Riverside County Special Education

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Riverside County Special Education
Street	3939 13th St.
City, State, Zip	Riverside, Ca, 92502-0868
Phone Number	951-826-6676
Principal	Ann Vessey, Executive Director
E-mail Address	avessey@rcoe.us
Web Site	http://www.rcoe.us
County-District-School (CDS) Code	33103306069207

District	
District Name	Riverside County Office of Education
Phone Number	(951) 826-6530
Web Site	http://www.rcoe.us
Superintendent First Name	Kenneth
Superintendent Last Name	Young
E-mail Address	kyoung@rcoe.us

Last updated: 1/14/2015

School Description and Mission Statement (Most Recent Year)

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

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

Mission Statement:

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

Vision:

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

Values:

- Quality educational services for students with special needs.
- An organized instructional delivery model within guidelines of the California Curriculum Standards.
- A highly skilled and trained staff.
- A safe and orderly environment structured for learning.

- Internal/external collaboration with outside agencies, school districts, and parents.

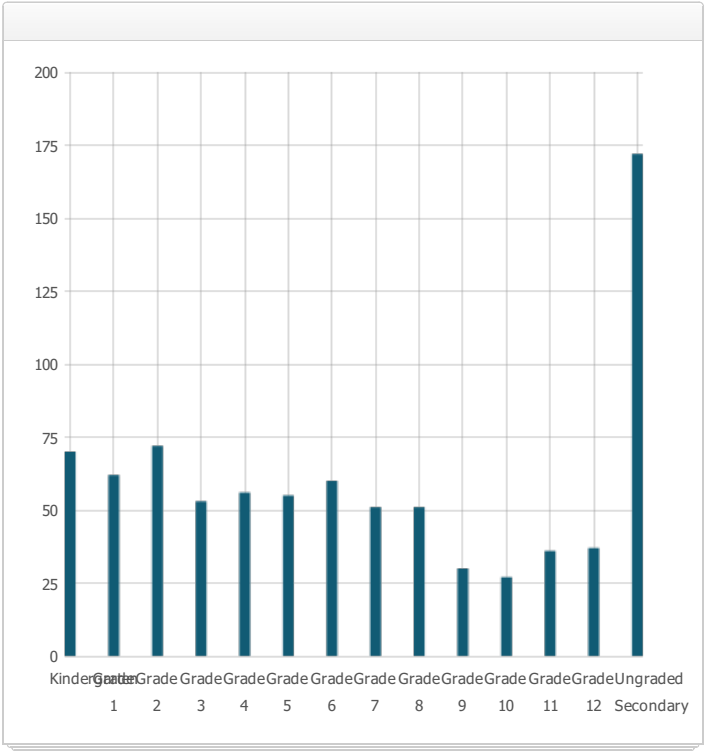
Goals:

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

Last updated: 1/14/2015

Student Enrollment by Grade Level (School Year 2013-14)

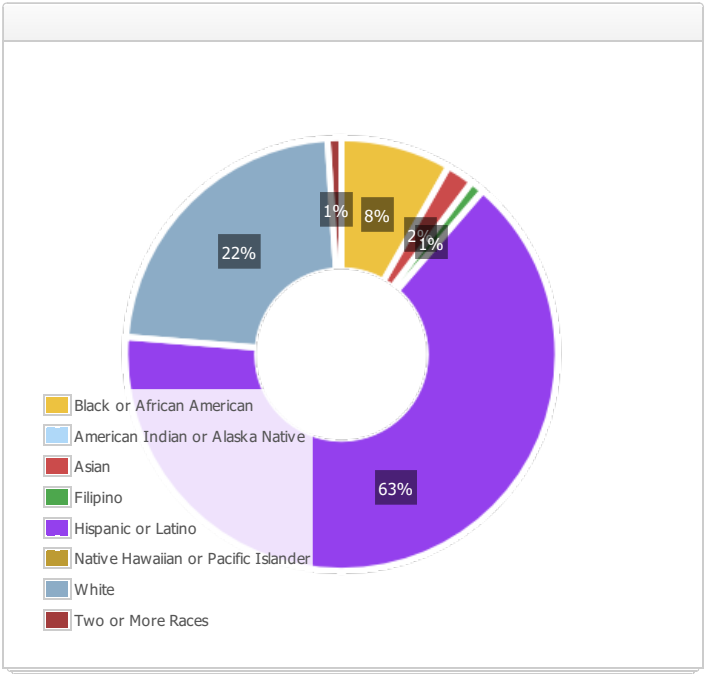
Grade Level	Number of Students
Kindergarten	70
Grade 1	62
Grade 2	72
Grade 3	53
Grade 4	56
Grade 5	55
Grade 6	60
Grade 7	51
Grade 8	51
Grade 9	30
Grade 10	27
Grade 11	36
Grade 12	37
Ungraded Secondary	172
Total Enrollment	832



Last updated: 1/14/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	1.4
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.5
White	22.1
Two or More Races	1.1
Socioeconomically Disadvantaged	81.1
English Learners	38.6
Students with Disabilities	99.9



Last updated: 1/14/2015

A. Conditions of Learning

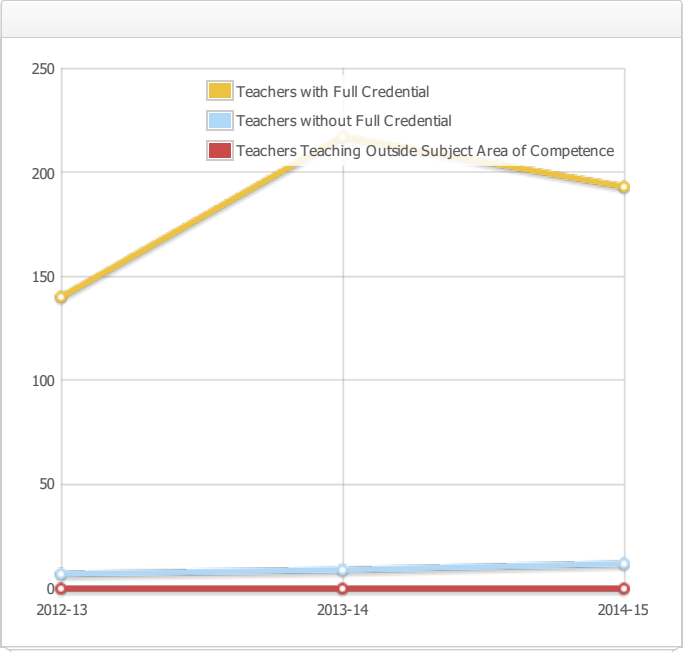
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

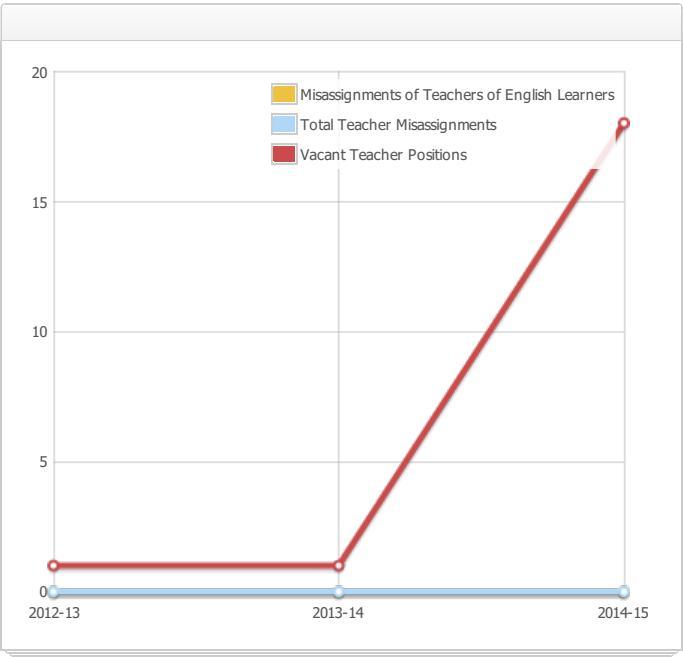
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	140	217	193	
Without Full Credential	7	9	12	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	18



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy c. 2003 (Houghton Mifflin) - K-6th Grade; Prentice Hall Literature: Timeless Voices, Timeless Themes (Pearson/Prentice Hall) 7th & 8th Grade; Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold for 9th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum for 10th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - The American Experience for 11th Grade (California Edition) (Prentice Hall); Prentice Hall Literature: Timeless Voices, Timeless Themes - The British Tradition for 12th Grade (California Edition) (Prentice Hall); SRA/Reach 2002: Intervention Program: All Sets & Individual Items (SRA McGraw-Hill, Division of McGraw-Hill) 4th-12th Grade; SRA/Language for Learning, Language for Writing, and Language for Thinking Series: All Sets & Individual Items (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade; SRA/Language Reading Mastery: All Sets and Individual Items (SRA McGraw-Hill, Division of McGraw-Hill);p EDGE: Teacher & Student Materials with Language & Grimmer, Reading and Writing, Fluency Models, etc. print and interactive editions; Selection Readings and Edge Leveled Library S, plus access to the online Teacher's Guides and Student Journals, and Language & Grammar Materials on CD (Hampton-Brown) 1st-12th Grade.	Yes	0.0
Mathematics	Scott Forseman-Addison Wesley- enVisionMath California Program:All Items in Theme Sets & Individual Items - K-6th Grade; California HSP Math: All Items in Theme Sets & Individual Items (Harcourt School Publishers)- K-6th Grade; Number Worlds: All Items in Theme Sets & Individual Items (SRA/McGraw Hill, Division of McGraw-Hill) - K-8th Grade; Connecting Math Concepts: All Items in Theme Sets & Individual Items (SRA/McGraw Hill, Division of McGraw-Hill) - K-8th Grade; Ablenet Equals Math Curriculum Kit: Comprehensive kit for K-adult aligned with California Alternate Performance Standards (Houghton Mifflin Reading) - K-12th Grade; California Mathematics Course, including: Course 1; Course 2; Numbers to Algebra; Pre-Algebra; Algebra 1 (Holt) 6th-12th Grade; Algebra Rescue, Algebra 1 One-Stop: All Listed Curricular Materials Included in Set (HOLT) 6th-12th Grade; Number Worlds; Corrective Math; Connecting Math Concepts; Algebra Readiness; Algebra Essentials: All Curricular Materials Included in Set (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade	Yes	0.0
Science	Harcourt Health & Fitness: All Items in Theme Sets & Individual Items (Harcourt School Publishers) - K-6th Grade; Houghton Mifflen Science: All Items in Theme Sets & Individual Items (Houghton Mifflen) - K-6th Grade; Glencoe Teen Health, Course 1, 2, 3 California Edition (Glencoe/McGraw Hill) - 7th-8th Grade; Biology, CA Edition c 2008: All Items in Theme Sets & Individual Items (McDougal Littell) - 9th -10th Grade; Earth Science CA edition c 2006: All Items in Theme Sets and Individual Items (Pearson Education, Inc.) - 10th -11th Grade	Yes	0.0
History-Social Science	Harcourt Health and Fitness: All Items in Theme Sets & Individual Items (Harcourt School Publishers) - K-6th Grade; Houghton Mifflen Science: All Items in Theme Sets & Individual Items (Houghton Mifflen) - 7th-8th Grade; Pearson AGS Globe Fearon: All Items in Theme Sets & Individual Items (Pearson Education, Inc.) - 9th-12th Grade; Glencoe Teen Health Course 1, 2, and 3 California Edition (Glencoe/McGraw Hill) - 9th-12th Grade; Economics: Today and Tomorrow c 2005: All Items in Theme Sets & Individual Items (Glencoe/McGraw Hill) - 12th Grade	Yes	0.0
Foreign Language	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.		0.0
Health	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.		0.0
Visual and Performing Arts	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.		0.0

Science Lab Eqpmt(9-12)	*Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district.	0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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

Last updated: 1/22/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/20/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	76	72	74	45	49	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/20/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	74
Male	72
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	84
Students with Disabilities	75
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/20/2015

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	70%	68%	70%	45%	49%	50%	54%	56%	55%
Mathematics	65%	66%	66%	33%	37%	45%	49%	50%	50%
History-Social Science	16%	4%	12%	24%	27%	30%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	C	C	C
Similar Schools	C	C	C

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/20/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	25	8	C
Black or African American			C
American Indian or Alaska Native			
Asian			C
Filipino			
Hispanic or Latino			C
Native Hawaiian or Pacific Islander			
White			C
Two or More Races			
Socioeconomically Disadvantaged			C
English Learners			C
Students with Disabilities			C

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

Last updated: 1/20/2015

Career Technical Education Programs (School Year 2013-14)

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.

Last updated: 1/20/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/26/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

Last updated: 1/20/2015

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

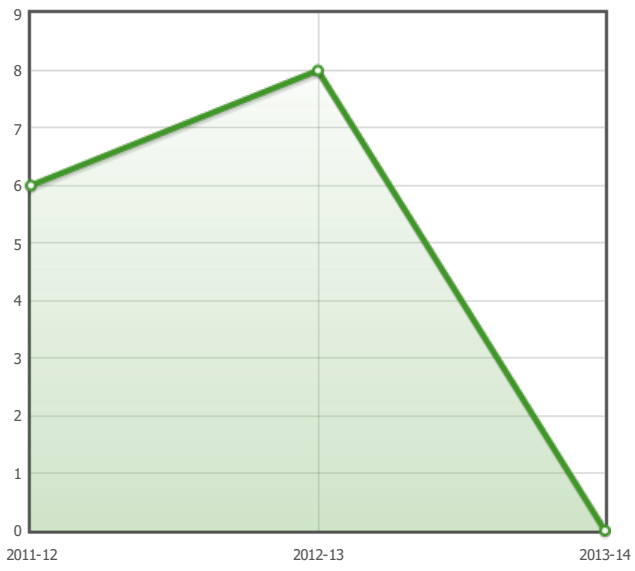
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

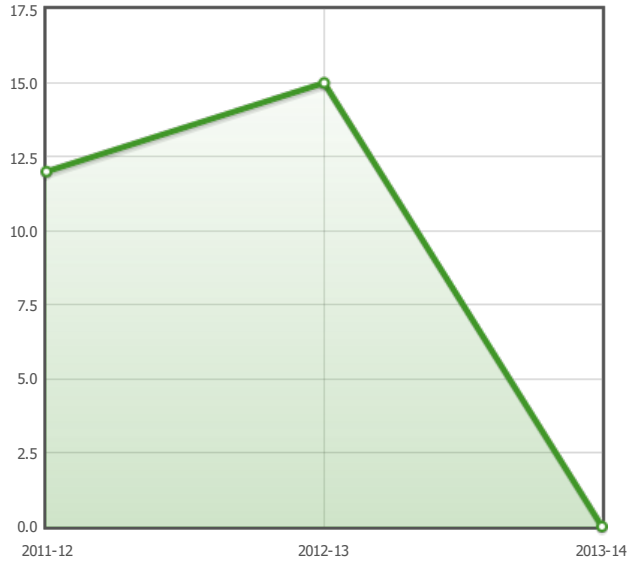
	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	6%	8%	N/A	37%	36%	35%	56%	57%	56%
Mathematics	12%	15%	N/A	28%	29%	35%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/20/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	65%	17%	19%	65%	24%	11%
All Students at the School	0%	N/A	N/A	0%	0%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.2%	4.1%	N/A
7	7.4%	7.4%	11.1%
9	2.9%	2.9%	8.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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

- Enrollment
- Parent/teacher conferences (formal and informal)
- IEP process
- Volunteers
- Parent Trainings
- Parent Support Groups
- School Site Council

State Priority: Pupil Engagement

Last updated: 1/20/2015

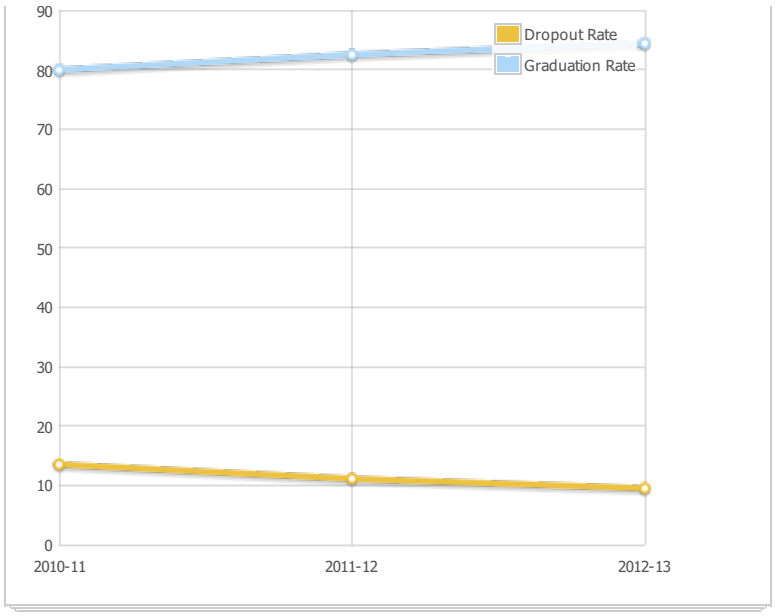
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

	School			District			State		
Indicator	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Dropout Rate	13.5	11.1	9.5	13.5	11.1	9.5	14.7	13.1	11.4
Graduation Rate	79.95	82.51	84.41	79.95	82.51	84.41	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/20/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	2	54	84
Black or African American		48	75
American Indian or Alaska Native		60	77
Asian		60	92
Filipino			92
Hispanic or Latino		45	80
Native Hawaiian or Pacific Islander		100	84
White	11	75	90
Two or More Races		80	89
Socioeconomically Disadvantaged		63	82
English Learners		19	53
Students with Disabilities	2	25	60

State Priority: School Climate

Last updated: 1/20/2015

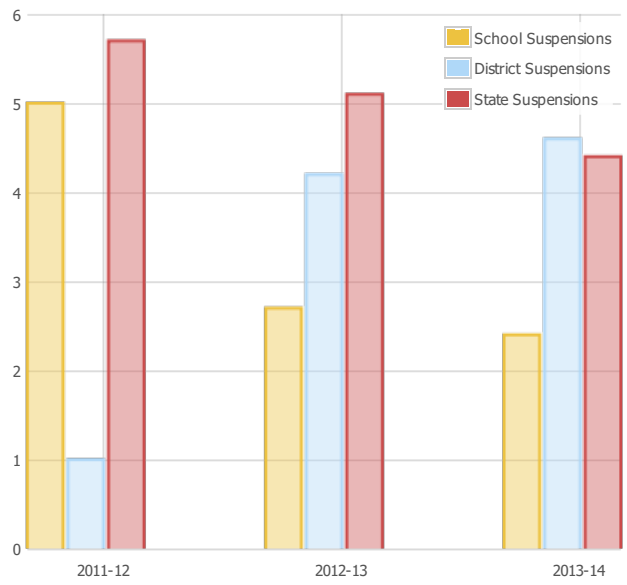
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

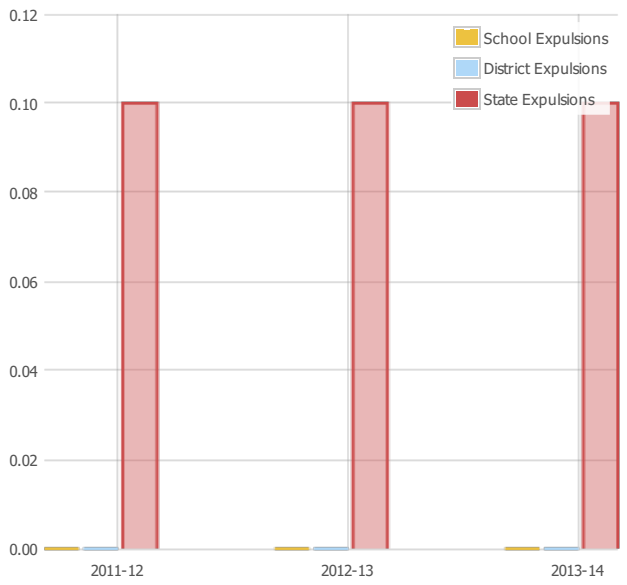
Suspensions and Expulsions

	School			District			State		
Rate	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	5.00	2.70	2.40	1.00	4.20	4.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10

Suspensions



Expulsions



Last updated: 1/20/2015

School Safety Plan - Most Recent Year

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.

Last updated: 1/20/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		N/A

Last updated: 1/20/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12					2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	4.0	10	0	0	2.0	21			3.0	27		
1	8.0	9	0	0	3.0	23			3.0	24		
2	8.0	6	0	0	2.0	25			3.0	26		
3	9.4	5	0	0	2.0	26			2.0	23		
4	9.3	6	0	0	2.0	27			2.0	27		
5	7.3	7	0	0	3.0	27			2.0	28		
6	8.4	5	0	0	2.0	25			2.0	31		
Other	0.0	8	0	0	7.0	29	1		8.0	20	3	

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

Last updated: 1/20/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	5.0	N/A
Social Worker	0.0	N/A
Nurse	6.0	N/A
Speech/Language/Hearing Specialist	13.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	$42,630	$00	$67,300
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

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

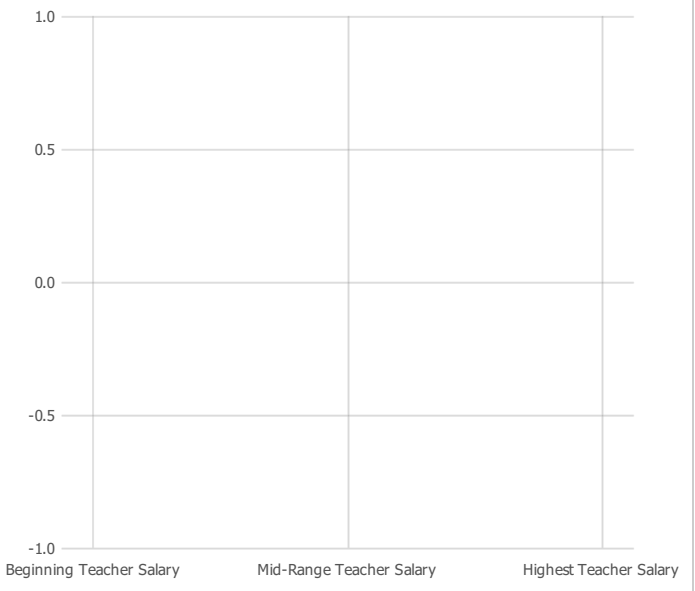
Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

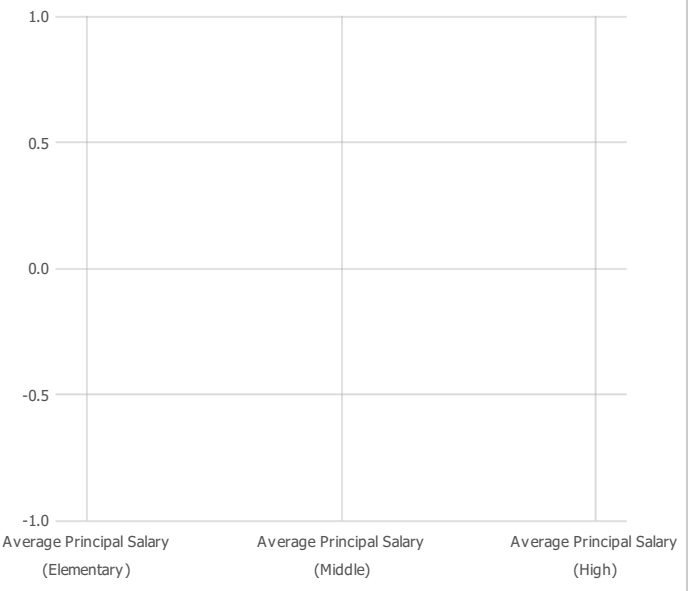
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/26/2015

Professional Development – Most Recent Three Years

The 2013-2014 school year began with an all staff training day which included a review of the 2012-2013 accomplishments and goals set for the coming year. Throughout the year follow up training in all of goal areas was provided through zone meetings as well as individual 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 the recipient of the National Professional Development Center's grant for staff development for teachers working with individuals with autism. Trainings on evidence based practices were held throughout the county and a model middle school class was established. This training and classroom is not only a support to RCOE teachers, but a support for teachers throughout the state.

Last updated: 1/26/2015