

Monterey County Office of Education Special Education Division

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 principal or the district office.

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 and the county. 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Monterey County Office of Education Special Education Division
Street	901 Blanco Circle
City, State, Zip	Salinas, Ca. 93912
Phone Number	831.755.0300
Principal	Mariphil Romanow-Cole
E-mail Address	mcole@montereycoe.org
Web Site	
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@montereycoe.org
Web Site	http://www.montereycoe.org

School Description and Mission Statement (School Year 2016-17)

The MCOE Special Education Division, together with our partners, provide comprehensive services for students with intensive needs that prepare each to achieve their unique potential as valued contributors to their families and community.

The Monterey County Office of Education Special Education Division provides regional programs designed for students who need highly specialized intensive services. The services are delivered through regional programs located throughout the county in 55 classrooms on 23 different school campuses. Our dedicated team of educators and support staff have the education and expertise to deliver high quality instruction for each child in our care. In addition, our specialists provide speech, adapted physical education, occupational and physical therapy to students who require these services.

Infants with special low incidence needs are served in our Early Start Program. School-age children are referred to our programs by the district that they live in. After reviewing the unique needs of each child with the parents, teachers and other staff members at an Individualized Education Program (IEP) meeting, a student will be placed into one of the MCOE special classes. Children who are visually impaired or deaf or hard of hearing are served by MCOE staff, often in their home school. We believe each child from birth through age 22 has a unique potential that can be realized through cooperation between school, home and community. Together we can make a difference, it is the only way we can!

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	41
Grade 1	29
Grade 2	44
Grade 3	34
Grade 4	28
Grade 5	32
Grade 6	23
Grade 7	13
Grade 8	21
Grade 9	8
Grade 10	7
Grade 11	9
Grade 12	7
Total Enrollment	296

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.7
Asian	1.4
Filipino	3
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	0.3
White	11.8
Two or More Races	1.7
Socioeconomically Disadvantaged	82.4
English Learners	51.7
Students with Disabilities	99
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	55	55	51	
Without Full Credential	2	4	4	
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	1	4	4
Vacant Teacher Positions	1	4	4

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 2015-16)

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 2016-17)

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 new California 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 ensure 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 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. Currently, materials for teaching the New California State Standards in ELA are being piloted. Students with vision, hearing or orthopedic needs can also receive adapted supplementary materials through the California Low-Incidence Program.

Subject	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)

MCOE operates fifty-five classrooms on twenty-three campuses throughout the Monterey County. The facilities are inspected regularly by district an or MCOE staff.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 1, 2015				
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)

Year and month of the most recent FIT report: August 1, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	0	8	52	47	44	48
Mathematics	0	1	34	34	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	32	88.9	15.6
	4	29	26	89.7	7.7
	5	32	30	93.8	6.7
	6	23	23	100.0	
	7	14	12	85.7	8.3
	8	20	18	90.0	5.6
	11	--	--	--	--
Male	3	28	25	89.3	20.0
	4	22	19	86.4	10.5
	5	27	25	92.6	8.0
	6	14	14	100.0	
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	5	--	--	--	--
	7	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	29	25	86.2	16.0
	4	23	22	95.7	9.1
	5	22	21	95.5	4.8
	6	20	20	100.0	
	7	--	--	--	--
	8	15	13	86.7	7.7
	11	--	--	--	--
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	29	26	89.7	15.4
	4	21	19	90.5	10.5
	5	25	23	92.0	4.3
	6	19	19	100.0	
	7	--	--	--	--
	8	17	16	94.1	6.3
	11	--	--	--	--
English Learners	3	20	16	80.0	12.5
	4	16	15	93.8	6.7
	5	18	17	94.4	5.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	16	16	100.0	
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	35	31	88.6	12.9
	4	29	26	89.7	7.7
	5	32	30	93.8	6.7
	6	23	23	100.0	
	7	13	12	92.3	8.3
	8	20	18	90.0	5.6
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	32	88.9	3.1
	4	29	26	89.7	3.9
	5	32	29	90.6	
	6	23	23	100.0	
	7	14	12	85.7	
	8	20	18	90.0	
	11	--	--	--	--
Male	3	28	25	89.3	4.0
	4	22	19	86.4	5.3
	5	27	24	88.9	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	14	14	100.0	
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	5	--	--	--	--
	7	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	29	25	86.2	4.0
	4	23	22	95.7	4.5
	5	22	20	90.9	
	6	20	20	100.0	
	7	--	--	--	--
	8	15	13	86.7	
	11	--	--	--	--
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	29	26	89.7	3.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	21	19	90.5	5.3
	5	25	22	88.0	
	6	19	19	100.0	
	7	--	--	--	--
	8	17	16	94.1	
	11	--	--	--	--
English Learners	3	20	16	80.0	
	4	16	15	93.8	
	5	18	16	88.9	
	6	16	16	100.0	
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	35	31	88.6	3.2
	4	29	26	89.7	3.9
	5	32	29	90.6	
	6	23	23	100.0	
	7	13	12	92.3	
	8	20	18	90.0	
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		--	30		21	43		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	60	53	88.3	30.2
Male	43	39	90.7	33.3
Female	17	14	82.4	21.4
Hispanic or Latino	42	38	90.5	29.0
White	14	12	85.7	33.3
Socioeconomically Disadvantaged	46	40	87.0	32.5
English Learners	28	27	96.4	37.0
Students with Disabilities	58	52	89.7	30.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	2.9	5.7
7	14.3	7.1	

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 (School Year 2016-17)

Trainings for parents with special needs children are offered at Special Education sites. The MCOE Social Worker has hosted quarterly Parent Educational Workshops on a variety of topics featuring parents of a special needs student as guest speakers.. 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 some trainings. Presentations include topics such as behavioral management, sibling rivalry, temper tantrums, etc. Discussions were offered at the end of the trainings to offer an opportunity for parents of children with special needs to communicate with each other. 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.40	9.60	6.80	10.40	9.60	6.80	11.40	11.50	10.70
Graduation Rate	80.02	81.55	84.50	80.02	81.55	84.50	80.44	80.95	82.27

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.2	0.9	0.0	1.4	1.7	1.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. MCOE students located on comprehensive school campuses belonging to a school district follow the plan of each site. The three stand alone campuses that MCOE operates at Bard Blades Preschool, Arthur B. Ingham School and Gabilan School all maintain their own Comprehensive School Safety Plans.

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	5	9			4	10			4	10		
2	7	3			9	2			9	2		
3	10	1			7	3			7	3		
4	1	1			5	2			5	2		
5	6	4			8	4			8	4		
6	8	6			8	5			8	5		
Other	8	7			8	6			8	6		

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 2015-16)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	5	N/A
Social Worker	1	N/A
Nurse	4	N/A
Speech/Language/Hearing Specialist	11	N/A
Resource Specialist	5	N/A
Other	19	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	28677.11	28353.38	323.73	70249
District	N/A	N/A	\$299	70249
Percent Difference: School Site and District	N/A	N/A	8.3	0.0
State	N/A	N/A	\$5,677	68,910
Percent Difference: School Site and State	N/A	N/A	-94.3	1.9

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

Types of Services Funded (Fiscal Year 2015-16)

The Monterey County Office of Education Special Education Division provides regional programs designed for students who need highly specialized intensive services. The services are delivered through regional programs located throughout the county in 55 classrooms on 23 different school campuses. Our dedicated team of educators and support staff have the education and expertise to deliver high quality instruction for each child in our care. In addition, our specialists provide speech, adapted physical education, occupational and physical therapy to students who require these services.

Infants with special low incidence needs are served in our Early Start Program. School-age children are referred to our programs by the district that they live in. After reviewing the unique needs of each child with the parents, teachers and other staff members at an Individualized Education Program (IEP) meeting, a student will be placed into one of the MCOE special classes. Children who are visually impaired or deaf or hard of hearing are usually served by MCOE staff in their home school. We believe each child from birth through age 22 has a unique potential that can be realized through cooperation between school, home and community.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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/>.

Professional Development (Most Recent Three Years)

MCOE Special Education offers professional development training for administrators, teachers, paraprofessionals, related service providers and office staff. Professional Development was offered during non-instructional Professional Learning Days, as well as regular early release days and attendance at conferences, workshops and seminar. Topics include instructional and classroom management skills, English Language Learner strategies, behavior intervention, Handle with Care 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, SBAC testing, special education laws and more. There have been three staff professional learning days for each teacher provided in the last three years. Basics III Foundations, Math, 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.

New teachers are supported in the MCOE Induction program, a two-year mentored program to assist them in their first two years of teaching. New administrators participate in the MCOE Administrative Tier II program, a two-year course designed to prepare school administrators for their assignments.