

Monterey County Special 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 Contact Information	
School Name	Monterey County Special Education
Street	
City, State, Zip	Salinas, CA, 93912
Phone Number	831.755.0300
Principal	Mariphil Romanow-Cole
E-mail Address	mcole@monterey.k12.ca.us
Web Site	www.monterey.k12.ca.us
CDS Code	27102726069512

District Contact Information	
District Name	Monterey County Office of Education
Phone Number	831.755.0300
Superintendent	Nancy Kotowski
E-mail Address	kotowski@monterey.k12.ca.us
Web Site	

School Description and Mission Statement (Most Recent Year)

MCOE's Special Education Division in partnership with families, local districts and communities provides comprehensive expertise, education, support and tools for students with complex and intensive needs, preparing all students to achieve their unique potential as valued and contributing members of their families and society. We offer regional programs taught by our staff of more than 300 Special Education professionals who serve at more than 30 locations throughout Monterey County, serving over 600 students with moderate to severe disabilities. With expertise in occupational therapy, speech and language therapy, psycho-educational assessment, adapted physical education and specialized transportation, we offer a range of classroom and support services to help students with physical, emotional and/or mental disabilities achieve their education goals.

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

Grade Level	Number of Students
Kindergarten	39
Grade 1	35
Grade 2	26
Grade 3	33
Grade 4	25
Grade 5	37
Grade 6	32
Grade 7	22
Grade 8	22
Grade 9	11
Grade 10	7
Grade 11	7
Grade 12	8
Total Enrollment	304

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	1.6
Filipino	3.6
Hispanic or Latino	75.3
Native Hawaiian or Pacific Islander	0.3
White	15.8
Two or More Races	1.3
Socioeconomically Disadvantaged	68.1
English Learners	44.1
Students with Disabilities	99.0

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	87	51	52	
Without Full Credential	7	6	6	
Teaching Outside Subject Area of Competence (with full credential)	4	1	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	6	2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/02/2014

Selections of state-adopted textbooks and instructional materials are based upon each student's learning, processing and physical abilities and guided by the Individual Education Plan (IEP). Students have access to most recent adoption of textbooks and other instructional materials in each core curriculum area. The Common Core State Standards are also being addressed in ELA and Math using new and existing materials. For students attending academic programs on district sites, students have access to the same textbooks that the non-disabled peers use. MCOE teachers collaborate with the district staff to select the same publishers and insure that they are on the same curriculum framework cycle as the host district. In cases where students' functioning levels limit their ability to use textbooks, staff members creatively use adaptive tools such as computer programs, Alternate/Augmentative Communication (AAC) devices or communication books to gain access to the core curriculum. Students with vision, hearing or orthopedic needs also receive supplementary materials through the California Low-Incidence Program. Communication/language is a focus for all of the students. Communication/language skills are emphasized in lessons for all of the core content areas. The goals for all students including English Learners are developed by each student's IEP team. The MCOE Curriculum & Assistive Technology Center & Satellite Resource Centers offer a professional library and training on curriculum and instructional materials. Staff can review best practices, review and acquire newly-adopted textbooks and make instructional materials on site. Staff can attend Materials Fairs which are hosted by the Resource Center that focus on the newest state-adopted textbooks and instructional materials. New math materials were purchased in the Spring of 2014. Professional Development was provided using the materials on October 17th for all SDC teachers. Currently, materials for teaching the Common Core State Standards in ELA are being reviewed. Students with vision, hearing or orthopedic needs can also receive adapted supplementary materials through the California Low-Incidence Program.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See narrative	Yes	0%
Mathematics	See narrative	Yes	0%
Science	See narrative	Yes	0%
History-Social Science	See narrative	Yes	0%
Foreign Language	See narrative	Yes	0%
Health	See narrative	Yes	0%
Visual and Performing Arts	See narrative	Yes	0%
Science Laboratory Equipment (grades 9-12)	See narrative	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 1, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Regular preventative maintenance and pest prevention program in place.
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Hazardous material storage plan in place, all MSDS Binders have been updated.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

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)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	37	24	31	38	37	42	60	59	60

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

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	42
All Student at the School	31
Male	38
Female	21
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	
White	33
Two or More Races	
Socioeconomically Disadvantaged	23
English Learners	
Students with Disabilities	31
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

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	59	46	51	42	42	42	54	56	55
Mathematics	46	32	33	41	41	43	49	50	50
History-Social Science	0			18	20	20	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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
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.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-123	-29	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

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

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	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				35	29	37	56	57	56
Mathematics				26	21	37	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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	63	18	19	63	26	11
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

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	2.9		2.9
7	13.0	4.3	8.7
9			

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.

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)

Training for parents with special needs children are offered at Special Education sites. Monthly Preschool Parent meetings are held at Bard Blades in Salinas. SELPA hosts a number of trainings, including staff from Easter Seals and MCOE's Behavior team. Easter Seals trainings are offered by the Autism and Community Services Manager. Child care is provided at the trainings. Presentations include many topics such as behavioral management, sibling rivalry, temper tantrums, etc. Discussions are offered at the end of the trainings to offer an opportunity for parents to communicate with other parents of special needs children. Monthly Preschool parent groups meet to discuss topics that they select such as nutrition, behavior management, and sibling relationships. Handouts, brochures and other resource information are made available to parents year round.

State Priority: Pupil Engagement

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)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	14.1	12.3	10.4	14.1	12.3	10.4	14.7	13.1	11.4
Graduation Rate	75.28	79.13	80.02	75.28	79.13	80.02	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.5	0.3	.4	0.9	1.6	1.0	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The mission of the Special Education Division of the Monterey County Office of Education (MCOE) as it relates to the Comprehensive School Safety Plan is to provide a safe, secure and positive learning environment for all students and staff through the implementation of a framework of policies, regulations and procedures in accordance with Senate Bill 187, State Department of Education directives and the mandates of the Monterey County Board of Education. The intent of this plan is to be both preventative and proactive as we seek to ensure that the valued assets of our students and staff are recognized and respected and that our goals of learning will be more fully realized and respected in a safe and supportive learning environment.

Throughout the school year, each individual school site on which the Special Education programs are operated, as a matter of standard procedure, periodically reviews the Comprehensive School Safety Plan. At each interval, this review is conducted with the specific objective of coordinating effective site-based operational procedures with the requirements of State Legislation, Department of Education Code, MCOE Board Policy and MCOE Administrative Regulations.

Emergency procedures designed to be employed at the site level were developed through the collaboration of the Safety Plan Committee and the Special Education staff. MCOE special education classes on each school site have adapted the general template of emergency procedures to prevailing circumstances unique to the site, while retaining essential command and control links with the Division Emergency Incident Response Team.

Safety related documents which are reviewed and updated annually at the Special Education sites include: Special Education Division Handbook, which contains policies and procedures for non-emergency safety issues; supports, modifications and essential procedures for assisting students with severe physical and other disabling disorders, medical conditions and impaired intellectual functioning in the event of an emergency, natural disaster or other potential life and health-threatening issues of an immediate nature; an updated phone tree for each site and it's MCOE administrator.

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		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2	2	0	0	3	13			3	12		
1	98	0	0	15	3	10			3	12		
2					3	11			2	12		
3	1	1	0	0	2	12			2	14		
4					2	15			2	13		
5					2	15			3	14		
6					2	18			2	13		
Other	256.6	3	0	47								

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

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
Counselor (Social/Behavioral or Career Development)	2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	6	---
Social Worker	0	---
Nurse	4	---
Speech/Language/Hearing Specialist	14	---
Resource Specialist	5	---
Other	19	---

Note: Cells with "----" 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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$30,925	\$30,626	\$299	\$68,312
District	---	---	\$299	
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	
Percent Difference: School Site and State	---	---	-94.6	-0.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)



Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
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/>.

Advanced Placement Courses (School Year 2013-14)

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		

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

MCOE Special Education offers professional development training for administrators, teachers, paraprofessionals, related service providers and office staff. Topics include instructional and classroom management skills, English Language Learner strategies, behavior intervention, assault response training, CPR safety practices, assessment and data collection, IEP compliance, web-based IEP program, technology skills, assistive technology, standards-based curriculum to include alternate curriculum, STAR testing, special education laws and more. In 2013-2014 one all staff professional development day was scheduled to address the Common Core State Standards aligned BASICS 2 curriculum, as well as the CCSS instruction in ELA for students using grade-level materials. Two professional development days were planned for October of 2014, to address a variety of topics. Math CCSS was a focus, as well as Floortime Instruction for Preschool, Legal Obligations in providing services and teaching students with an emotional disturbance. Teachers are supported through ongoing staff development on student early release days.