and pre/post day care and playground supervision.

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.

Classrooms for Special Education students are housed on sites within the jurisdiction of individual districts throughout the county, while the programs and personnel are managed and maintained by RCOE. Students have access to the playground space available at the site. RCOE staff have access to all the facilities available at the site where they're assigned.

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. Service as repair work orders are given the highest priority.

The 156 Special Education classes operated by the county office of education under this CDS code are located on school district sites throughout the county. During the 2005-2006 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.

The third in a series of learning centers being constructed has just been completed and is now occupied. Two more regional learning centers are in the planning stage. Regional centers have a full range

of program types, including community schools, Cal-SAFE, Independent Study, Special Education, and the Regional Occupational Program.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-2006 school year, the district has budgeted \$182,274 for the deferred maintenance program. This represents 0.07% of the district's general fund budget.

Inspection & Evaluation:

Interim Evaluation Instrument*	In Good Repair?	
	Yes	No
Gas Leaks	X	
Mechanical Systems	X	
Windows/Doors/Gates (Interior & Exterior)	X	
Interior Surfaces (Walls, Floors, Ceilings)	X	
Hazardous Materials (Interior & Exterior)	X	
Structural Damage	X	
Fire Safety	X	
Electrical (Interior & Exterior)	X	
Pest/Vermin Infestation	X	
Drinking Fountains (Inside & Outside)	X	
Restrooms	X	
Sewer	X	
Playground/School Grounds	X	
Other	X	

*Inspection was completed on: January 2005

TESTING/ACADEMIC DATA

Standardized Testing and Reporting (STAR):

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. The STAR program includes **California Standards Tests (CST)** and a **norm-referenced test (NRT)**. The CST tests English-Language Arts and Mathematics in grades 2-11, Science in grades 5, 9, 10, and 11, and History-Social Science in grades 8, 10, and 11. Prior to 2005, the NRT tested Reading/Language Arts and Mathematics in grades 2-11, Spelling in grades 2-8, and Science in grades 9-11. Beginning in 2005, the NRT tests Reading/Language Arts, Spelling, and Mathematics in grades 3 and 7 only, and no longer tests Science in any grade.

California Standards Test (CST):

The CST measures how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are **Advanced** (exceeds state standards), **Proficient** (meets standards), **Basic** (approaching standards), **Below Basic** (below standards), and **Far Below Basic** (well below standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

The following tables show three-year data on the percentage of students achieving at the proficient or advanced level in the areas of English Language Arts, Mathematics, Science, and History/Social Science. Percentages are compared to those of the district and state. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

CST English Language Arts Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	5
	03-04	3
	04-05	4
District	02-03	8
	03-04	9
	04-05	7
State	02-03	35
	03-04	36
	04-05	40

CST Mathematics Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	2
	03-04	1
	04-05	2
District	02-03	8
	03-04	5
	04-05	5
State	02-03	35
	03-04	34
	04-05	38

CST Science Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	1
	03-04	3
	04-05	2
District	02-03	4
	03-04	8
	04-05	6
State	02-03	27
	03-04	25
	04-05	27

CST History/Social Science Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	3
	03-04	4
	04-05	2
District	02-03	5
	03-04	5
	04-05	5
State	02-03	28
	03-04	29
	04-05	32

TESTING/ACADEMIC DATA

CST Subgroups:

The following tables show 2004-2005 data on the percentage of students in specific subgroups achieving at the proficient or advanced level in the areas of English Language Arts, Mathematics, Science, and History/Social Science. **Note:** To protect student privacy, subgroups and/or their relative scores are not shown when the number of students tested is 10 or less. Detailed information regarding results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

CST English Language Arts School Subgroups	
	% Proficient or Advanced
Male	38
Female	41
English Learners	37
Economically Disadvantaged	40
Students with Disabilities	39
African American	34
Asian	32
Filipino	31
Hispanic or Latino	42
White	38

CST Mathematics School Subgroups	
	% Proficient or Advanced
Male	30
Female	34
English Learners	32
Economically Disadvantaged	35
Students with Disabilities	31
African American	26
Asian	28
Filipino	23
Hispanic or Latino	36
White	27

CST Science School Subgroups	
	% Proficient or Advanced
Male	1
Female	3
English Learners	0
Economically Disadvantaged	2
Students with Disabilities	2
African American	0
Asian	—
Filipino	—
Hispanic or Latino	0
White	4

CST History/Social Science School Subgroups	
	% Proficient or Advanced
Male	2
Female	0
English Learners	0
Economically Disadvantaged	3
Students with Disabilities	2
African American	0
Asian	—
Filipino	—
Hispanic or Latino	2
White	2

TESTING/ACADEMIC DATA

Norm-Referenced Test (NRT):

The NRT was formerly the Stanford 9 test up until 2003, but was changed to the "California Achievement Test 6" (CAT-6). The following tables show three-year data on the percentage of students who scored at or above the 50th percentile (the national average) in Reading and Mathematics. Percentages are compared to those of the district and state. Beginning in 2005, the NRT tests Reading/Language Arts, Spelling, and Mathematics in grades 3 and 7 only, and no longer tests Science in any grade. Detailed information regarding results for each grade level can be found at <http://star.cde.ca.gov>.

NRT Reading Overall School, District, State			
	02-03	03-04	04-05
School	8	8	12
District	16	16	16
State	43	43	41

NRT Mathematics Overall School, District, State			
	02-03	03-04	04-05
School	6	7	6
District	13	13	11
State	50	51	52

NRT Subgroups:

The following table shows 2004-2005 data on the percentage of students in specific subgroups who scored at or above the 50th percentile (the national average) in Reading and Mathematics. **Note:** To protect student privacy, subgroups and/or their relative scores are not shown when the number of students tested is 10 or less. Detailed information regarding results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

NRT Reading & Mathematics School Subgroups		
	Reading	Mathematics
Male	15	9
Female	5	0
English Learners	4	0
Economically Disadvantaged	6	8
Students with Disabilities	12	6
Hispanic or Latino	0	0
White	31	15

Local Assessment:

The Student Annual Needs Determination Inventory (SANDI) is summative assessment that RCOE developed based on the California Content Standards for students with moderate/severe disabilities. Students' skills are measure in terms of current levels of performance related to functional skills and the California Content Standards. In addition, the SANDI provides a basis to determine educational benefit. The Formative Assessment of Standards Tasks (FAST) is a benchmark assessment tool to determine student progress on the alternate curriculum standards. During the 2004-2005 school year, the overall percentage of students scoring proficient and above were 56% for English language arts and 54% for mathematics.

Academic Performance Index (API):

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. **Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). Schools also receive a **Similar Schools Rank** that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by an API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

The annual **Growth Target** for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. **Actual Growth** is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. In order to be eligible for awards, elementary and middle schools must test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on the STAR assessments. Schools that do not meet their targets and have a state-wide rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.²

The following tables summarize the key elements of the school-wide API base and growth data for the past three years. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at <http://www.cde.ca.gov/ta/ac/ap/>.

School-wide API Base Data			
	01-02	02-03	03-04
% Tested	N/A	*	81
Base Score	397	*	546
Growth Target	20	*	13
Statewide Rank	N/A	*	1
Similar Schools Rank	N/A	*	1

²Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

** Means the school did not have a valid 2003 API Base and will not have any Growth or target information.

TESTING/ACADEMIC DATA

Academic Performance Index (API):

School-wide API Growth Data			
	From 01-02 to 02-03	From 02-03 to 03-04	From 03-04 to 04-05
% Tested	N/A	81	96
Growth Score	N/A	512	599
Actual Growth	N/A	*	53

API Subgroups:

In addition to school-wide API, schools also receive API scores for each numerically significant subgroup.³ Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. The following tables summarize the key elements of the API base and growth data for reported numerically significant subgroups.

Subgroup API Base Data			
	01-02	02-03	03-04
African American			
Base Score	—	—	526
Growth Target	—	—	10
Hispanic or Latino			
Base Score	348	—	556
Growth Target	16	—	10
White			
Base Score	432	—	540
Growth Target	16	—	10
Economically Disadvantaged			
Base Score	377	—	536
Growth Target	16	—	10

³Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

Subgroup API Growth Data			
	From 01-02 to 02-03	From 02-03 to 03-04	From 03-04 to 04-05
African American			
Growth Score	—	494	548
Actual Growth	—	—	22
Hispanic or Latino			
Growth Score	—	510	631
Actual Growth	—	—	75
White			
Growth Score	—	516	573
Actual Growth	—	—	33
Economically Disadvantaged			
Growth Score	—	505	608
Actual Growth	—	—	72

Adequate Yearly Progress (AYP):

The federal *No Child Left Behind Act* (NCLB) of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following: **Requirement 1:** Participation rate on the state's standards-based assessments. **Requirement 2:** Percent proficient on the state's standards-based assessments. **Requirement 3:** API as an additional indicator. **Requirement 4:** Graduation rate (for secondary schools).

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Overall AYP Status:

A "Yes" or a "No" in the following table indicates whether all AYP criteria were met for all groups of students in this school or district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
Met all AYP Criteria	No	No	Yes	No	No	No

TESTING/ACADEMIC DATA

AYP Status by Subgroup:

A "Yes" or a "No" in the following table indicates whether all students or a particular group of students in this school or district met the AYP criteria for both the minimum participation rates and the percent proficient or above on the state's standards-based assessments. **Note:** "N/A" means that the student subgroup is not numerically significant. To protect student privacy, subgroups are not shown when the number of students is 10 or less.

	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	No	No	Yes	No	No	No
African-American	No	No	No	No	No	No
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	No	No	Yes	No	No	No
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	No	No	Yes	No	No	No
Economically Disadvantaged	No	No	No	No	No	No
English Learners	Yes	No	Yes	Yes	No	N/A
Students with Disabilities	No	No	Yes	No	No	N/A

Federal Intervention Program:

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs School Level	
First Year of Program Improvement Implementation	N/A
Year in Program Improvement (Implementation Level)	N/A
Year Exited Program Improvement	N/A
Federal Intervention Programs District Level	
Number of Schools Currently in Program Improvement	0
Percent of Schools Currently in Program Improvement	0%

California Physical Fitness Test:

No data are available for this section.

SCHOOL COMPLETION

California High School Exit Exam:

Beginning with the graduating class of 2006, students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE. These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rates & Graduation Rates:

For the most recent three-year period, we compare our dropout data with that of the district and state. The formula for the one-year dropout rate is grades 9-12 dropouts divided by grades 9-12 enrollment multiplied by 100. The graduation rate, included as one of the requirements of California's definition of AYP, as required by No Child Left Behind (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. **Note:** State certification/release dates for dropout data occur too late for inclusion of 2004-2005 data. Therefore, 2003-2004 data are utilized for reports prepared during 2005-2006.

	Year	School	District	State
Enrollment Grades 9-12	01-02	690	2,205	1,772,417
	02-03	758	2,300	1,830,903
	03-04	817	2,559	1,876,927
# of Dropouts	01-02	0	172	47,871
	02-03	0	194	58,189
	03-04	0	117	61,253
1-Year Dropout Rate	01-02	0%	7.8%	2.7%
	02-03	0%	8.4%	3.2%
	03-04	0%	4.6%	3.3%
Graduation Rate	01-02	N/A	70.4%	87%
	02-03	100%	88.4%	86.7%
	03-04	100%	88.5%	85.1%

CLASS SIZE

Average Class Size & Distribution:

Average class size information is not available for this school.

TEACHER & STAFF INFORMATION

Teacher Credentials:

The Special Education staff is a highly qualified, enthusiastic, and energetic group of educators. Below are three-year data regarding the credentials of our teaching staff. Data reflect both full-time and part-time teachers, and each teacher is counted as "1".

Teacher Credentials			
	02-03	03-04	04-05
Total Number of Teachers	194	204	211
Teachers with Full Credential	114	129	136
Teachers in Alternative Routes to Certification (District and University Internship)	13	23	30
Pre-Internship	33	33	23
Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)	49	43	41
Teachers with Waivers (Does not have credential and does not qualify for an Emergency Permit)	16	10	9

Teacher Education Level:

The following data reports on the percent of teachers teaching in core content areas as defined by the No Child Left Behind Act (NCLB) at each education level for the 2004-2005 school year.

Teacher Education Level		
	School	District
Doctorate	1.4%	2%
Master's Degree plus 30 or more semester units	27.5%	31%
Master's Degree	25.1%	23.9%
Bachelor's Degree plus 30 or more semester hours	35.6%	35.4%
Bachelor's Degree	10.4%	7.7%
Less than Bachelor's Degree	0%	0%

NCLB Compliant Teachers:

The NCLB requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-2006 school year. In general, the NCLB requires that each teacher must have: 1). A Bachelor's Degree, 2). A state credential or an Intern Certificate/Credential for no more than three years, and 3). Demonstrated subject matter competence for each core subject they teach.

The data reported below are the percent of classes in core content areas taught by NCLB compliant teachers.

Percent of Core Academic Courses Taught by NCLB Compliant Teachers	
This School	5.5%
All Schools in District	10.7%
High-Poverty Schools in District	15.7%
Low-Poverty Schools in District	0%

Teacher Misassignments:

A "misassignment" is the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. The following table reports on the number of teacher misassignments for the most current three-year period.

Teacher Misassignments			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Vacant Teacher Positions:

A vacant teacher position is one in which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. The following data reports on the number of vacant teacher positions for the most current three-year period.

Vacant Teacher Positions			
	03-04	04-05	05-06
Total Vacant Teacher Positions	0	0	0

TEACHER & STAFF INFORMATION

Substitute Teachers:

RCOE recruits for the most qualified personnel to serve students in the classroom. Substitute teachers must have the minimum requirements as outlined by the CCTC in order to be considered for an assignment. The minimum requirements for substitute teaching assignments are a Bachelor's Degree and passage of the California Basic Educational Skills Test (CBEST). If an individual meets these requirements, they may apply for an Emergency 30-Day Substitute Permit. The substitute permit is valid for one year and allows the individual to substitute teach on a day-to-day basis for up to 30 days in the same classroom. RCOE's ability to secure qualified substitute teachers varies from year to year. As always, the quality of the substitute determines the quality of impact upon the instructional program.

Teacher Evaluations:

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

1. The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
2. The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:
 - The progress of pupils toward the standards established pursuant to subdivision 1.
 - The instructional techniques and strategies used by the employee.
 - The employee's adherence to curricular objectives.
 - The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

In addition to the above areas, the RCOE requires adherence to the following objectives:

- Employees will perform duties as described in specific job descriptions.
- Employees will comply with RCOE established rules, regulations, policies, contracts, and laws.
- A minimum of one Growth or Developmental Objective must be written. A **Growth Objective** is written when improvement is needed to meet one or more standards. A **Developmental Objective** is written when the teacher consistently meets or exceeds all standards, and the objective is to further the teacher's professional development.

Riverside County Teachers' Association (RCOTA)- Agreement, Article X, Performance Appraisal states that:

- The Employer shall evaluate all unit members who have two years or less in service no less than once every school year.
- The Employer shall evaluate unit members who have more than two years of service no less than once every two school years.
- The written procedures for evaluation, which are currently in effect, shall be maintained by the Employer for the duration of this Agreement. An official copy of the procedures shall be kept in the Personnel Services Division. All bargaining unit members shall receive a copy of the Performance Appraisal procedures. If there is a change in the procedures, bargaining unit members shall receive a copy.

- Neither the judgment of the evaluator nor the content of the evaluation shall be subject to the grievance procedure.
- For purposes of this Article, an evaluator is a coordinator, director, assistant superintendent, associate superintendent, deputy superintendent or other designated person responsible for the supervision and/or administration of the school program or service in which the unit member is assigned.

Counselors & Support Staff:

During the 2004-2005 school year, the Special Education Program had the services of the following support personnel. Positions are reported in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

- 9 FTE Psychologists
- 9 FTE Nurses
- 2 FTE Speech/Language/Hearing Specialists
- 3 FTE Program Assistants, providing student support

CURRICULUM & INSTRUCTION

School Instruction & Leadership:

The table below provides information on the individuals responsible for leadership in the Special Education Program at RCOE as it relates to their tenure and education.

Name/Title	Length of Service at RCOE	Education/Degrees
Diana Walsh-Reuss, Director of Special Education	9 years	Ed.D., Educational Leadership M.A., Educational Administration M.A., Special Education
Rebecca Silva Coordinator/Principal	20 years	MA, Special Education BS, Special Education
Kate Cahill Coordinator/Principal	18 years	MA, Education MA, Communicative Disorders
Marsha Athan Coordinator/Principal	6 years	MA, English MA, Counseling/School Administration MA, Educational Administration
Rita Bien Coordinator/Principal	34 years	MA, Educational Administration
Gary Czech Coordinator/Principal	5 years	M.A.
Brad Haskell Coordinator/Principal	<1 year	M.S.
Ardie Kleindienst Coordinator/Principal	4 years	MS, Learning Handicapped BS, Emotionally Disturbed
Jan Powell Coordinator/Principal	3 years	MA, Special Education
Mary Wilkins Coordinator/Principal	5 years	MS, School Administration BS, Sociology
Tim Worthington Coordinator	3 years	M.A.

Administrators involve parents and staff in the decision-making process through the following: Parent advisory committees, meetings with parents and community stakeholders, staff meetings, various Professional Learning Community committees and activities, Program Services Quality Review committee meetings, and ongoing communication with representatives of the Riverside County Teachers' Association.

The school-wide instructional focus for the RCOE Special Education department is to provide students who have moderate/severe disabilities with functional skills that provide educational benefit. Formative and summative assessments are conducted to determine student progress on the alternate curriculum standards.

RCOE adheres to the California Department of Education's "Core Knowledge" approach of establishing a grade-by-grade core of common learning. The framework for implementing the content

standards, adopted by the California State Board of Education, are developed by the State's Curriculum Development and Supplemental Materials Commission. The subject areas that have content standards are foreign language, health, history-social science, mathematics, physical education, reading and language arts, science, and visual and performing arts. In order to achieve academic excellence, greater fairness, and higher literacy, RCOE provides shared core curriculum in order to help students establish strong foundations of knowledge.

RCOE takes a universally designed approach based on the No Child Left Behind Act (NCLB) to ensure equal access to core curriculum so that all children, including those with disabilities, have equal opportunities to a high-quality education. In order to increase the implementation of accountability for students with disabilities the RCOE Special Education department conducts formative and summative assessments that can accurately measure progress for students. Curriculum is flexible and adaptive providing appropriate levels of educational expectation for every student. The curriculum combines research-based practices and flexibility for students with disabilities directly into core curricular methods and materials.

Monitoring Student Achievement:

Student performance and progress are monitored through the following:

- STAR Testing
- California High School Exit Exam (CAHSEE)
- California High School Proficiency Exam (CHSPE)
- GED
- Quarterly Progress Reports
- Semester Report Cards
- Parent Conferences as needed
- Individualized Learning Plans
- Pre/Post Assessment for CAHSEE

Professional Development:

During the 2004-2005 school year, Special Education provided 29 days of special training through workshops conducted at various locations. Topics included, but were not limited to: California English Language Development Test (CELDT) and the Alternate Language Proficiency Instrument (ALPI); California High School Exit Exam (CAHSEE); training for STAR testing; training on transition trends; Transition Partnership Program training; Developmental Assets for Students with Disabilities; Developing Social Skills for Students with Disabilities; and various trainings on social skills, emotional disturbance, developmental assets, autism, positive behavior support, and teaching literacy to students with significant disabilities.

Special Education also provided 33 days of Staff Development/Buy Back days. Topics included, but were not limited to: ELL training that included math strategies, sensory integration, positive behavior supports, motor development, recreational therapy, and computer training; Presentations on stress management, computer skills, positive behavior supports, and job alike meetings.

Professional development sessions are provided to staff on non-school days, after school, and through their attendance at workshops and conferences. Teachers are supported with implementation of topics addressed by ongoing observations, in-class coaching, and with their participation on various Professional Learning Community committees and other committees.

CURRICULUM & INSTRUCTION

Instructional Minutes & Minimum Days:

During the 2004-2005 school year, Special Education offered 240 instructional minutes per day for Kindergarten, 330 instructional minutes per day for first through eighth grades, and 360 instructional minutes per day for ninth through twelfth grades. There were also 18 minimum days, which were used for implementation of Professional Learning Communities as part of the School Improvement Plan.

Textbooks/Instructional Materials:

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.

Currency of Textbooks/Instructional Materials		
Publisher/Title	Subject	Year Adopted
Houghton Mifflin- <i>A Legacy of Literature</i>	Reading/Language Arts	2002
SRA/McGraw-Hill- <i>SRA/Reach Program</i>	Reading/Language Arts	2002
Houghton Mifflin- <i>Mathematics</i>	Mathematics	2002
Prentice Hall- <i>American Government</i>	History/Social Science	2002
Glencoe- <i>Economics</i>	History/Social Science	2002
Houghton Mifflin- <i>Across the Centuries</i>	History/Social Science	2002
Holt- <i>Physical Science</i>	Science	2002

Students have textbooks and instructional materials to use in class and to take home to complete required homework assignments in the core curriculum areas of: Reading/Language Arts, Mathematics, Science, History/Social Science, and Health. The last textbook review/inventory took place in November 2004.

Availability of Textbooks/Instructional Materials	
Core Curriculum Area	One Textbook/Instructional Material per Student?
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History/Social Science	Yes
Foreign Language	No*
Health	Yes
Science Laboratory Equipment	No*

*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.

POST-SECONDARY PREPARATION

AP/IB Courses Offered:

No data are available for this section.

Enrollment in UC/CSU Courses:

The table below reports the number and percent of students who were enrolled in courses required for UC and/or CSU admission during 2004-2005. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (duplicated count) by the total number of students enrolled in all courses (also duplicated count). **Note:** Students are counted more than once to account for each course overall in which the student is enrolled and to account for cases where a particular student is enrolled in more than one course required for UC and/or CSU admission. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

# of Students Enrolled in All Courses	# of Students Enrolled in Courses Required For UC and/or CSU Admission	% of Students Enrolled in Courses Required For UC and/or CSU Admission
886	0	0%

Completion Rate in UC/CSU Courses:

The table below reports the number and percent of graduates who completed all courses required for UC and/or CSU admission during 2004-2005. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

# of Graduates	# of Graduates Who Completed All Courses Required For UC and/or CSU Admission	% of Graduates Who Completed All Courses Required For UC and/or CSU Admission
13	3	23.1%

POST-SECONDARY PREPARATION

SAT Reasoning Test:

Students may voluntarily take the SAT test for college entrance. Students may take the test more than once, but only the highest score is reported at the year of graduation. Each subject on the SAT is scored on a scale of 200-800 points. Beginning with results reported from 2005, students receive verbal, math, and writing scores. For the past three years, we compare our SAT data with that of the district and state. **Note:** To protect student privacy, scores are not shown when the number of students tested is 10 or less. Detailed information regarding SAT results may be found at <http://www.cde.ca.gov/ds/sp/api/>.

	Year	School	District	State
Grade 12 Enrollment	02-03	N/A	377	385,356
	03-04	N/A	415	395,194
	04-05	124	435	409,576
% of Grade 12 Enrollment Taking the SAT	02-03	N/A	0.5%	36.7%
	03-04	N/A	0.2%	35.3%
	04-05	0%	1.1%	35.9%
Average Verbal Score	02-03	N/A	—	494
	03-04	N/A	—	496
	04-05	N/A	—	499
Average Math Score	02-03	N/A	—	518
	03-04	N/A	—	519
	04-05	N/A	—	521

College Admission Test Preparation:

RCOE does not have a college admission test preparation course program. Advanced Academics Online is used.

Workforce Preparation:

The Riverside County ROP is an accredited, publicly funded, career/technical-training program. Each year, the program serves more than 21,807 high school students and adults in more than 553 class sections in 43 career areas and in more than 2,000 local businesses, hospitals, offices, restaurants, day-care centers and other places of employment. Courses offered fall into the following categories:

- Agribusiness
- Arts & Communications
- Business & Marketing
- Consumer & Human Services
- Health & Medical
- Industry & Technology
- Information Technology
- Office Occupations/Word Processing

There is a uniform alignment with academic courses and ROP courses that meets the state standards. In addition, ROP provides career academics to the Alternative Education program. Alternative Education teachers also assist students with career development.

Career-Technical Education Programs:

The RCOE participates in the Career/Technical Education (CTE) program. This program is a federal act established to improve career-technical education programs, integrate academic and special populations, and meet gender equity needs. During the 2003-2004 school year, Riverside County Office of Education had a total course enrollment of 19,302 students in the CTE program. The tables below report additional district-wide data regarding the enrollment and the completion rate in CTE programs for the 2003-2004 school year. **Note:** State certification/release dates for CTE data occur too late for inclusion of 2004-2005 data. Therefore, 2003-2004 data are utilized for reports prepared during 2005-2006.

Secondary CTE Participants		
Number of Concentrators	Number of Completers	Completion Rate
18,800	14,035	74.6%

Grade 12 CTE Participants		
Number of Completers	Number Earning Diploma	Graduation Rate
7,578	3,080	40.6%

FISCAL & EXPENDITURE DATA

Teacher & Administrative Salaries:

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.

Notes Regarding Data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>. Though this report was published during the current 2005-2006 school year, a majority of the data presented in this report were collected from the 04-05 school year. Data from preceding years are also utilized for comparison purposes. Due to the state's certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 03-04.

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Data provided by the California Department of Education, Riverside County Office of Education, and Riverside County Special Education. Data gathering, compilation, and layout design provided by **Academia Publishing** at www.academiapub.com.