

# Riverside County Special Education

3939 13th Street • Riverside, CA 92502-0868 • (951) 826-6476 • Grades K-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Riverside County Office of Education

3939 13th Street  
Riverside, CA 92502-0868  
(951) 826-6530  
www.rcoe.us

#### District Governing Board

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Wendel W. Tucker, Vice President  
Jeanie B. Corral, Member  
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#### **Chief Personnel Officer**

### School Description

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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (951) 826-6476 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	64
Grade 2	64
Grade 3	69
Grade 4	48
Grade 5	55
Grade 6	45
Grade 7	58
Grade 8	52
Grade 9	36
Grade 10	31
Grade 11	25
Grade 12	37
Ungraded Secondary	6
<b>Total Enrollment</b>	<b>646</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.5
Asian	2.8
Filipino	0.9
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	0.5
White	21.1
Two or More Races	0.9
Socioeconomically Disadvantaged	50.5
English Learners	36.4
Students with Disabilities	100
Foster Youth	4.2

## 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			
Riverside County Special Education	13-14	14-15	15-16
<b>With Full Credential</b>	217	193	203
<b>Without Full Credential</b>	9	12	14
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Riverside County Office of Education	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Special	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	18	28

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>		
Districtwide		
<b>All Schools</b>		
<b>High-Poverty Schools</b>		
<b>Low-Poverty Schools</b>		

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>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 &amp; 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 &amp; 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 &amp; 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); EDGE: Teacher &amp; Student Materials with Language and Grammar, 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 &amp; Grammar Materials on CD (Hampton-Brown) 1ST-12th Grade; Reasoning and Writing, Expressive Writing I &amp; II, Essentials for Writing, Spelling Mastery (SRA McGraw-Hill, Division of McGraw-Hill) K-12th Grade; Early Literacy, Pathways to Literacy, Teaching to Standards ELA (Attainment) K-12th Grade</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Scott Foresman-Addison Wesley-Envision Math California Program: All Items in Theme Sets &amp; Individual Items - K-6th Grade; California HSP Math: All Items in Theme Sets and Individual Items (Harcourt School Publishers) - K-6th Grade; Connecting Math Concepts: All Items in Theme Sets &amp; 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 1 One-Stop; All Listed Curricular Materials Included in Set (Holt) 6th-12th; Numbers 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.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Harcourt Health &amp; Fitness: All Items in Theme Sets &amp; Individuals Items (Harcourt School Publishers) – K-6th Grade; Houghton Mifflin Science: All Items in Theme Sets and Individual Items (Houghton Mifflin) 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 &amp; Individual Items (McDougal Lit tell) - 9th -10th Grade; Earth Science CA edition c 2006: All Items in Theme Sets and Individual Items (Pearson Education, Inc.) - 10th -11th Grade; Teaching to Standards Science, Science Step by Step (Attainment) K-12th Grade</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Harcourt Health &amp; Fitness: All Items in Theme Sets &amp; Individuals Items (Harcourt School Publishers) – K-6th Grade; Houghton Mifflin Science: All Items in Theme Sets and Individual Items (Houghton Mifflin) 7th-8th Grade; Pearson AGS Globe Fearon: All Items in Theme Sets &amp; 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 &amp; Individual Items (Glencoe/McGraw-Hill) – 12th Grade</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>*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.</p>
<b>Health</b>	<p>*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.</p>
<b>Visual and Performing Arts</b>	<p>*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.</p>

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	*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.

### 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Painting of interior surfaces required. Painting of interior surfaces planned for completion prior to the end of the school year
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Replacement of burnt out lights. Replacement planned for completed prior to end of school year
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
Math	4	1	33

\* 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.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	--	--	9	6	7	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.00	4.00	2.00
7	6.40	14.90	4.30

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	7
All Student at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	29	25	86.2	68	20	0	0
	4	21	19	90.5	74	0	5	0
	5	56	21	37.5	76	5	5	0
	6	21	20	95.2	55	15	0	0
	7	24	21	87.5	67	10	0	5
	8	62	17	27.4	41	29	0	0
	11	12	4	33.3	--	--	--	--
Male	3		12	41.4	58	25	0	0
	4		16	76.2	69	0	6	0
	5		13	23.2	69	8	8	0
	6		16	76.2	63	6	0	0
	7		18	75.0	67	11	0	6
	8		15	24.2	40	27	0	0
	11		3	25.0	--	--	--	--
Female	3		13	44.8	77	15	0	0
	4		3	14.3	--	--	--	--
	5		8	14.3	--	--	--	--
	6		4	19.0	--	--	--	--
	7		3	12.5	--	--	--	--
	8		2	3.2	--	--	--	--
	11		1	8.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	3		3	10.3	--	--	--	--
	4		4	19.0	--	--	--	--
	6		5	23.8	--	--	--	--
	7		2	8.3	--	--	--	--
	8		2	3.2	--	--	--	--
	11		1	8.3	--	--	--	--
<b>American Indian or Alaska Native</b>	4		1	4.8	--	--	--	--
	5		1	1.8	--	--	--	--
	7		1	4.2	--	--	--	--
<b>Asian</b>	5		1	1.8	--	--	--	--
	6		2	9.5	--	--	--	--
<b>Filipino</b>	11		0	0.0	--	--	--	--
<b>Hispanic or Latino</b>	3		14	48.3	71	21	0	0
	4		12	57.1	92	0	8	0
	5		11	19.6	82	9	0	0
	6		8	38.1	--	--	--	--
	7		11	45.8	73	9	0	9
	8		9	14.5	--	--	--	--
	11		3	25.0	--	--	--	--
<b>White</b>	3		8	27.6	--	--	--	--
	4		2	9.5	--	--	--	--
	5		8	14.3	--	--	--	--
	6		4	19.0	--	--	--	--
	7		6	25.0	--	--	--	--
	8		6	9.7	--	--	--	--
	11		0	0.0	--	--	--	--
	<b>Two or More Races</b>	7		1	4.2	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		13	44.8	85	8	0	0
	4		9	42.9	--	--	--	--
	5		7	12.5	--	--	--	--
	6		12	57.1	58	0	0	0
	7		12	50.0	67	8	0	0
	8		8	12.9	--	--	--	--
	11		1	8.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>English Learners</b>	<b>3</b>		4	13.8	--	--	--	--
	<b>4</b>		9	42.9	--	--	--	--
	<b>5</b>		7	12.5	--	--	--	--
	<b>6</b>		3	14.3	--	--	--	--
	<b>7</b>		3	12.5	--	--	--	--
	<b>8</b>		6	9.7	--	--	--	--
	<b>11</b>		2	16.7	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		24	82.8	67	21	0	0
	<b>4</b>		11	52.4	73	0	0	0
	<b>5</b>		19	33.9	74	5	5	0
	<b>6</b>		16	76.2	50	19	0	0
	<b>7</b>		12	50.0	75	8	0	0
	<b>8</b>		12	19.4	33	25	0	0
	<b>11</b>		4	33.3	--	--	--	--
<b>Foster Youth</b>	<b>3</b>		--	--	--	--	--	--
	<b>4</b>		--	--	--	--	--	--
	<b>5</b>		--	--	--	--	--	--
	<b>6</b>		--	--	--	--	--	--
	<b>7</b>		--	--	--	--	--	--
	<b>8</b>		--	--	--	--	--	--
	<b>11</b>		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	29	25	86.2	80	12	4	0
	<b>4</b>	21	18	85.7	83	6	6	0
	<b>5</b>	56	21	37.5	86	10	5	0
	<b>6</b>	21	20	95.2	65	0	5	0
	<b>7</b>	24	18	75.0	61	11	0	6
	<b>8</b>	62	17	27.4	47	18	0	0
	<b>11</b>	12	4	33.3	--	--	--	--
<b>Male</b>	<b>3</b>		12	41.4	83	8	8	0
	<b>4</b>		15	71.4	80	7	7	0
	<b>5</b>		13	23.2	85	8	8	0
	<b>6</b>		16	76.2	69	0	0	0
	<b>7</b>		15	62.5	73	0	0	7
	<b>8</b>		15	24.2	47	13	0	0
	<b>11</b>		3	25.0	--	--	--	--
<b>Female</b>	<b>3</b>		13	44.8	77	15	0	0
	<b>4</b>		3	14.3	--	--	--	--
	<b>5</b>		8	14.3	--	--	--	--
	<b>6</b>		4	19.0	--	--	--	--
	<b>7</b>		3	12.5	--	--	--	--
	<b>8</b>		2	3.2	--	--	--	--
	<b>11</b>		1	8.3	--	--	--	--
<b>Black or African American</b>	<b>3</b>		3	10.3	--	--	--	--
	<b>4</b>		4	19.0	--	--	--	--
	<b>6</b>		5	23.8	--	--	--	--
	<b>7</b>		2	8.3	--	--	--	--
	<b>8</b>		2	3.2	--	--	--	--
	<b>11</b>		1	8.3	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>4</b>		1	4.8	--	--	--	--
	<b>5</b>		1	1.8	--	--	--	--
	<b>7</b>		1	4.2	--	--	--	--
<b>Asian</b>	<b>5</b>		1	1.8	--	--	--	--
	<b>6</b>		2	9.5	--	--	--	--
<b>Filipino</b>	<b>11</b>		0	0.0	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		14	48.3	71	21	0	0
	4		12	57.1	92	0	8	0
	5		11	19.6	100	0	0	0
	6		8	38.1	--	--	--	--
	7		8	33.3	--	--	--	--
	8		9	14.5	--	--	--	--
	11		3	25.0	--	--	--	--
White	3		8	27.6	--	--	--	--
	4		1	4.8	--	--	--	--
	5		8	14.3	--	--	--	--
	6		4	19.0	--	--	--	--
	7		6	25.0	--	--	--	--
	8		6	9.7	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	7		1	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		13	44.8	100	0	0	0
	4		8	38.1	--	--	--	--
	5		7	12.5	--	--	--	--
	6		12	57.1	58	0	0	0
	7		11	45.8	82	0	0	0
	8		8	12.9	--	--	--	--
	11		1	8.3	--	--	--	--
English Learners	3		4	13.8	--	--	--	--
	4		9	42.9	--	--	--	--
	5		7	12.5	--	--	--	--
	6		3	14.3	--	--	--	--
	7		3	12.5	--	--	--	--
	8		6	9.7	--	--	--	--
	11		2	16.7	--	--	--	--
Students with Disabilities	3		24	82.8	79	13	4	0
	4		10	47.6	--	--	--	--
	5		19	33.9	84	11	5	0
	6		16	76.2	63	0	6	0
	7		10	41.7	--	--	--	--
	8		12	19.4	42	17	0	0
	11		4	33.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**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**

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: School Climate**

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.

**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 RCOE faculty and students are also included in each school sites individual school safety plan where the classes are located. The school site administrator reviews this plan with the RCOE administrator annually.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	2.66	2.36	4.03
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.20	4.55	3.71
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	No	No	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
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		3
Percent of Schools Currently in Program Improvement		60.0

**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	6	16	7	13	9	13		3			2	
1			1			1						
2			5			2						
3	7	2	9	1	1	3						
4	10	2	6	3	3	3						
5	9		9	6		6						
6	7	4	3	6	2	5						
Other	9	8	8	17	12	12						

**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	4
Social Worker	0
Nurse	6
Speech/Language/Hearing Specialist	7
Resource Specialist	0
Other	3
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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.

2014-15 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	65	18	17	70	22	8
All Students at the School	0			0	0	

\* 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.

### Professional Development provided for Teachers

The 2014-2015 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	41,256.20	40,669.19	587.01	65,263.62
District	◆	◆		
State	◆	◆	\$5,348	
Percent Difference: School Site/District				
Percent Difference: School Site/ State			-89.0	

\* Cells with ◆ do not require data. \*Due to the frequent movement of students, expenditures per pupil data is not available.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Riverside County Special Education	2012-13	2013-14	2014-15
English-Language Arts	8		
Mathematics	15		
Riverside County Office of Education	2012-13	2013-14	2014-15
English-Language Arts	36	35	35
Mathematics	29	35	30
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Riverside County Special Education	2011-12	2012-13	2013-14
Dropout Rate	11.10	9.50	9.30
Graduation Rate	82.51	84.41	85.24
Riverside County Office of Education	2011-12	2012-13	2013-14
Dropout Rate	11.10	9.50	9.30
Graduation Rate	82.51	84.41	85.24
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

### Career Technical Education Programs

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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	29.73	56.52	84.6
Black or African American		48	76
American Indian or Alaska Native		88.89	78.07
Asian		53.85	92.62
Filipino		57.14	96.49
Hispanic or Latino	25.93	48.73	81.28
Native Hawaiian/Pacific Islander		150	83.58
White	33.33	79.19	89.93
Two or More Races		68.97	82.8
Socioeconomically Disadvantaged	29.73	41.05	61.28
English Learners	27.27	32.84	50.76
Students with Disabilities	28.57	54.91	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.