

About This School

Contact Information (School Year 2012-13)

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, Special Education
E-mail Address	avessey@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	M. Young
E-mail Address	kyoung@rcoe.us

Last updated: 1/21/2014

School Description and Mission Statement (School Year 2012-13)

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: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

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

Last updated: 1/21/2014

Student Performance

Standardized Testing and Reporting Program

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

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

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

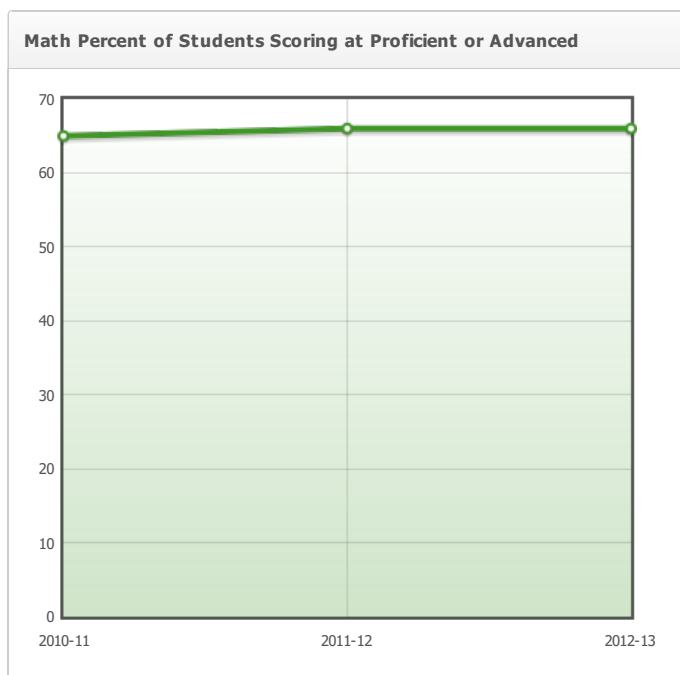
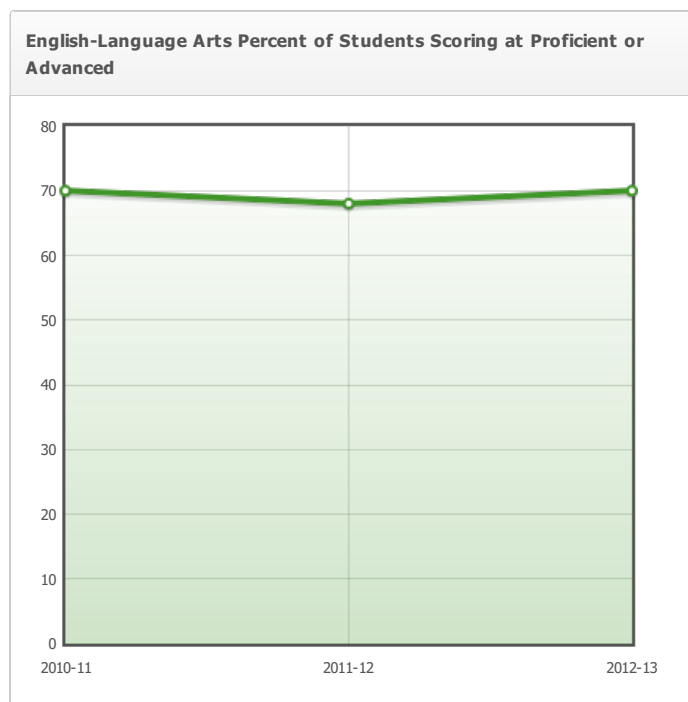
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

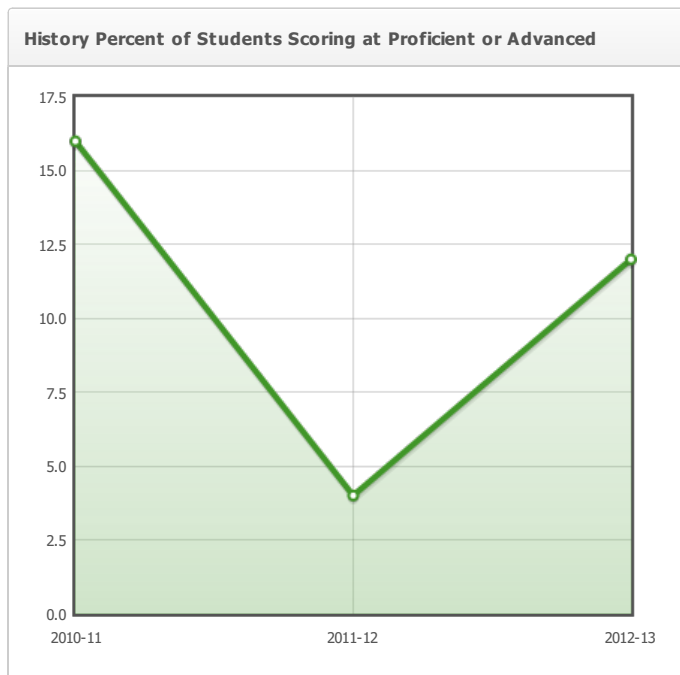
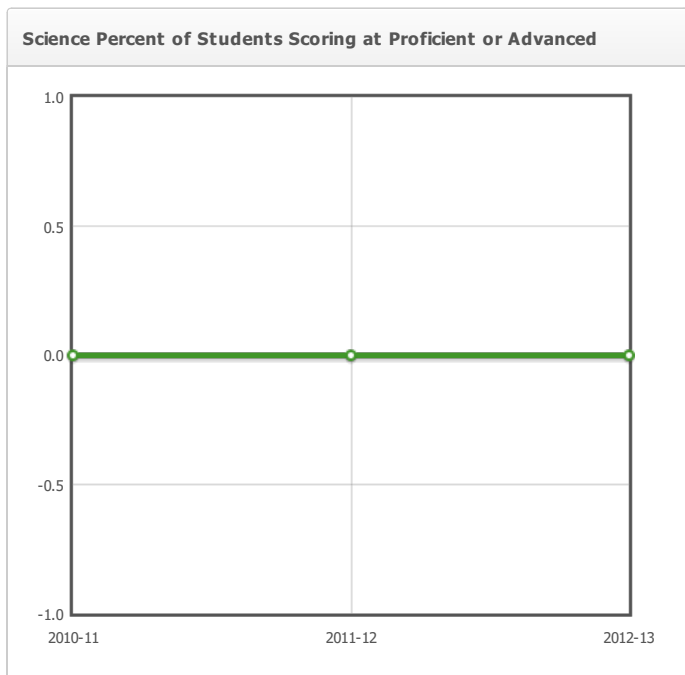
Standardized Testing and Reporting Results for All Students - Three-Year

Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	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%
Science	N/A	N/A	N/A	34%	42%	47%	57%	60%	59%
History-Social Science	16%	4%	12%	24%	27%	30%	48%	49%	49%

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





Last updated: 1/21/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50%	45%	49%	30%
All Students at the School	70%	66%	72%	12%
Male	69%	64%	75%	12%
Female	73%	67%	65%	N/A
Black or African American	54%	54%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	74%	69%	84%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	59%	51%	44%	14%
Two or More Races	91%	91%	N/A	N/A
Socioeconomically Disadvantaged	77%	71%	79%	13%
English Learners	74%	68%	85%	9%
Students with Disabilities	70%	66%	72%	12%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

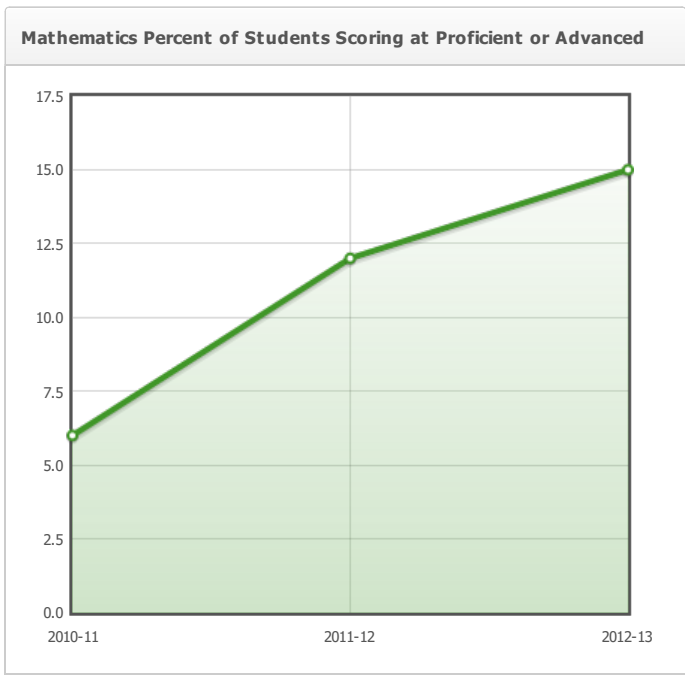
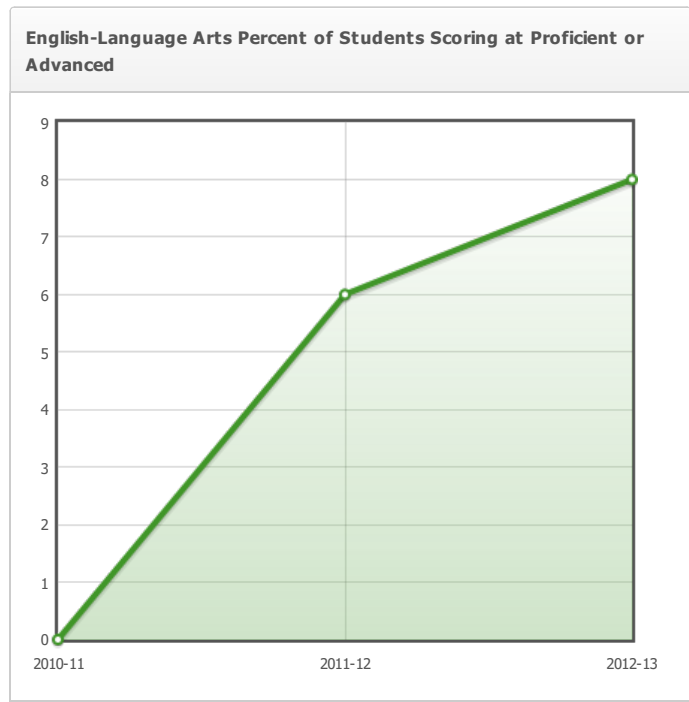
Last updated: 1/21/2014

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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	6%	8%	36%	37%	36%	59%	56%	57%
Mathematics	6%	12%	15%	24%	28%	29%	56%	58%	60%

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: 1/21/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64%	18%	18%	71%	22%	7%
All Students at the School	92%	N/A	8%	85%	15%	N/A
Male	92%	N/A	8%	83%	17%	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	92%	N/A	8%	85%	15%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/21/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	4.1%	4.1%
7	2.1%	8.5%	2.1%
9	3.8%	3.8%	3.8%

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: 1/21/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

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	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

Last updated: 1/21/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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: 1/21/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	488	774	368	503	4,655,989	790
Black or African American	28	683	58	464	296,463	708
American Indian or Alaska Native	2		6		30,394	743
Asian	14	846	3		406,527	906
Filipino	6		1		121,054	867
Hispanic or Latino	334	792	223	484	2,438,951	744
Native Hawaiian or Pacific Islander	3		1		25,351	774
White	96	719	62	580	1,200,127	853
Two or More Races	5		13	612	125,025	824
Socioeconomically Disadvantaged	148	712	323	498	2,774,640	743
English Learners	207	788	81	474	1,482,316	721
Students with Disabilities	488	774	60	394	527,476	615

Last updated: 1/21/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/21/2014

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

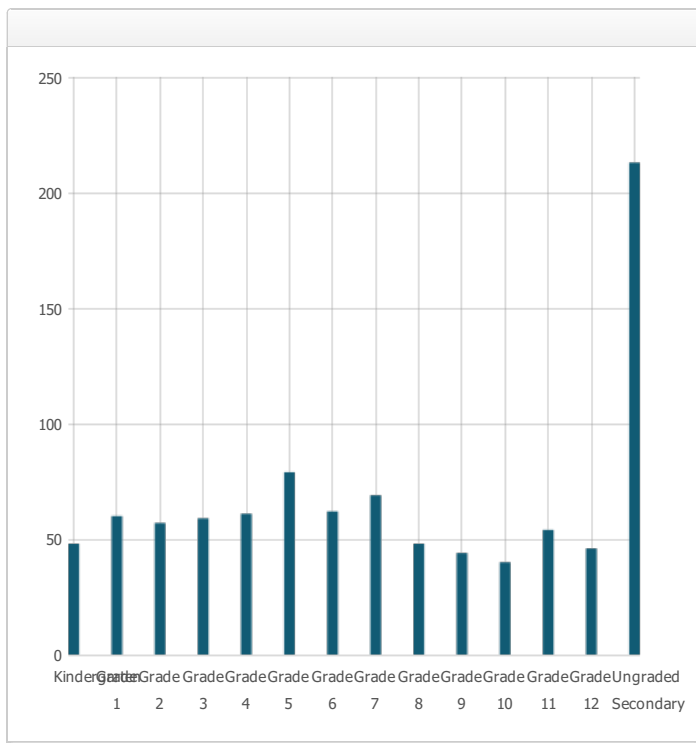
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Last updated: 1/21/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

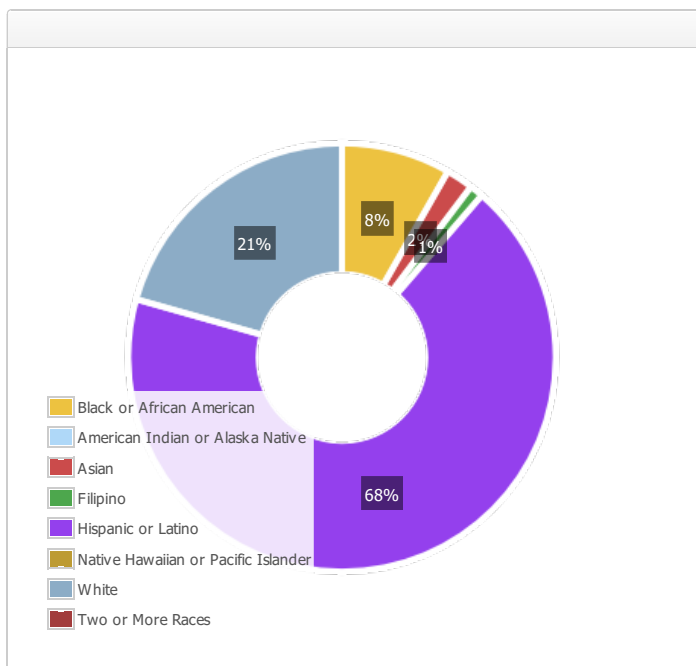
Grade Level	Number of Students
Kindergarten	48
Grade 1	60
Grade 2	57
Grade 3	59
Grade 4	61
Grade 5	79
Grade 6	62
Grade 7	69
Grade 8	48
Grade 9	44
Grade 10	40
Grade 11	54
Grade 12	46
Ungraded Secondary	213
Total Enrollment	940



Last updated: 1/21/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	8.0
American Indian or Alaska Native	0.9
Asian	2.0
Filipino	1.3
Hispanic or Latino	66.4
Native Hawaiian or Pacific Islander	0.5
White	20.3
Two or More Races	0.6
Socioeconomically Disadvantaged	39.5
English Learners	39.5
Students with Disabilities	98.7



Last updated: 1/21/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	6.6	13	0	0	4.0	10	0	0	2.0	21		
1	8.0	4	0	0	8.0	9	0	0	3.0	23		
2	8.3	6	0	0	8.0	6	0	0	2.0	25		
3	9.1	9	0	0	9.4	5	0	0	2.0	26		
4	10.3	3	0	0	9.3	6	0	0	2.0	27		
5	10.0	3	0	0	7.3	7	0	0	3.0	27		
6	11.7	3	0	0	8.4	5	0	0	2.0	25		
Other	11.0	6	0	0	0.0	8	0	0	7.0	29	1	

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

Last updated: 1/21/2014

School Safety Plan (School Year 2012-13)

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.

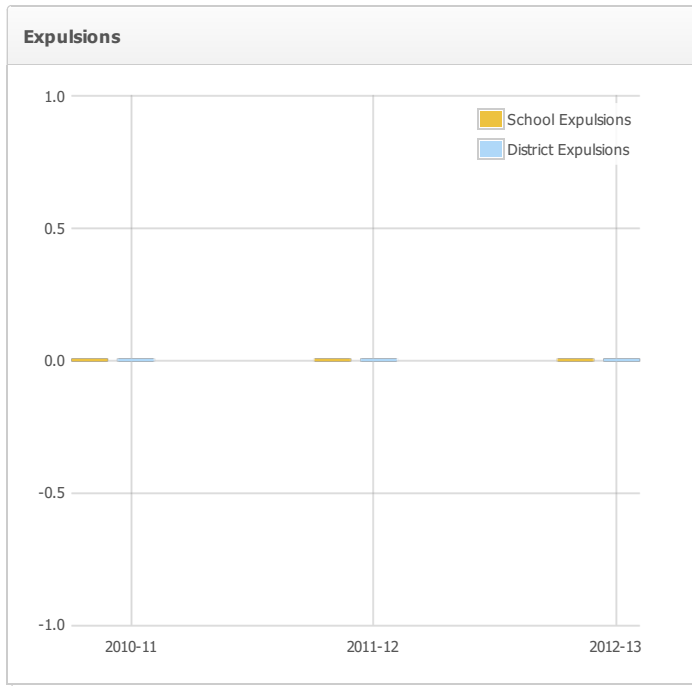
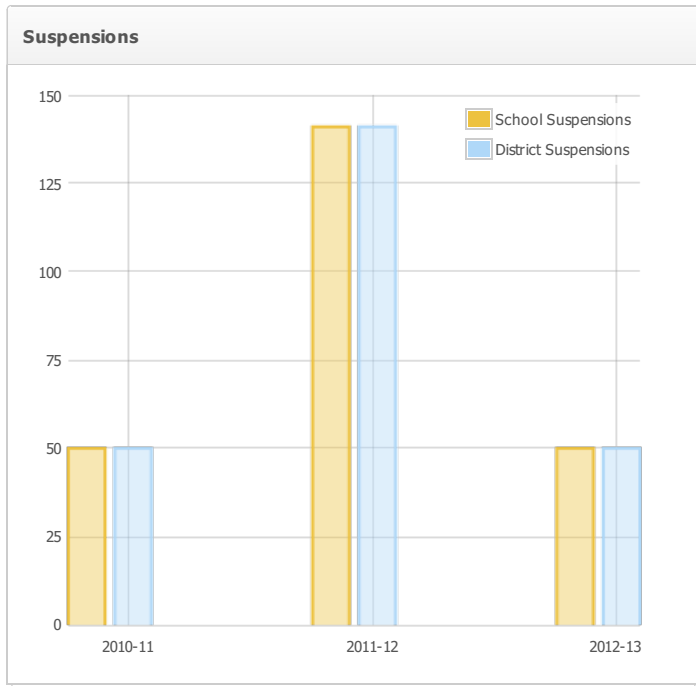
The key elements, reviews, and updates are discussed with school faculty at the beginning of each school year and again prior to any new adoptions. The RCOE faculty and students are also included in each school sites individual school safety plan where the classes are located. The school site administrator reviews this plan with the RCOE administrator annually.

Last updated: 1/21/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	50.00	141.00	50.00	50.00	141.00	50.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

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



Last updated: 1/22/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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 (School Year 2012-13)

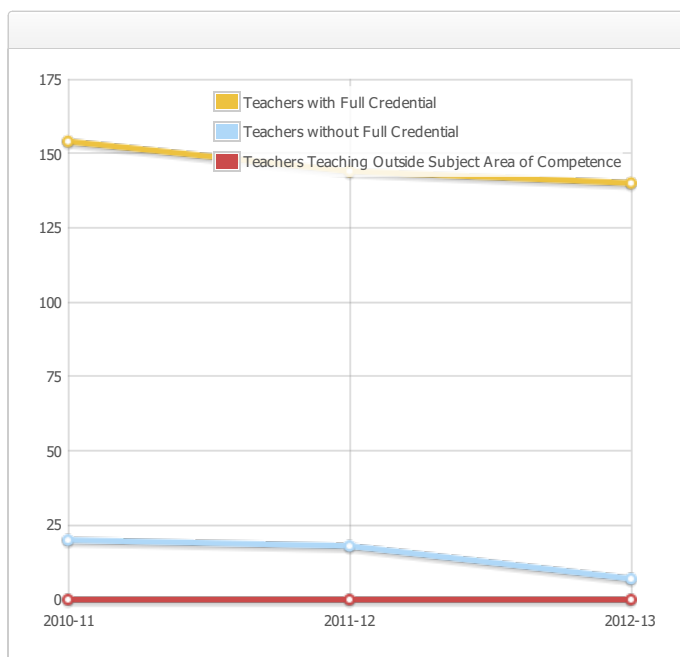
Overall Rating	Good
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Last updated: 1/22/2014

Teachers

Teacher Credentials

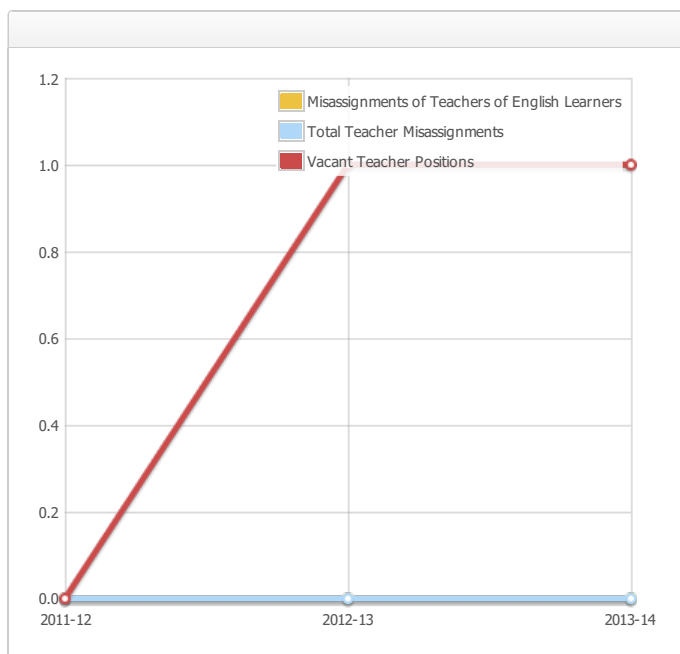
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	154	144	140	
Without Full Credential	20	18	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1



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

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

Last updated: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	0	0
All Schools in District	44	56
High-Poverty Schools in District	44	56
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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	7.0	N/A
Speech/Language/Hearing Specialist	15.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>Diploma Bound: 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)</p> <p>Certificate Bound ELA: Houghton Mifflin Reading: A Legacy c. 2003; SRA/Reach 2002: Intervention Program: All Sets & Individual Items; SRA/Language for Learning & Language for Thinking Series.</p>	Yes	0.0
Mathematics	<p>Diploma Bound Math Core Adoption: Scott Foresman-Addison Wesley-Envision Math California Program - K-6th Grade; California HSP Math (Harcourt School Publishers)- K-6th Grade; California Algebra 1 (Prentice Hall) - 8th-10th Grade; California Algebra 1 (McDougal Littell) - 8th-10th Grade; McDougal Algebra 2 c 2004 (McDougal Littell) - 10th-11th Grade</p> <p>Certificated Bound Math Core Adoption: Scott Foresman-Addison Wesley-Envision Math California Program - K-6th Grade; California HSP Math (Harcourt School Publishers) - K-6th Grade; Number Worlds (SRA/McGraw Hill) - K-6th Grade; Connecting Math Concepts (SRA/McGraw Hill) - K-8th Grade; Ablenet Equals Math Curriculum Kit: Comprehensive kit for K-adult aligned with California Alternate Performance Standards (www.ablenetic.com) - K-12th Grade</p>	Yes	0.0
Science	<p>Diploma Bound Science Core Adoption: Harcourt Health & Fitness includes textbooks, teacher guides, resources, multimedia materials (California Edition) (Harcourt School Publishers) - K-6th Grade; Glencoe Teen Health, Course 1, 2, 3 California Edition (Glencoe/McGraw Hill) - 7th-8th Grade; Biology, CA Edition c 2008 (McDougal Littell) - 9th-10th Grade; Earth Science CA edition c 2006 (Pearson Education, Inc.) - 10th-11th Grade</p> <p>Certificated Bound Science Core English Learner & Adapted Materials: <i>Abilitations</i> - Abilitations Super Mini Dome; Large Oval Texture Switch, Lighted Signal Switch, Medium Oval Texture Switch, Medium Oval Texture Switch w/Latch & timer, No-Tip Wobble Switch; Rikki Rooster Reward Toy; Roly Poly Cow Reward Toy, Shuttle School Bus, Small Operated Adapted Fan Reward Toy, Wobble Switches (Blue), Wobble Switches (Red), Zoe Zebra Reward Toy; <i>Enabling Devices</i> - 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 and 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, Happy6 Switch, Hearing Impaired Activity Center</p>	Yes	0.0
History-Social Science	<p>Diploma Bound Social Studies Core Adoptions: Reflections: California Series (Harcourt School Publishers) - K-6th Grade; Prentice Hall Social Studies (California Edition) (Prentice Hall) - 7th-8th Grade; Glencoe World History: Modern Times c 2006 (Glencoe/McGraw Hill) - 10th Grade; The American Vision: Modern Times c 2009 (Glencoe/McGraw Hill) - 11th Grade; Economics: Today and Tomorrow c 2005 (Glencoe/McGraw Hill) - 12th Grade; Glencoe World Geography c 2005 (Glencoe/McGraw Hill) - 9th-12th Grade</p>	Yes	0.0
Foreign Language	<p><i>*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.</i></p>		0.0

Health	<p><i>*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.</i></p>	0.0
Visual and Performing Arts	<p><i>*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.</i></p>	0.0
Science Laboratory Equipment (grades 9-12)	<p><i>*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.</i></p>	0.0

Last updated: 1/22/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	\$42,727	\$00	\$73,635
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	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

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: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

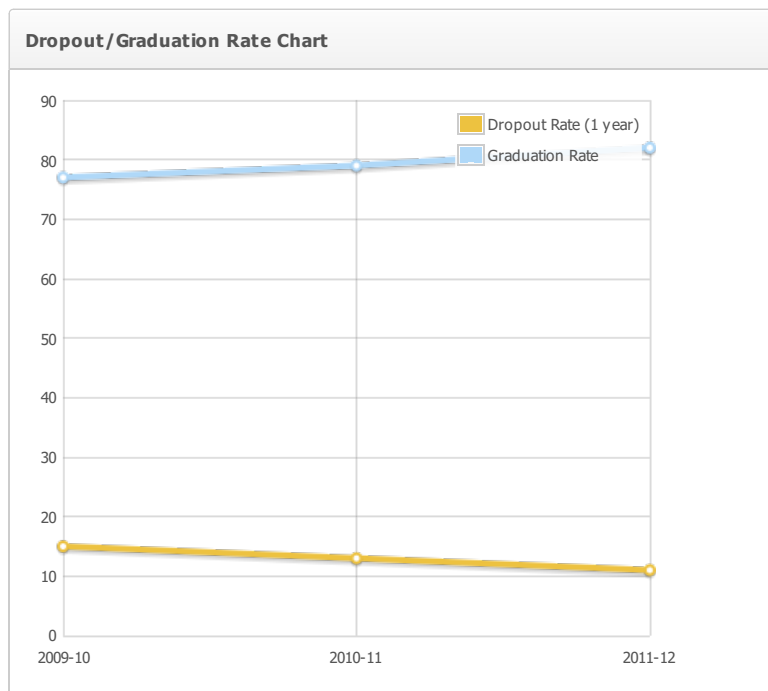
Eligibility for admission to the California State University (CSU) is determined by three factors:

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	15.1	13.5	11.2	15.1	13.5	11.2	16.6	14.7	13.1
Graduation Rate	77.72	79.95	82.46	77.72	79.95	82.46	74.72	77.14	78.73



Last updated: 1/22/2014

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2012		
	School	District	State
All Students	8	490	418,598
Black or African American	2	42	28,078
American Indian or Alaska Native		2	3,123
Asian		3	41,700
Filipino		1	12,745
Hispanic or Latino	1	238	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	5	186	127,801
Two or More Races		16	6,790
Socioeconomically Disadvantaged	3	210	217,915
English Learners	1	55	93,297
Students with Disabilities	7	35	31,683

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

Last updated: 1/22/2014

Career Technical Education Programs (School Year 2012-13)

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: 1/22/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/22/2014

Advanced Placement Courses (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/22/2014

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 2012-2013 school year began with an all staff training day which included a review of the 2011-2012 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: 1/31/2014