



SPECIAL EDUCATION



School Accountability Report Card 2005-2006

Imperial County Office of Education
1398 Sperber Road, El Centro, CA 92243
Phone (760) 312-6428
Fax (760) 312-6530
www.icoe.org/ICOE/Departments/SpEd

County Administration

John D. Anderson
County Superintendent of Schools
Anne Mallory
Associate Superintendent
Todd Finnell
Assistant Superintendent
Linda Menvielle
Assistant Superintendent
David Schoneman
Assistant Superintendent
Damon Smith
Assistant Superintendent

School Administration

Angela Mc Neece
Director of Special Education
John Caltagirone
Principal
Kurt Leptich
Coordinator
Espy Verdugo
Fiscal Manager

Board of Trustees

Bill L. Criman
President
Susan E. Manger
Member
Lea Anne O'Malley
Member
James Strain
Member
Herlinda Belcher
Member

ICOE Mission Statement

The Imperial County Office of Education is committed to improve the quality of life in Imperial County by providing excellent educational service and leadership to children, school districts, and our community.

ICOE Special Education Department 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.

ICOE Special Education Sites

Barbara Worth Jr. High School
Brawley Union High School
Calexico High School
Central Union High School
De Anza Jr. High School
Imperial Valley Center for Exceptional Children
Imperial Valley College
Kennedy Middle School
King Elementary School
Mains Elementary School
Oakley Elementary School
Rockwood Elementary School
Southwest High School
Sunflower Elementary School
Waggoner Elementary School
Witter Elementary School

A Message From the Director

This report card provides valuable information to parents and the community regarding Imperial County Office of Education Special Education Program. It covers a broad range of topics from student achievement to school climate to staffing to 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.

—Angela McNeece

A Message From the Coordinator

The role of Coordinator is to support the Special Education Department vision to improve our student's preparedness that will allow stronger participation in community life. Students in our program are best served through a process where collaborative planning and timely information is a major part of the decision making process. My primary role is to communicate information that students, teachers, families and community members will find useful to maximize educational opportunities. I am privileged to work with a talented group of professionals to ensure that the highest quality education services are provided to students in ICOE Special Education programs.

—Kurt Leptich

A Message From the Principal

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.

—John Caltagirone

Table of Contents

Executive Summary School Accountability Report Card	4
Executive Summary School Accountability Report Card	5
About this School	6
School Climate	6
School Facilities	7
Teachers	8
Support Staff	9
Curriculum and Instructional Materials	9
School Finances	10
Student Performance	12
Accountability	15
School Completion and Postsecondary Preparation	17
Instructional Planning and Scheduling	18

Executive Summary School Accountability Report Card, 2005-2006

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 classroom housed on comprehensive school campuses located in El Centro, Brawley, Calexico, and Imperial. We are dedicated to provide outstanding services through five 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 Program

District administration represents over 27 years of service to education leadership through the positions of Director, Principal and Coordinator; leadership is also displayed in the instructional staff and parent groups. All working for all students to become responsible, productive citizens through staff that is responsive to the community, working collaboratively with parents and other support agencies.

Student Enrollment

Group	Enrollment
Number of Students	268
African American	1.1%
American Indian or Alaska Native	0%
Asian	1.1%
Filipino	0.4%
Hispanic or Latino	88.8%
Pacific Islander	0.4%
White (Not Hispanic)	8.2%
Multiple or No Response	0%
Socioeconomically Disadvantaged	0%
English Learners	38.1%
Students with Disabilities	100%

Teachers

Indicators	Teachers
Teachers with Full Credentials	18
Teachers Without Full Credentials	10
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Executive Summary School Accountability Report Card, 2005-2006

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbook and Instructional Materials
Reading Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$38,776.00
District	\$52,068.70

Student Performance

Subject	Students Proficient and Above on California Standards Test
English Language Arts	*
Mathematics	*
Science	*
History-Social Science	*

**Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Academic Progress

Indicator	Results
2006 API Growth Score	713
Statewide Rank	C
2006-2007 Program Improvement Status	N/A

School Completion

Indicator	Result
Graduation Rate	0%

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

Postsecondary Preparation

Measures	Percent
Pupils who completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who completed All Courses and/or California State University Admission	0%

About this School

Opportunities for Parental Involvement

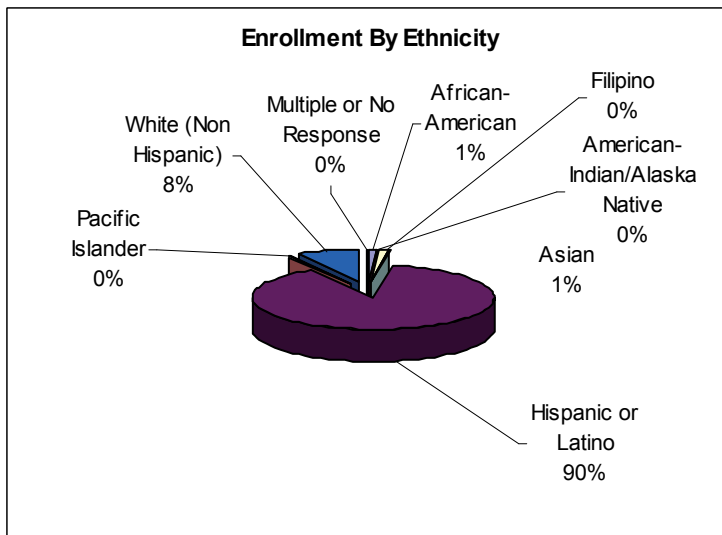
Families are encouraged to participate in the Parent Teacher Organization and fundraising efforts. Annual traditions at IVCEC are upheld which foster parental involvement and community participation including the Open House held in September, the Family Potluck held every December, the Spring Potluck Dinner held every April, the Annual Community Appreciation Breakfast held in May, and Graduation Ceremony held each June. For more information on opportunities for parental involvement please contact John Caltagirone, Principal at (760) 312-6630. Parents also provide input on the quality of ICOE special education programs in an annual survey. The survey, covering six areas of evaluation, allowed parents to read statements about each topic and choose one of the following responses: Strongly Disagree, Disagree, Uncertain, Agree, Strongly Agree, and Not Applicable. The results from this survey showed an overwhelming support of our program and services, as is indicated below:

*Counts shown below are for specific survey statements chosen randomly per Survey Area.

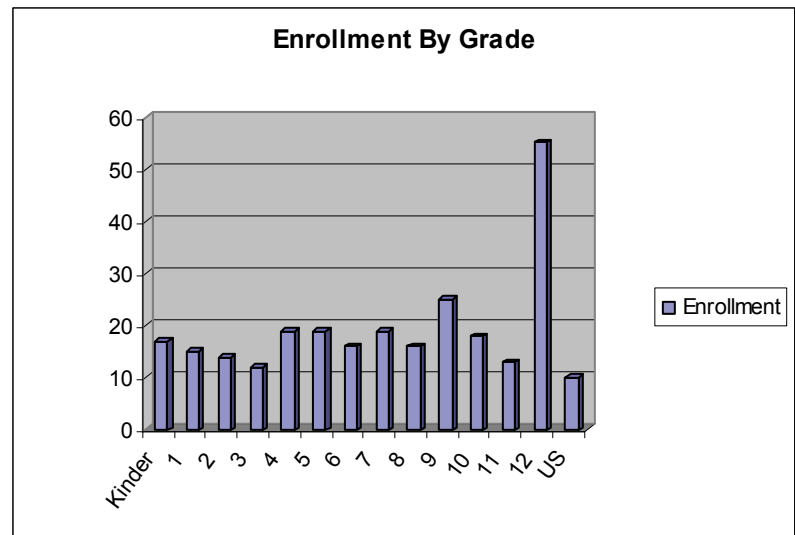
Survey Area	Survey Statements	Not Applicable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Educational Program	Question 1: My family is respected as a partner in my child's education.	1	113	66	1	0	0
Student Learning Environment	Question 7: My child receives appropriate opportunities to participate in the general education curriculum.	7	76	80	16	3	0
I.E.P. Process	Question 10: I am encouraged to participate in the IEP process.	2	108	69	3	0	0
Assessment & Feedback	Question 19: The teacher clearly documents my child's progress.	2	104	68	3	1	1
Parent Education & Support	Question 22: The teacher and administration listens and respond to my concerns, questions and ideas.	1	94	82	2	1	0
Curriculum	Question 26: Specialist staff is effective in helping my child.	2	95	73	4	4	1

We hope that this survey continues to provide an outlet for parent opinions and show parents that they play an integral role in the shaping of our programs.

Student Enrollment—Racial and Ethnic Subgroups



Student Enrollment - Grade Level



School Climate

School Safety Plan

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. The plan was last reviewed by members of our School Safety Team and discussed with school staff in September 2006. Our plan can also be found on our website at www.icoe.k12.ca.us/ICOE/Departments/SpEd/SARC/

Suspensions and Expulsions

The Special Education Department had 5 suspensions for the 2005-2006 but has not had any expulsions during the past three years.

	Special Education			Imperial County Office of Education		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Number of Suspensions	4	9	5	237	380	701
Rate of Suspensions	0.02	0.03	0.02	.37	.60	1.02
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

School Programs and Practices that Promote a Positive Learning Environment

The Special Education Department offers students and their families a variety of extra-curricular activities that help foster a positive learning environment. A partial list of such programs is presented below. Students are provided access and encouraged to participate in additional programs held at regular school sites. School districts provide transportation for ICOE students.

- Best Buddies
- Bowling
- Funding Factory
- Gymnastics
- Special Olympics

School Facility Conditions—General Information

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 especially 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 deferred 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. Imperial County Office of Education 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.

Below is more specific information on the condition of the Imperial Valley Center for Exceptional Children (IVCEC) and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

• Age of School Buildings

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

• Maintenance and Repair

Our 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. There are locks on exterior gates to ensure security in our school. No other emergency facilities needs exist at this school.

• Cleaning Process and Schedule

Our principal works with the custodial staff 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.

• Deferred Maintenance Budget

ICOE Special Education 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. During the 2005-06 school year, the Special Education Department contributed \$100,000 towards the deferred maintenance program. This represented 1.02% of the Special Education budget.

School Facility Conditions—Results of Inspection and Evaluation

Interim Evaluation Instrument Part	Facility in Good Repair	Deficiency and Remedial Actions Taken or Planned
Gas Leaks	YES	
Mechanical Systems	YES	
Windows/Doors/Gates (interior and exterior)	YES	
Interior Surfaces (walls, floors, and ceilings)	YES	
Hazardous Materials (interior and exterior)	YES	
Structural Damage	YES	Rebuilt closet in shower area adjacent to swimming pool due to water damage and mold.
Fire Safety	YES	
Electrical (interior and exterior)	NO	Repaired small leak in water heater plumbing. Replaced numerous lights throughout facility.
Pest/Vermin Infestation	YES	
Drinking Fountains (inside and outside)	YES	Replaced drinking fountains in main hallway and MPR. Have repaired broken handle on fountain.
Restrooms	YES	
Sewer	YES	
Playground/School Grounds	YES	
Other	YES	Main water valve replaced with lever shut off handle.

Teachers

Teacher Assignments & Professional Qualifications of Teachers

The ICOE Special Education Department encourages its teachers and other certificated staff to receive additional educational training for their personal growth and for the benefit of our program. It also provides incentive to teachers and support staff for attendance. For the 2005-2006 school year, ICOE Special Education had 33 teachers/specialists to which 21 were fully credentialed in accordance to State of California guidelines. At the 2005 ACSA Region 18 Spring Conference, Rosie Chew, ICOE Special Education Teacher, was honored as Teacher of the Year.

Teacher/Specialist Credentials	Special Education Dept.			ICOE
	2003-2004	2004-2005	2005-2006	2005-2006
With Full Credentials	17	17	18	34
Without Full Credentials	13	9	10	18
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2004-2005	2005-2006	2006-2007
Misassignments of Teachers of English Learners	0	0	—
Total Teacher Misassignments	0	0	—
Vacant Teacher Positions	1	2	—

Core Academic Classes Taught by NCLB Compliant Teachers

Location of Classes	Special Education Dept.	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	0%	100%
All Schools in District	47%	53%
High Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

Substitute Teachers

Qualified substitute teachers are actively recruited through the credentialing office at ICOE, newspaper advertisement, word of mouth, and maintaining contact with retired teachers. Due to the rural locale of Imperial Valley and the unique needs of the students we serve, it is a continual challenge to attract and maintain substitute teachers. ICOE Special Education Department does have a pool of fully credentialed and qualified substitutes and the district does not generally experience problems finding qualified substitute teachers. On occasions when a substitute teacher is not available, credentialed staff or administration take the role of the substitute. The district only hires qualified substitutes; prerequisites for applicant consideration are possession of a bachelor's degree and a passing score on the California Basic Education Skills Test (CBEST).

Teacher Evaluations

The primary intent of Certificated Evaluations is to improve instruction and delivery of services through direct observation of the teacher's work. The evaluation of a teacher is a cumulative process. Teachers are formerly evaluated according to their years of service. Formal observation of the teacher in his/her work area is conducted, and the teacher is notified in writing within five days of the observation of any recommendations for improvement. Teachers may submit a written response to the evaluation which shall be attached to a file copy.

In evaluating our Teachers these are the six standards observed:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Support Staff

Pupil Support Services

The ICOE Special Services Department provides psychological and health services to students enrolled in our programs including conducting triennial assessments, behavioral programming and health screenings. The following staff positions reflect support services available to ICOE pupils:

Title	Number of FTE Assigned To School
Behavior Aides	15.67
Community Aides	5.85
Health Aides	4.3
Instructional Aides	55.79
Nurses	2.6
Occupational Therapy (OT)	1
Occupational Therapy (COTA)	2
Orientation and Mobility	0
Psychologists	2.2
Sign Language Interpreters	19.29
Spanish Language Interpreters	13.33
Speech/Language/Hearing	4.6
Speech/Language/Hearing Assistants	5.85
Visually Impaired Services	1
Visually Impaired Assistants	4.32

In addition, physical therapy services are provided through California Children Services (CCS). Students at IVCEC and some El Centro community-based special day classes participate in free breakfast and lunch programs.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

The majority of the students enrolled in our programs are participating in a functional life skills curriculum. Due to the increased emphasis on accountability and increased student achievement for ALL students including special education students and in order to be in compliance with No Child Left Behind, we found the need to adjust the focus of instruction in our Special Education programs to include more academic as well as functional skills. Below is a list of which Core Curriculum Areas are being fulfilled as well as the percentage of students lacking own assigned textbooks and materials.

All classrooms in the Special Education Department have access to computer technology and all are connected to the internet. Each classroom has an average of four computers for student use.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Materials
Reading/Language Arts	YES	0%
Mathematics	YES	0%
Science	YES	0%
History-Social Science	YES	0%
Foreign Language	N/A	0%
Health	YES	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Special Education has a three-year plan to update and align textbooks across all sites and in all grade levels. For students with severe and profound disabilities, the materials have been aligned to the California Alternate Performance Assessment subset of standards, through the use of the materials and resource lists in the CCSESA/SEACO Curriculum Guide for Student with Moderate to Severe Disabilities. These programs are in compliance and will continue to be updated based on individual IEP goals. For students in our Deaf/Hard of Hearing program, students are using the textbooks adopted by their school district sites. Board adopted textbooks were present in sufficient quantity at all of these school sites. In addition, because our students with severe disabilities have impairments that impact their ability to access the core and comprehend the adopted textbooks, supplemental materials have also been purchased to support their learning.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-2005)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salaries
School Site	\$38,776.00	\$8,228.00	\$30,548.00	\$54,726.00
District	\$52,068.70	\$14,844.26	\$37,224.44	\$54,726.00
Percent Difference –School Site and District			82%	0%
State			\$7,127.00	\$57,604.00
Percent Difference—School Site and State			6%	5%

Teacher and Administrative Salaries (Fiscal Year 2004-2005)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,431.00	\$33,023.00
Mid-Range Teacher Salary	\$52,293.00	\$49,273.00
Highest Teacher Salary	\$74,359.00	\$64,426.00
Average Principal Salary	\$77,362.00	\$80,039.33
Superintendent Salary	\$137,931.00	\$99,982.00
Percent of Budget for Teacher Salaries	23%	36%
Percent of Budget for Administrative Salaries	3%	7%

Types of Services Funded

Programs, grants, and supplemental services that are provided by the Special Education Department through either categorical funds or other sources are listed below.

Adult Life Skills Grant

A new site opened at the Imperial Valley College funded primarily by a grant from State Council on Developmental Disabilities. This program encourages the integration of students with developmental disabilities on the local community college campus to expand transition services through college attendance, career education and community-integrated life skills training.

California Endowment - AT Center Grant

A new Assessment Center for Assistive Technology (ACAT) was opened with funding from the California Endowment. An Assistive Technologist, a van, equipment, furnishings and supplies were obtained to enable the center to assess and provide the necessary supplemental services to students potentially needing assistive technology.

Dept of Rehabilitation - Transition Partnership Grant

With the help of the Department of Rehabilitation (DOR), a job developer was employed and instructional materials were purchased to coordinate services provided by the DOR to Special Education students and allow participation in the Transition Partnership Program (TPP). The TPP provides employment preparation, job developing and job coaching to district students.

The ICOE Special Education Department is primarily funded by SELPA AB602 funds. The following categorical programs and entitlements provide additional funding for Special Education student services and fund supplemental services:

- Trust Fund
- Direct Service MAA
- Unrestricted Lottery
- Title 1—Part A (Basic Grant) Low Income
- Special Ed IDEA, Part B (Formerly PL94-142)
- IDEA—SpEd Interpreter Certification
- Special Ed IDEA, Low Incidence, Part B
- Special Ed IDEA, Early Intervention, Part C
- DOR—Transition Partnership
- Title II—Part A Teacher Quality
- Title II—Part D—Enhancing Education Thru Tech
- Title IV—Innovative Educational Strategies
- Title III—LEP Student Program
- Child Nutrition State Program
- Direct Service Medi-Cal Fee for Service
- Rural & Low Income Schools (REAP)
- CA Early Start Personnel Development Scholarship
- English Language Acquisition Program (ELAP) (Student assistance)
- K-12 California School Library Act
- Lottery—Restricted to Instructional Materials
- Carl Washington School Safety & Violence Prevention
- Special Ed—Early Ed Individuals with exceptional needs (Infants)
- Instructional Materials Realignment (IMFRP-AB1781)
- Instructional Materials—Braille & Large Print
- Transportation—Special Education (SH/OH)
- Calif Peer Assistance & Review
- SCDD—Adult Life Skills IVC
- Science Lab
- Routine Restricted Maintenance Account
- Special Ed—Early Intervention Vendorization
- Special Ed—Misc Income
- Speech Language Contracts from Districts
- Special Circumstance Contracts from Districts
- Additional Extended Summer
- California Endowment—AT Center

Student Performance

Standardized Testing and Reporting (STAR)

The Imperial County Office of Education Special Education Department participates in California's mandatory Standardized Testing and Reporting Program (STAR), which utilize the California Achievement Test (CAT/6), California Standards Test (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternate Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aides in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course; and the CAPA measures achievement based on student comparison on a subset of the California Content Standards for students with significant disabilities as determined eligible through the IEP process. Prior to 2004, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. All ICOE Special Education students take part in Standardized Testing and Reporting (STAR) as determined by their Individual Education Program. Detailed information regarding results for each grade level can be found at the CDE website at <http://star.cde.ca.gov/>.

CST—All Students

The California Standards Tests (CST) in the subject areas of English Language Arts, Mathematics, Science, and History/Social Science show how well students are doing in relation to the state content standards. Performance standards identify the level of student mastery of the content standards tested: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The state target for every student is to score at the Advanced or Proficient Level. All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Special Education students achieving at the proficient or advanced level (meeting or exceeding the state standard) is reported for the most recent three year period. Data is also broken out by gender, language fluency, economic status, and ethnicity.

Subject	Special Education			Imperial County Office of Education			California		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
English Language Arts	*	*	*	3%	4%	9%	36%	40%	42%
Mathematics	*	*	*	3%	3%	8%	34%	35%	40%
Science	*	*	*	*	*	3%	25%	28%	35%
History/Social Science	*	*	*	2%	3%	3%	29%	31%	33%

CST—Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) according to gender, language fluency, and economic status for 2005-2006.

Subgroups	% At or Above Proficient in English Language Arts	% At or Above Proficient in Mathematics	% At or Above Proficient in Science	% At or Above Proficient in History/Social Science
Male	*	*	*	*
Female	*	*	*	*
English Learner	*	*	*	*
Economically Disadvantaged	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*

CST—Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) according to ethnicity for 2005-2006.

Ethnicity	% At or Above Proficient in English Language Arts	% At or Above Proficient in Mathematics	% At or Above Proficient in Science	% At or Above Proficient in History/Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CAPA—All Students

The Imperial County Office of Education Special Education Department participates in California's mandatory Standardized Testing and Reporting Program which utilizes the California Alternate Performance Assessment (CAPA) to measure achievement based on student comparison on a subset of the California Content Standards for students with significant disabilities as determined eligible through the IEP process. In this report, the percentage of Special Education students achieving at the proficient or advanced level (meeting or exceeding the state standard) is reported for English Language Arts and Mathematics in Level 1 (students in grades 2-11 with the most complex, profound disabilities), Level 2 (students in grades 2 and 3), Level 3 (students in grades 4 and 5), Level 4 (students in grades 6-8) and Level 5 (students in grades 9-11) for the most recent three year period. Data is also broken out by gender, language fluency, economic status, and ethnicity. Detailed information regarding results for each grade level can be found at the CDE website at <http://star.cde.ca.gov/>.

CAPA Level	Students Tested in English Language Arts			% At or Above Proficient in English Language Arts			Students Tested in Mathematics			% At or Above Proficient in Mathematics		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Level 1	46	53	49	74%	70%	71%	46	53	49	33%	47%	33%
Level 2	14	17	18	29%	53%	31%	14	17	18	64%	59%	44%
Level 3	19	11	17	58%	64%	36%	19	11	17	74%	82%	50%
Level 4	32	34	32	22%	56%	66%	32	34	32	6%	32%	56%
Level 5	24	27	34	38%	52%	59%	24	27	34	42%	37%	59%

CAPA—Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) according to gender, language fluency, and economic status for 2005-2006.

Subgroup	Students Tested in English Language Arts	% At or Above Proficient in English Language	Students Tested in Mathematics	% At or Above Proficient in Mathematics
Male	94	45%	94	37%
Female	55	26%	55	19%
English Learner	70	25%	70	17%
Economically Disadvantaged	126	53%	126	49%
Students with Disabilities	149	53%	149	49%

CAPA—Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) according to ethnicity for 2005-2006.

Ethnicity	Students Tested in English Language Arts	% At or Above Proficient in English Language Arts	Students Tested in Mathematics	% At or Above Proficient in Mathematics
African American	0	*	0	*
American Indian or Alaska Native	0	*	0	*
Asian	1	*	1	*
Filipino	1	*	1	*
Hispanic or Latino	137	51%	137	46%
White (Not Hispanic)	10	*	10	*

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

**Insufficient number of students tested per CAPA level within Subgroup to report without jeopardizing student privacy.

CAT 6—All Students

Students in the Imperial County Office of Education Special Education Department participate in California’s mandatory Standardized Testing and Reporting Program which utilizes the California Achievement Test (CAT/6). Reading and Mathematics results are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Data is broken out by gender, language fluency, economic status, and ethnicity. Data reported are the percent of students in our Deaf and Hard of Hearing program who participated in the CAT/6 and scored at or above the 50th percentile for the most recent three year period. Detailed information regarding results for each grade level can be found at the CDE website at <http://star.cde.ca.gov/>.

Subject	Special Education			Imperial County Office of Education			California		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Reading	*	*	*	10%	18%	26%	43%	41%	41%
Mathematics	*	*	*	8%	13%	17%	51%	52%	52%

CAT 6—Subgroups

Data reported are the percent of students scoring at or above the 50th percentile (national average) according to gender, language fluency, and economic status for 2005-2006.

Subgroups	% At or Above the 50th Percentile for Reading	% At or Above the 50th Percentile in Mathematics
Male	*	*
Female	0	*
English Learner	*	*
Economically Disadvantaged	*	*
Students With Disabilities	*	*

CAT 6—Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile (national average) according to ethnicity for 2005-2006.

Ethnicity	% At or Above the 50th Percentile in Reading	% At or Above the 50th Percentile in Mathematics
African American	0	*
American Indian or Alaska Native	0	*
Asian	0	*
Filipino	0	*
Hispanic or Latino	*	*
Pacific Islander	0	*
White (not Hispanic)	0	*

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Local Assessment & Academic Achievement

The majority of students enrolled in ICOE Special Education programs participate in the local assessment system. Since achievement is so broadly defined for our student population, progress is also measured by monitoring a student's progression through a series of goals and objectives. The following table reflects the number of goals that have been achieved with substantial progress for 2005-2006.

Skill/Functional Area	# Goals Written	# Goals Achieved at Level 3 or 4*	% Goals Achieved at Level 3 or 4*
Communication	387	290	74%
Self Care	147	118	80%
Functional Academics	531	457	86%
Vocational	77	71	92%
Mobility & Motor	97	77	79%
Social & Emotional	65	48	73%
Recreational & Leisure	11	10	90%
Other	15	12	80%
TOTAL	1330	1083	81%

*A level 3 (three) score indicates that substantial progress was made in a particular functional area. A level 4 (four) score indicates that a goal was met or exceeded in a particular functional area.

California Physical Fitness Test

The Special Education Department is required to administer a physical fitness test to all students in fifth, seventh, and ninth grade. This test measures the students ability to perform fitness tasks in six areas. Students that meet the standards in each area are considered to be physically fit or in the 'healthy fitness zone' (HFZ). The following table shows the percent of students meeting fitness standards for the Special Education Department for the 2005-2006 school year. Detailed information regarding the California Physical Fitness Test may be found at the CDE Website at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards
Special Education GRADE 5	5.3%
Special Education GRADE 7	0%
Special Education GRADE 9	0%

Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public School Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth target, and monitors growth over time based on STAR results of individual schools in California. The annual *growth target* for a school is five percent of the distance between its Base API and 800. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. In addition to a school wide API, schools also receive API scores for each numerically significant *subgroup* in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). *Growth targets*, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. In order to be eligible for awards, elementary and middle schools must *test at least 95% of their students* in grades 2-8 and high schools must *test at least 90% of their students* in grades 9-11 on STAR.

Schools receiving a Base API score are placed on a *Statewide Rank* in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). Schools also receive a *Similar Schools Ranking* that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

You can find Academic Performance Index (API) information about ICOE Special Education on page 16 of this Accountability Report card.

API School Results

(API) Ranks – Three Year Comparison

API Rank	2003-2004	2004-2005	2005-2006
Statewide	—	3	C
Similar Schools	—	6	C

(API) Changes by Student Group – Three Year Comparison

Group	Actual API Change			API Score
	2003-2004	2004-2005	2005-2006	2005-2006
All Students at the School	—	38	4	713
Hispanic or Latino	—	25	2	705
Socioeconomically Disadvantaged	—	14	18	721
English Learners	—	—	27	721
Students with Disabilities	—	—	4	713

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP) 2005-2006

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	NO	NO
Participation Rate—English Language Arts	YES	YES
Participation Rate—Mathematics	YES	NO
Percent Proficient—English Language Arts	YES	NO
Percent Proficient—Mathematics	YES	NO
API	YES	YES
Graduation Rate	NO	YES

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. ICOE Special Education did not enter federal Program Improvement Programs for the 2005-2006 school year. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with school administration.

	Special Education	Imperial County Office of Education
Program Improvement Status	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0	0.0%

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

Data reported represents progress over the most recent three-year period toward reducing dropout rates which includes: grade 9 – 12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The one-year dropout rate formula is (Grade 9 – 12 dropouts/Grades 9 – 12 enrollment) multiplied by 100.

	Special Education			Imperial County Office of Education			California		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Dropout Rate (1-year)	0	0	0	2.8	1.0	3.3	3.1	3.2	3.1
Graduation Rate	0*	0*	0*	0*	0*	0*	86.7	85.4	85.0

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

Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size per Pupil-Teacher Ratio for our Special Education Department as reported by the California Basic Educational Data System (CBEDS) for the 2005-2006 school year.

	2003-2004	2004-2005	2005-2006
Pupil-Teacher Ratio (1 Teacher)	8.8	9.4	10.3

College Admission Test Preparation Course Program

The majority of the students enrolled in the Imperial County Office of Education Special Education Department are on a non-diploma track due to the severe nature of their disabling conditions. The students we serve who are on a diploma bound track are enrolled in district operated regular classes where our programs are housed and have access to enroll in any college admission test preparation courses offered through that school site. We provide support services (e.g. sign language interpreters, materials adaptation, etc.) for the students to be able to access the curriculum provided by the sponsoring district.

Degree to Which Students are Prepared to Enter Workforce

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 Jr. 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.

Enrollment and Program Completion in Career / Technical Education (CTE) Programs

Students enrolled in the Imperial County Office of Education Special Education Department programs that are housed on regular secondary campus have access to enroll in this program as offered at the site where the program is housed.

Instruction Planning and Scheduling

School Instruction and Leadership

ICOE Special Education Department provides an instructional program aligned with the California Content Standards individually designed through the IEP process. Students, who can, participate within a range of 36,000-64,800 minutes of class instruction depending on students grade, which includes mainstream opportunities at the school site where their classroom is housed. Many of our classrooms are paired with regular classes for reverse mainstreaming or peer tutoring experiences. Our school's leadership is a responsibility shared between District administrators. District administration represents over 27 years of service to education leadership through the positions of Director, Principal and Coordinator; leadership is also displayed in the instructional staff and parent groups. Teachers are required to attend annual in-service training which totals 40 hours. Teachers serving under Internship and Emergency credential are offered peer assistance and review along with release time to do observations of mentor teachers assigned to them for support. The Special Education Program has monthly leadership meetings known as SEST (Special Education Leadership Team) where all administrators, managers and office staff meet to discuss issues ranging from personnel to financial management. Meetings are also held monthly in the areas of Deaf and Hard of Hearing, Interagency Transition Team, Curriculum Committee and Program Improvement. The school maintains a Single Plan for Student Achievement and Local Education Area Plan, which are reviewed annually and updated every three years. A committee of staff members, site principal, and district administration meet to continually update and review. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plans and to ensure educational programs are consistent with students' needs and comply with District goals. These committees include: Parent Teacher Organization/School Site Council, Bilingual Committee, and Individual Education Plan (IEP) Teams. The Parent Teacher Organization/School Site Council consisting of parents and school staff is the major governing body that meets monthly to address school related issues and programs, review effectiveness, and act as a communication liaison between the community and the school.

Professional Development

The staff in the ICOE Special Education Department have had the opportunity to participate in many workshops and conferences during the 2005/06 school year. All professional development activities revolve around curriculum (aligned to CA content standards), instructional strategies, behavior interventions, and/or unique issues associated with the population of students we serve. The District builds 3 staff development days into the school calendar and teachers are responsible for documenting an additional 14 hours on topics related to the California Standards for the Teaching Profession. Staff development within the District addresses the individual needs of teachers, as well as broader school concerns. Teachers have had the opportunity to participate in Teacher Instructional Planning Strategies (TIPS) teams organized by age/grade levels to do collaborative lesson planning and study with the intent of improving student learning through a process of refining teaching and assessment skills. All teachers are encouraged to participate in professional development activities that will enhance and improve their individual skills and knowledge of effective instructional strategies.

Instructional Minutes

For the 2005-2006 school year, ICOE Special Education offered 180 instructional days comprised of 166 regular days and 14 minimum days. The Special Education Department provided services for students in Kinder-12th, in a classroom environment, where students received all instruction by Special Education teachers. All instructional minutes offered met or exceeded State requirements.

Instructional Minutes Offered Per Year

#Minimum Days: 8	K	1st-3rd Grade	4th-8th Grade	9th-12th Grade
2005-2006	36,000	50,400	54,000	64,800
State Requirements	36,000	50,400	54,000	64,800