

# Special Education School

## 2010-11 School Accountability Report Card

Published During the 2011-12 School Year



### GRADES K-12

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Deborah E. Montoya, Director

John Caltagirone, Principal

### Director's Message

All staff members of the Imperial County Office of Education Special Education program share an ongoing commitment to empower students to become productive members of the community by providing quality learning opportunities in the areas of: Academic Skills, Independent Life Skills, Communication Skills, Employment Skills, and in Building Effective Relationships with others. We welcome, and are thankful for, parent and community involvement in assisting us with ensuring a quality program for our students to meet their individual education needs. The Imperial County Office of Education Special Education Department truly believes that educating children takes everyone. The School Accountability Report Card is one way of providing valuable information to parents and the community regarding the Imperial County office of Education Special Education Program. It covers a broad range of topics from student achievement to school climate to staffing and instructional materials. We hope you find it an informative and useful tool. We invite any comments and/or suggestions that may help us to better serve our students. You may call us at (760) 312-6428 if you have any questions about this report.

I would like to announce that the ICOE Special Education Department Standardized Testing and Reporting (STAR) results are in and viewable at <http://star.cde.ca.gov/star2011>. Our students performed exceptionally well such that our current Annual Performance Index (API) is 818. In addition to scoring 818, our Special Education Program met the required Annual Yearly Progress (AYP). Therefore, I would like to extend many thanks to all of the parents, teachers, speech staff, psychologists, and all support staff who work so hard to help us make these achievements and provide a quality educational program to the students we serve.

### Principal's Message

I consider my role as principal to be very important for the successful management of the school. For me, the first priority as principal is to set the tone and expectations for learning. I have developed great respect for our teachers, students, and families. My job is to create an environment for success by supporting the teachers and students. The students we serve want to learn, can learn, and will learn if the proper support system is in place for academic achievement. It has been my experience that students benefit when high expectations for achievement are coupled with the opportunity to learn. Hence, it is essential that the school and family share the responsibility to maximize every child's ability to receive a quality education. This in turn will improve quality of life and enhance post-school success.

### School Safety

Safety of students and staff is a primary concern of Imperial County Special Education. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The plan was last reviewed by members of our School Safety Team, local law enforcement, and discussed with school staff in February 2011.

IVCEC is a closed campus school. All visitors must sign in at the front office and wear an identification badge while on school grounds. Fire drills are conducted monthly and earthquake drills are conducted twice a year. The Williams Settlement procedure was implemented beginning in the 2004-05 school year with Conditions of Facility Signs posted in every classroom.

The School Safety Plan for the Special Education Department is on file at Imperial Valley Center for Exceptional Children (IVCEC) and at the Imperial County Office of Education (ICOE). The School Safety Plan outlines rules and procedures to provide a safe environment. Our plan can also be found on our website at [www.icoe.org/student/special-education/accountability-safety](http://www.icoe.org/student/special-education/accountability-safety).

### ICOE Mission Statement

The ICOE Special Education Department provides quality educational programs for eligible populations through relevant curriculum aligned to California Content Standards for the purpose of developing contributing members of society.

### Imperial County Office of Education

#### School Administration

Deborah E. Montoya,  
Senior Director

John Caltagirone,  
Principal

Lynda Schoonover,  
Program Manager

Lisa Soto,  
Program Manager

Espy Verdugo,  
Fiscal Manager

#### County Administration

Anne J. Mallory,  
Imperial County  
Superintendent of Schools

Elena R. Castro,  
Assistant Superintendent,  
Educational Services

Angela McNeece,  
Assistant Superintendent,  
Student Services

Arnold Preciado,  
Assistant Superintendent,  
Business Services

Denise Smith,  
Assistant Superintendent,  
Administrative Services

Luis Wong,  
Chief Technology Officer

#### Board of Trustees

Herlinda Belcher,  
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James L. Strain,  
Member

*“Our students performed exceptionally well such that our current Annual Performance Index (API) is 818. In addition to scoring 818, our Special Education Program met the required Annual Yearly Progress (AYP).”*

**School Profile**

ICOE Special Education provides educational services to students ages 0 through 21 with moderate to severe disabilities. We operate a special school, the Imperial Valley Center for Exceptional Children, as well as classrooms housed on comprehensive school campuses located in El Centro, Brawley, Calexico, and Imperial. We are dedicated to provide outstanding services through six programs to maximize opportunities for all students:

- Early Start Infant-Toddler Program
- Severely Disabled Program
- Deaf/Hard of Hearing Program
- Visually Impaired Program
- Speech/Language Services
- Occupational Therapy Services

District administration represents over 25 years of service to education leadership through the positions of Director, Principal and Program Managers; leadership is also displayed in the instructional staff and parent groups. They work for all students to become responsible, productive citizens through staff that is responsive to the community, working collaboratively with parents and other support agencies. In the 2010-11 school year, the school served a total of 508 students. (Based on the June 2011 Pupil Count)

**Professional Development**

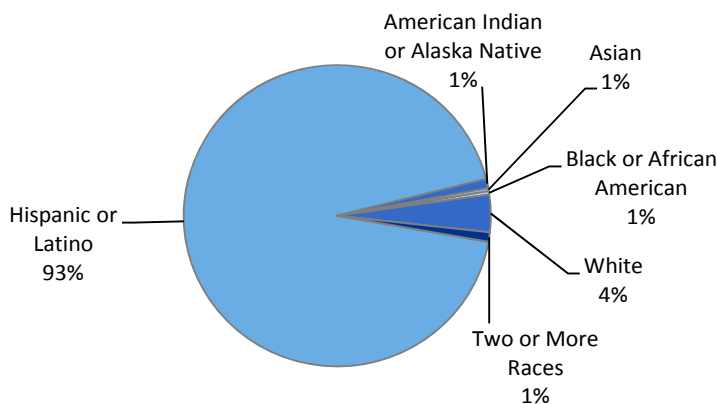
Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates five days to staff development annually, allowing for two of these days to be completed at the discretion of each teacher with administrative approval. For the previous three school years, we had five days each year dedicated to staff and professional development.

**Class Size**

Special Education Program operates multiple subject, self-contained classrooms only. All our classes are self-contained combination classes with varying amounts of students per class that never exceed more than 20 students per session.

**Enrollment and Demographics**

The total K-12 enrollment at the school was 298 students for the 2010-11 school year.\*\*



\*\* Enrollment data is based on October 2010 CBEDS. Enrollment data was gathered from DataQuest and is accurate as of May 2011.



*“The Imperial County Office of Education Special Education Department truly believes that educating children takes everyone.”*



**Student Enrollment by Group**

| Special Education School        |       |
|---------------------------------|-------|
| Socioeconomically Disadvantaged | 60.4% |
| English Learners                | 67.4% |
| Students with Disabilities      | 99.7% |

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

| School Facility Good Repair Status                        |               |                     |               |
|---|---------------|---------------------|---------------|
| Items Inspected   | Repair Status | Items Inspected     | Repair Status |
| Systems   | Good          | Restrooms/Fountains | Good          |
| Interior  | Good          | Safety              | Fair          |
| Cleanliness   | Good          | Structural          | Good          |
| Electrical  | Good          | External            | Good          |
| Overall Summary of Facility Conditions                    |               |                     | Good          |
| Date of the Most Recent School Site Inspection            |               |                     | 08/29/2011    |
| Date of the Most Recent Completion of the Inspection Form |               |                     | 08/29/2011    |

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs |  |
|--------------------------|--|
| Items Inspected          | Deficiencies, Action Taken or Planned, and Date of Action                                  |
| Systems                  | Exhaust hood make-up air needs evaporative cooler. Installed evaporative cooler—12/31/2011 |
| Interior                 | Repairs needed for raised flooring. Grinding and patching of floor tile—12/31/2011         |
| Cleanliness              | Ongoing maintenance and cleaning of MPR tables, benches and high chairs                    |
| Safety                   | Ongoing maintenance to maintain clear pathways to exits                                    |

### School Facilities

ICOE Special Education provides educational services to students ages 0 through 21 with moderate to severe disabilities. We operate a special school, the Imperial Valley Center for Exceptional Children, as well as classrooms housed on comprehensive school campuses located in El Centro, Brawley, Calexico, and Imperial. These classrooms are specially designed to meet the academic and functional curriculum needs of the students we serve. ICOE keeps these facilities in good repair condition in accordance with a maintenance plan and in compliance with the Office of Public School Construction via an ongoing evaluation process. To better school safety and security, all classrooms are connected to an alarm system integrated into the school site and have incoming and outgoing telephone service.

The ICOE Special Education Department takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, a facility survey instrument developed by the State of California Office of Public School Construction is used annually. The results of this survey are available at our County Office.

The Imperial Valley Center for Exceptional Children has eight classrooms, a multipurpose room, and five portable trailers. This school was built in 1977. Four portable trailers were added to our school in 1979 to place our Infant Toddler Program, Preschool, Speech and Language Program, and most recently an Assessment Center for Assistive Technology. The school opened in 1977 with all permanent classrooms. The multipurpose room was also built in 1977.

*Continued on page 4*

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### Workforce Preparation

All students enrolled in the Imperial County Office of Education Special Education Department have an Individualized Transition Plan (ITP) starting at age 16 or younger when necessary. The purpose of the ITP is to prepare the student for their transition from school to adult life.

As part of the transition planning process, students are given career interest inventory and aptitude assessments. Students participate in vocational training activities at the elementary level by being responsible for classroom jobs. Vocational training progresses at the junior high and high school level to on campus vocational training opportunities, culminating with participation in a variety of paid vocational training experiences in the community through the Workability Program.

In the final year of school, coordination with adult agency service providers is established through the ITP process to provide for a smooth transition to adult life. In the 2010-11 school year, no students participated in CTE courses.

### School Facilities

*Continued from page 3*

The ICOE Special Education Department recently added a classroom on the campus of Witter Elementary School. Our facilities strongly support teaching and learning through their ample classroom and playground space. Facility information was current as of December 2011.

Our principal at IVCEC works with the custodial staff, consisting of two full-time staff members, to develop cleaning schedules to ensure a clean and safe school. The school has assigned morning and evening custodial care that provide comprehensive cleaning and maintenance for the building and grounds.

Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the ICOE Board has opted to exercise the flexibility option allowable under the budget enactment of SBX34. This allows use of funds in the Deferred Maintenance Program (DMP) for any "educational purpose."

### Textbooks and Instructional Materials

Imperial County Office of Education held a Public Hearing on October 10, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. State of California.

All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects and in visual and performing arts for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State of California are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

| Textbooks and Instructional Materials List |  |         |
|--|--|---------|
| Subject                                    | Textbook                                   | Adopted |
| English-Language Arts                      | McGraw-Hill / Treasures (K-12)             | 2010    |
| History-Social Studies                     | MacMillan/McGraw Hill / CA Vistas (K-12)   | 2007    |
| Mathematics                                | McGraw-Hill / CA Mathematics               | 2008    |
| Mathematics                                | Houghton Mifflin Harcourt / Saxon (K-12)   | 2008    |
| Science                                    | Pearson Scott Foresman / CA Science (K-12) | 2007    |

### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks   |        |
|--|--------|
|  | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing board approved list?  | Yes    |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?                   | Yes    |
| Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes    |

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

| Special Education School                   |                 |
|--|-----------------|
| Subject                                    | Percent Lacking |
| Reading/Language Arts                      | 0%              |
| Mathematics                                | 0%              |
| Science                                    | 0%              |
| History-Social Science                     | 0%              |
| Visual and Performing Arts                 | 0%              |
| Foreign Language                           | 0%              |
| Health                                     | 0%              |
| Science Laboratory Equipment (Grades 9-12) | 0%              |

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

| Special Education School         |         |
|----------------------------------|---------|
| Currency of Textbook Information |         |
| Data Collection Date             | 09/2011 |

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension and Expulsion Rates |       |       |       |
|--------------------------------|-------|-------|-------|
| Special Education School       |       |       |       |
|                                | 08-09 | 09-10 | 10-11 |
| Suspension Rates               | 0.022 | 0.014 | 0.007 |
| Expulsion Rates                | 0.000 | 0.000 | 0.000 |
| Imperial COE                   |       |       |       |
|                                | 08-09 | 09-10 | 10-11 |
| Suspension Rates               | 0.277 | 0.255 | 0.263 |
| Expulsion Rates                | 0.000 | 0.000 | 0.000 |

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring at Proficient or Advanced Levels |                          |       |       |              |       |       |            |       |       |
|---|--------------------------|-------|-------|--------------|-------|-------|------------|-------|-------|
|   | Special Education School |       |       | Imperial COE |       |       | California |       |       |
|   | 08-09                    | 09-10 | 10-11 | 08-09        | 09-10 | 10-11 | 08-09      | 09-10 | 10-11 |
| English-Language Arts   | 64%                      | 74%   | 78%   | 27%          | 31%   | 38%   | 49%        | 52%   | 54%   |
| Mathematics   | 54%                      | 59%   | 68%   | 24%          | 27%   | 37%   | 46%        | 48%   | 50%   |
| Science   | ❖                        | ❖     | ❖     | 8%           | 12%   | 7%    | 50%        | 54%   | 57%   |
| History-Social Science  | ❖                        | ❖     | ❖     | 6%           | 4%    | 5%    | 41%        | 44%   | 48%   |

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

| Percentage of Students Scoring at Proficient or Advanced Levels |                       |             |         |                        |
|---|-----------------------|-------------|---------|------------------------|
| Group   | Spring 2011 Results   |             |         |                        |
|   | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District                                    | 38%                   | 37%         | 7%      | 5%                     |
| All Students at the School                                      | 78%                   | 68%         | ❖       | ❖                      |
| Male  | 76%                   | 68%         | ❖       | ❖                      |
| Female  | 79%                   | 67%         | ❖       | ❖                      |
| Black or African American                                       | ❖                     | ❖           | ❖       | ❖                      |
| American Indian or Alaska Native                                | ❖                     | ❖           | ❖       | ❖                      |
| Asian   | ❖                     | ❖           | ❖       | ❖                      |
| Filipino  | ❖                     | ❖           | ❖       | ❖                      |
| Hispanic or Latino  | 76%                   | 66%         | ❖       | ❖                      |
| Native Hawaiian or Pacific Islander                             | ❖                     | ❖           | ❖       | ❖                      |
| White   | ❖                     | ❖           | ❖       | ❖                      |
| Two or More Races   | ❖                     | ❖           | ❖       | ❖                      |
| Socioeconomically Disadvantaged                                 | 78%                   | 68%         | ❖       | ❖                      |
| English Learners  | 71%                   | 54%         | ❖       | ❖                      |
| Students with Disabilities                                      | 78%                   | 68%         | ❖       | ❖                      |
| Students Receiving Migrant Education Services                   | ❖                     | ❖           | ❖       | ❖                      |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

### API Ranks

| API Ranks — Three Year Comparison |      |      |      |
|-----------------------------------|------|------|------|
|                                   | 2008 | 2009 | 2010 |
| Statewide API Rank                | ◇    | ◇    | ◇    |
| Similar Schools API Rank          | ◇    | ◇    | ◇    |

### API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

| API Growth by Student Group — 2011 Growth API and Three Year Comparison |                          |            |                    |            |                    |            |  |       |       |
|---|--------------------------|------------|--------------------|------------|--------------------|------------|--|-------|-------|
| Group   | 2011 Growth API          |            |                    |            |                    |            | Special Education School — Actual API Change |       |       |
|   | Special Education School |            | Imperial COE       |            | California         |            | 08-09  | 09-10 | 10-11 |
|   | Number of Students       | Growth API | Number of Students | Growth API | Number of Students | Growth API |  |       |       |
| All Students  | 177                      | 818        | ◆                  | ◆          | 4,683,676          | 778        | -8   | 44    | 21    |
| Black or African American   | 3                        | ■          | ◆                  | ◆          | 317,856            | 696        | ■  | ■     | ■     |
| American Indian or Alaska Native  | 2                        | ■          | ◆                  | ◆          | 33,774             | 733        | ■  | ■     | ■     |
| Asian   | 1                        | ■          | ◆                  | ◆          | 398,869            | 898        | ■  | ■     | ■     |
| Filipino  | 0                        | ■          | ◆                  | ◆          | 123,245            | 859        | ■  | ■     | ■     |
| Hispanic or Latino  | 161                      | 814        | ◆                  | ◆          | 2,406,749          | 729        | ■  | ■     | ■     |
| Native Hawaiian or Pacific Islander                                     | 0                        | ■          | ◆                  | ◆          | 26,953             | 764        | ■  | ■     | ■     |
| White   | 10                       | ■          | ◆                  | ◆          | 1,258,831          | 845        | ■  | ■     | ■     |
| Two or More Races   | 0                        | ■          | ◆                  | ◆          | 76,766             | 836        | ■  | ■     | ■     |
| Socioeconomically Disadvantaged   | 177                      | 818        | ◆                  | ◆          | 2,731,843          | 726        | ■  | ■     | ■     |
| English Learners  | 113                      | 815        | ◆                  | ◆          | 1,521,844          | 707        | ■  | ■     | ■     |
| Students with Disabilities  | 177                      | 818        | ◆                  | ◆          | 521,815            | 595        | ■  | ■     | ■     |

◇ Not applicable. Statewide and similar schools ranks are not applicable to special education schools.

■ Data are reported only for numerically significant groups.

◆ Data not available. 2011 Growth API is not reported because there was a decrease of more than 20 percent of students continuously enrolled from the 2010 Base API to the 2011Growth API or the LEA reported a potential data error in this area.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Adequate Yearly Progress Criteria |                          |             |                       |             |
|-----------------------------------|--------------------------|-------------|-----------------------|-------------|
|                                   | Special Education School |             | Imperial COE          |             |
| <b>Met Overall AYP</b>            | Yes                      |             | No                    |             |
| AYP Criteria                      | English-Language Arts    | Mathematics | English-Language Arts | Mathematics |
| <b>Participation Rate</b>         | Yes                      | Yes         | No                    | No          |
| <b>Percent Proficient</b>         | Yes                      | Yes         | No                    | No          |
| <b>API</b>                        | Yes                      |             | No                    |             |
| <b>Graduation Rate</b>            | ▲                        |             | Yes                   |             |

### Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Federal Intervention Program                                 |                          |              |
|--|--------------------------|--------------|
|  | Special Education School | Imperial COE |
| <b>Program Improvement Status</b>                            | Not in PI                | Not in PI    |
| <b>First Year of Program Improvement</b>                     | ◇                        | ◇            |
| <b>Year in Program Improvement</b>                           | ◇                        | ◇            |
| <b>Number of Schools Identified for Program Improvement</b>  | 1                        |              |
| <b>Percent of Schools Identified for Program Improvement</b> | 50%                      |              |

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

◇ Not applicable.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

| Percentage of Students Meeting Fitness Standards |      |
|--|------|
| Grade 5  |      |
| <b>Four of Six Standards</b>                     | 0%   |
| <b>Five of Six Standards</b>                     | 5%   |
| <b>Six of Six Standards</b>                      | 0%   |
| Grade 7  |      |
| <b>Four of Six Standards</b>                     | 6.7% |
| <b>Five of Six Standards</b>                     | 0%   |
| <b>Six of Six Standards</b>                      | 0%   |
| Grade 9  |      |
| <b>Four of Six Standards</b>                     | 4.8% |
| <b>Five of Six Standards</b>                     | 0%   |
| <b>Six of Six Standards</b>                      | 0%   |

*“All staff members of the Imperial County Office of Education Special Education program share an ongoing commitment to empower students to become productive members of the community...”*



### Completion of High School Graduation Requirements

| Completion of High School Graduation Requirements |                          |              |
|---|--------------------------|--------------|
| Group   | Graduating Class of 2011 |              |
|   | Special Education School | Imperial COE |
| All Students                                      | **                       | **           |
| 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                        | **                       | **           |



### Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).



### Types of Services Funded

In addition to general state funding, ICOE Special Education receives state, federal, and local funding in the form of the following categorical funds and other support programs:

- Trust Fund
- Medical Administrative Activities
- Categorical Flexibility Resources
- State Fiscal Stabilization Funds (SFSF)
- Lottery – Unrestricted
- Title I Part A Basic
- Title I Part A ARRA
- Special Ed IDEA, Part B (formerly PL94 -142)
- Special Ed IDEA, Part B – ARRA
- Special Ed IDEA, Preschool Grant ARRA
- Special Ed IDEA Early Intervention, Part C
- Title II – Part A Teacher Quality
- Title II – Part D – EETT
- Title II – Part D - EETT ARRA
- Title III – Immigrant Education Funding
- Title III – LEP Student Program
- Direct Service Medi-Cal Fee for Service
- English Language Acquisition Program
- Lottery – Restricted
- Special Education AB602
- Transportation – Special Education (SH/OH)
- Routine Restricted Maintenance
- Special Ed – Misc. Revenue
- State Obligation Infant
- Special Ed IDEA, Low Incidence, Part B
- Calif. Peer Assistance & Review
- Special Ed – Early Intervention Vendorization

### Parental Involvement

Parental involvement is important in promoting student achievement and success. An annual Parent Handbook is distributed that provides valuable information to insure that we are working together to meet the individual needs of every student. Parents are also invited to participate in our School Site Council (SSC), where teachers, parents and administration have the opportunity to meet and discuss how to best provide services and support to our children and school community.

Families are encouraged to participate in the School Site Council and PTO fundraising efforts. Annual traditions at IVCEC are upheld which foster parental involvement and community participation including the Open House in September, the Family Potluck/Student Christmas Program in December, the Spring Potluck in April, and Graduation Ceremonies in June.

The IVCEC PTO organizes various yearly fundraisers including a candy sale in February and T-Shirt Sales. We publish a periodic newsletter called Links for Learning.

The English Learner Advisory Council, ELAC, have responsibility to advise the SSC in the special needs of students and on ways the SSC may meet those needs. Specifically, ELAC advises SSC, administration and school staff on programs and services for English language learners. Presently, the committee is comprised of ICOE parents of English language learners who advise, review and comment on English learner education for the county-operated Special Education Program.

All English Learner Advisory Council meetings are open to the public and all members of our community are encouraged to attend. ELAC is a forum where parents can receive information, voice concerns and make suggestions to improve school to home communication. Meetings are conducted at the Imperial Valley Center for Exceptional Children on the second Thursday of each month at 5:15 p.m. At every meeting, an opportunity to speak on a topic not on the agenda is offered to anyone who is interested in addressing the English Learners Advisory Council.

Our local Deaf Culture Events include a Thanksgiving and Spring Dinner for students and their families. We publish a Deaf and Hard of Hearing Support for Families brochure.

Various local community involvement support groups exist within the Imperial Valley and participation is encouraged. For more information regarding parent support groups, please contact Renee Caltagirone at 760-312-6672.

\*\* ICOE Special Education recognizes students with disabilities who are unable to earn a diploma by awarding a Certificate of Achievement at time of exit according to the Education Code Section 56390.

### California High School Exit Exam Results

| Percentage of Students Scoring at Proficient or Advanced Levels |                       |       |       |             |       |       |
|---|-----------------------|-------|-------|-------------|-------|-------|
|   | English-Language Arts |       |       | Mathematics |       |       |
|   | 08-09                 | 09-10 | 10-11 | 08-09       | 09-10 | 10-11 |
| Special Education School  | ❖                     | ❖     | ❖     | ❖           | ❖     | ❖     |
| Imperial County   | 15%                   | 10%   | 12%   | 15%         | 7%    | 9%    |
| California  | 52%                   | 54%   | 59%   | 53%         | 54%   | 56%   |

### CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the district percentage of students achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Percentage of Students Achieving at Each Performance Level |                              |            |          |
|--|------------------------------|------------|----------|
| Group  | All Students in the District |            |          |
|  | Not Proficient               | Proficient | Advanced |
| English-Language Arts                                      | 88%                          | 7%         | 6%       |
| Mathematics  | 91%                          | 5%         | 5%       |

### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

| University of California and California State University Admission                         |                          |
|--|--------------------------|
|  | Special Education School |
| Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11        | ❖                        |
| Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10 | ❖                        |

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

| Graduate and Dropout Rates |                 |        |        |                     |       |       |
|----------------------------|-----------------|--------|--------|---------------------|-------|-------|
|                            | Graduation Rate |        |        | 1-year Dropout Rate |       |       |
|                            | 07-08           | 08-09  | 09-10  | 07-08               | 08-09 | 09-10 |
| Special Education School   | *               | *      | *      | *                   | *     | *     |
| Imperial County            | 86.80%          | 84.28% | 86.25% | 16.5%               | 5.8%  | 19%   |
| California                 | 80.21%          | 78.59% | 80.44% | 4.9%                | 5.7%  | 4.6%  |

❖ Not applicable. The Special Education Program focuses on functional curriculum based on CAPA standards.

\* ICOE Special Education recognizes students with disabilities who are unable to earn a diploma by awarding a Certificate of Achievement at time of exit according to the Education Code Section 56390.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-Language Arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

### 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 at [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). (Outside source)

**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 at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

| Teacher Credential Information              |              |                          |       |       |
|---|--------------|--------------------------|-------|-------|
|   | Imperial COE | Special Education School |       |       |
| Teachers                                    | 10-11        | 08-09                    | 09-10 | 10-11 |
| With Full Credential                        | 37           | 13                       | 17    | 21    |
| Without Full Credential                     | 10           | 16                       | 13    | 9     |
| Teaching Outside Subject Area of Competence |              | 0                        | 0     | 0     |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions |                          |       |       |
|---|--------------------------|-------|-------|
|   | Special Education School |       |       |
|   | 09-10                    | 10-11 | 11-12 |
| Teacher Misassignments of English Learners          | 0                        | 0     | 0     |
| Total Teacher Misassignments                        | 0                        | 0     | 0     |
| Vacant Teacher Positions                            | 1                        | 0     | 0     |

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

| No Child Left Behind Compliant Teachers |  |                                       |
|---|--|---------------------------------------|
|   | Percent of Classes in Core Academic Subjects |                                       |
|   | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| Special Education School                | 75.76%                                       | 24.24%                                |
| All Schools in District                 | 75.76%                                       | 24.24%                                |
| High-Poverty Schools in District        | 75.76%                                       | 24.24%                                |
| Low-Poverty Schools in District         | ✧  | ✧                                     |

✧ Not applicable.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff       |      |
|--|------|
| Academic Counselors: FTE and Ratio                 |      |
| Number of Academic Counselors                      | 0.00 |
| Ratio of Students Per Academic Counselor           | ✧    |
| Support Staff                                      |      |
| FTE  |      |
| Social/Behavioral or Career Development Counselors | 0.00 |
| Library Media Teacher (Librarian)                  | 0.00 |
| Library Media Services Staff (Paraprofessional)    | 0.00 |
| Psychologist                                       | 2.70 |
| Social Worker                                      | 0.00 |
| Nurse  | 4.85 |
| Speech/Language/Hearing Specialist                 | 6.40 |
| Resource Specialist (non-teaching)                 | 0.00 |



### Advanced Placement Courses

ICOE Special Education School does not offer advanced placement courses. The Special Education Program focuses on functional curriculum based on CAPA standards.



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

### Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

| District Salary Data                        |              |                        |
|---|--------------|------------------------|
| Category                                    | Imperial COE | Similar Sized District |
| Beginning Teacher Salary                    | ◆            | ◆                      |
| Mid-Range Teacher Salary                    | ◆            | ◆                      |
| Highest Teacher Salary                      | ◆            | ◆                      |
| Average Principal Salary                    | ◆            | ◆                      |
| Superintendent Salary                       | ◆            | ◆                      |
| Teacher Salaries — Percent of Budget        | ◆            | ◆                      |
| Administrative Salaries — Percent of Budget | ◆            | ◆                      |

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison                  |  |                               |
|--|--|-------------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Special Education School                   | \$462  | \$57,125                      |
| Imperial COE                               | ◆  | ◆                             |
| California                                 | \$5,455  | \$68,269                      |
| School and District — Percent Difference   | ◆  | ◆                             |
| School and California — Percent Difference | ◆  | ◆                             |

- ◆ County Office of Education schools are not required to display this data. (*Education Code* Section 41409.3).
- ◆ As a county office and support entity, many programs are run that do not specifically serve the pupils of Imperial County Alternative Education and Special Education. Multi district students are served and calculating a district expenditure per pupil would be misleading. Please see the county office for more details.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data                            |          |
|--|----------|
| Special Education School                         |          |
| Total Expenditures Per Pupil                     | \$46,805 |
| Expenditures Per Pupil From Restricted Sources   | \$46,343 |
| Expenditures Per Pupil From Unrestricted Sources | \$462    |
| Annual Average Teacher Salary                    | \$57,125 |

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



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