

# Modoc County Special Education

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Marian Hall, Director of Special Education/SELPA

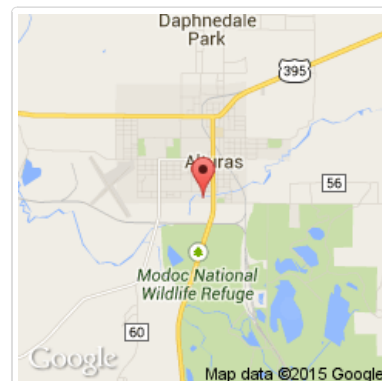
Principal, Modoc County Special Education

#### About Our School

#### Contact

139 Henderson St.  
Alturas, CA 96101-3921

Phone: 530-233-7110  
E-mail: [mhall@modoccoe.k12.ca.us](mailto:mhall@modoccoe.k12.ca.us)



[View Larger Map](#)

## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Modoc County Special Education
<b>Street</b>	139 Henderson St.
<b>City, State, Zip</b>	Alturas, Ca, 96101-3921
<b>Phone Number</b>	530-233-7110
<b>Principal</b>	Marian Hall, Director of Special Education/SELPA
<b>E-mail Address</b>	<a href="mailto:mhall@modoccoe.k12.ca.us">mhall@modoccoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://modoccoe.k12.ca.us">http://modoccoe.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	25102566069314

District	
<b>District Name</b>	Modoc County Office of Education
<b>Phone Number</b>	(530) 233-7101
<b>Web Site</b>	<a href="http://www.modoccoe.k12.ca.us">http://www.modoccoe.k12.ca.us</a>
<b>Superintendent First Name</b>	Gary
<b>Superintendent Last Name</b>	Jones
<b>E-mail Address</b>	<a href="mailto:gjones@modoccoe.k12.ca.us">gjones@modoccoe.k12.ca.us</a>

*Last updated: 1/6/2015*

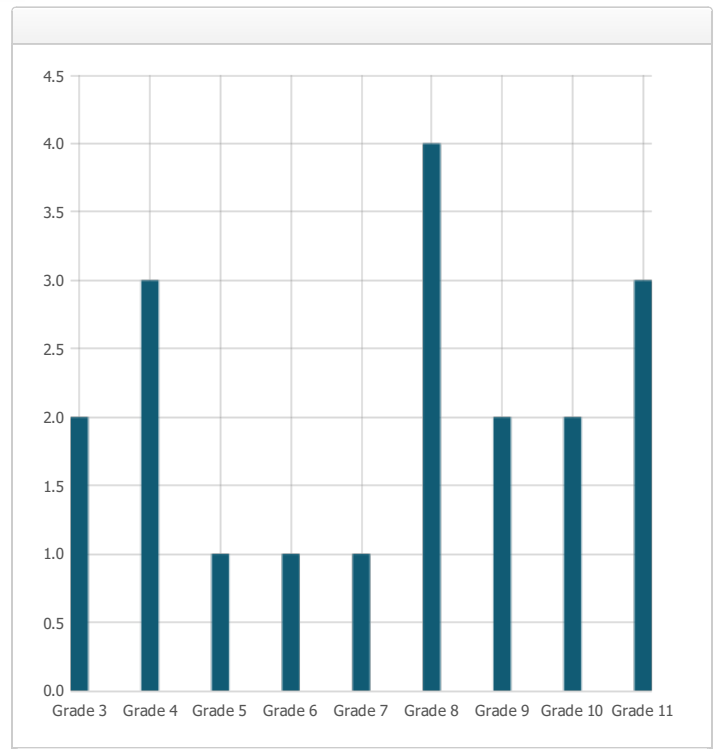
### School Description and Mission Statement (Most Recent Year)

The Modoc County SELPA is dedicated to operating the best small, rural SELPA in California by partnering with our local school districts. We provide students with special needs an outstanding educational opportunity because of our small class sizes and personalized attention to instructional detail. Our students have exceptional opportunities for learning.

*Last updated: 1/6/2015*

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

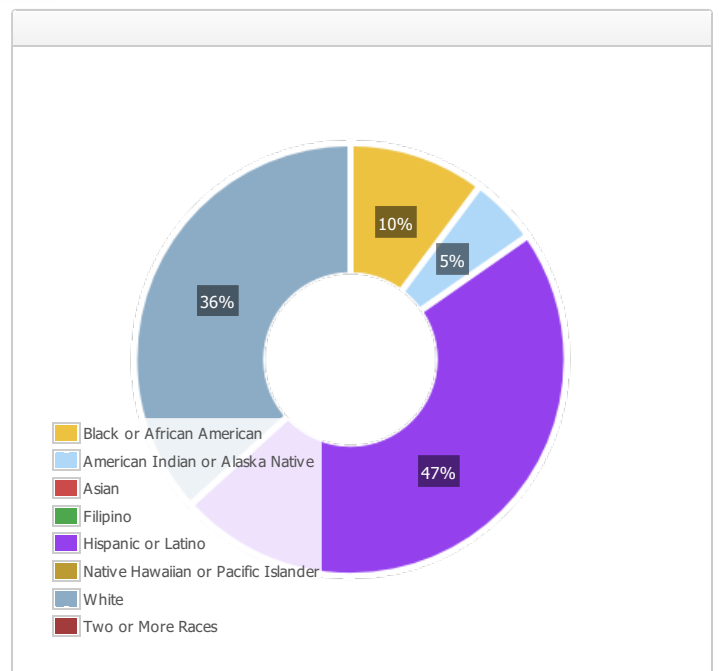
Grade Level	Number of Students
Grade 3	2
Grade 4	3
Grade 5	1
Grade 6	1
Grade 7	1
Grade 8	4
Grade 9	2
Grade 10	2
Grade 11	3
<b>Total Enrollment</b>	<b>19</b>



Last updated: 1/6/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	10.5
American Indian or Alaska Native	5.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.0
White	36.8
Two or More Races	0.0
Socioeconomically Disadvantaged	84.2
English Learners	31.6
Students with Disabilities	100.0



Last updated: 1/6/2015

## A. Conditions of Learning

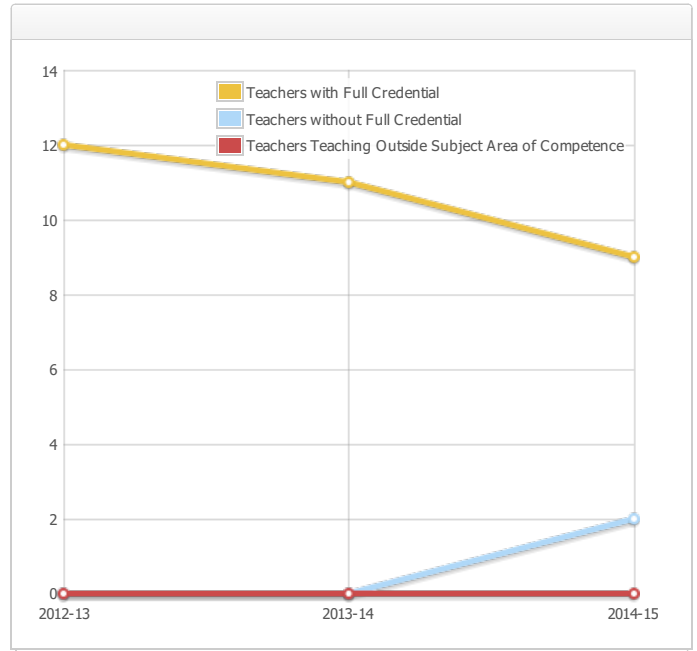
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

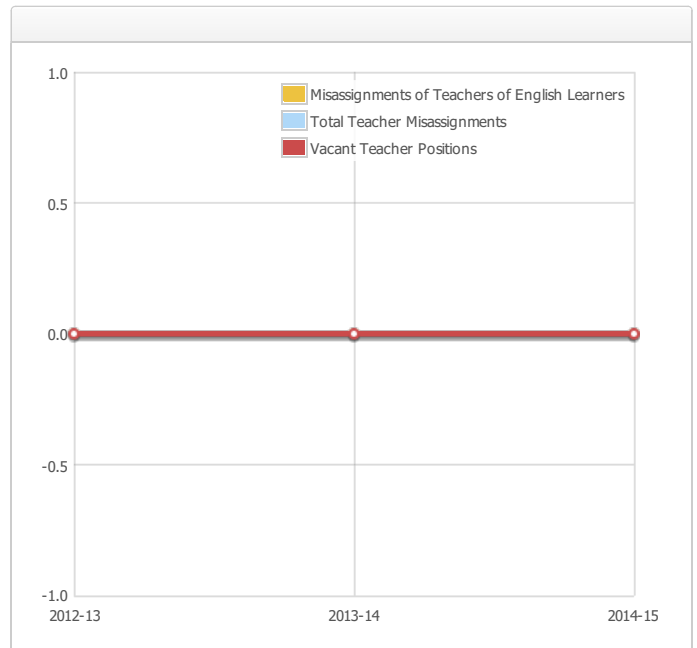
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	11	9	9
Without Full Credential	0	0	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2015

#### Teacher Misassignments and Vacant Teacher Positions

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



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2015

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	This school follows the local district adoptions.		0.0
Mathematics	This school follows the local district adoptions.		0.0
Science	This school follows the local district adoptions.		0.0
History-Social Science	This school follows the local district adoptions.		0.0
Foreign Language	This school follows the local district adoptions.		0.0
Health	This school follows the local district adoptions.		0.0
Visual and Performing Arts	This school follows the local district adoptions.		0.0
Science Lab Eqpmt(9-12)	This school follows the local district adoptions.		0.0

*Last updated: 1/6/2015*

**School Facility Conditions and Planned Improvements - Most Recent Year**

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the LEA office.

*Last updated: 1/6/2015*

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness,		

Pest/Vermin Infestation
Electrical: Electrical
Restrooms/Fountains: Restrooms, Sinks/Fountains
Safety: Fire Safety, Hazardous Materials
Structural: Structural Damage, Roofs
External: Playground/School Grounds, Windows/Doors/Gates/Fences

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 1/6/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				14	43	33	60	59	60

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

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

*Last updated: 1/6/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	62%	50%	47%	37%	30%	22%	54%	56%	55%
Mathematics	55%	53%	44%	32%	29%	18%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	%	%	5%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	C	C	C
Similar Schools	C	C	C

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/6/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-56	46	-8
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			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/6/2015

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0



Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

*Last updated: 1/6/2015***Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

# State Priority: Other Pupil Outcomes

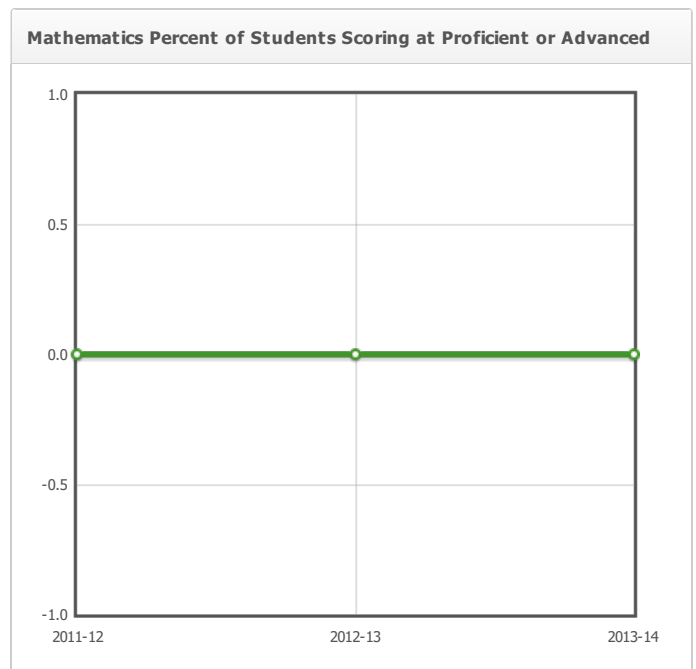
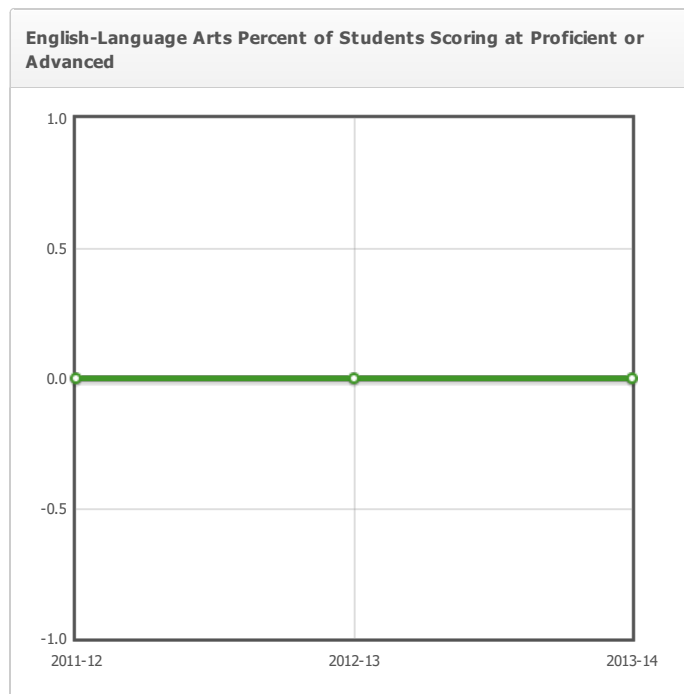
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	33%	25%	N/A	56%	57%	56%
Mathematics	N/A	N/A	N/A	33%	71%	33%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/6/2015

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/6/2015*

**California Physical Fitness Test Results (School Year 2013-14)**

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/6/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

The Modoc County SELPA enjoys the assistance of an active Community Advisory Committee (CAC) made up of parents, staff, and concerned members of our community. The CAC meets the second Wednesday of each month (except June, July, and December) at 2:00 at the Modoc County Office of Education, 139 Henderson Street, Alturas. The meetings usually last about one hour. The meeting time may vary if a special training is being presented. For more information, please contact the SELPA Administrative Assistant at (530) 233-7110.

### State Priority: Pupil Engagement

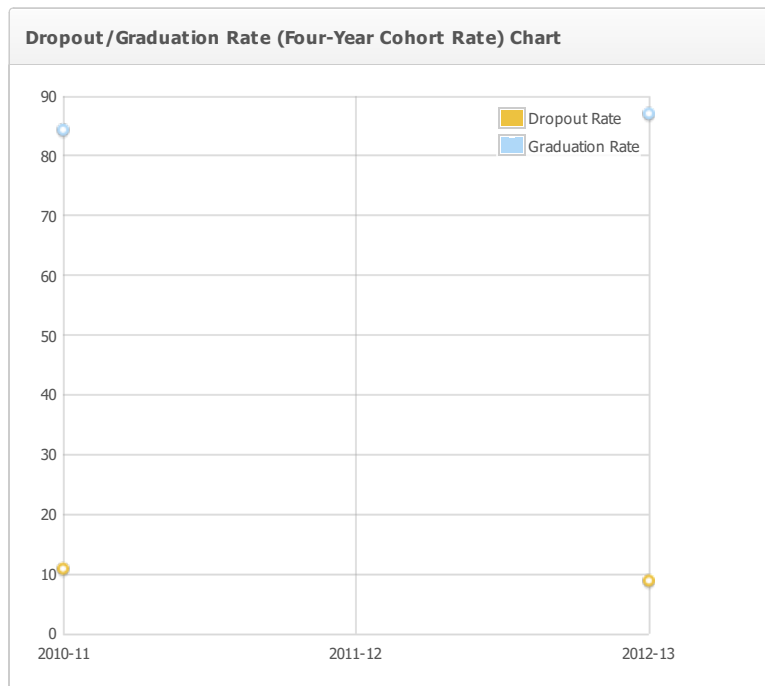
*Last updated: 1/6/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.9		8.9	10.9		8.9	14.7	13.1	11.4
Graduation Rate	84.38		87.1	84.38	85.32	87.1	77.14	78.87	80.44



*Last updated: 1/6/2015*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	33	66	84
Black or African American			75
American Indian or Alaska Native			77
Asian			92
Filipino			92
Hispanic or Latino			80
Native Hawaiian or Pacific Islander			84
White		50	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	50	100	82
English Learners			53
Students with Disabilities	33	33	60

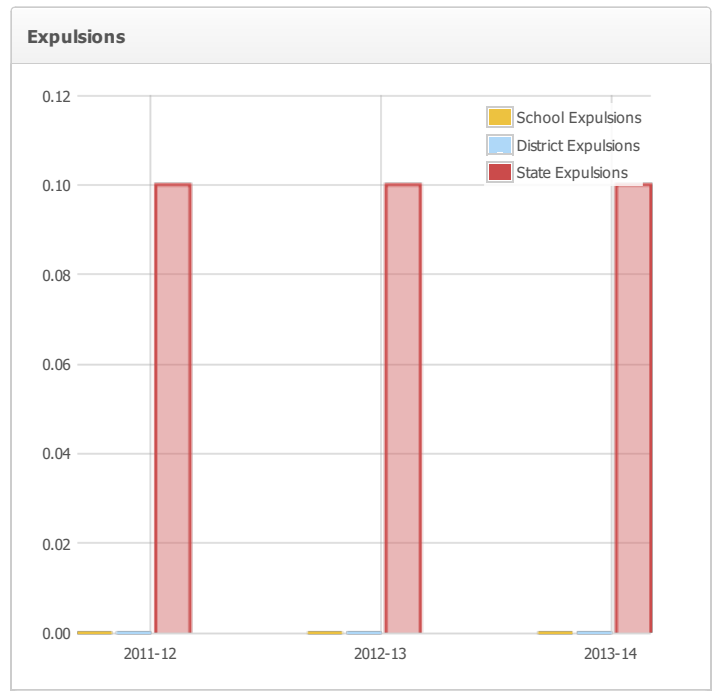
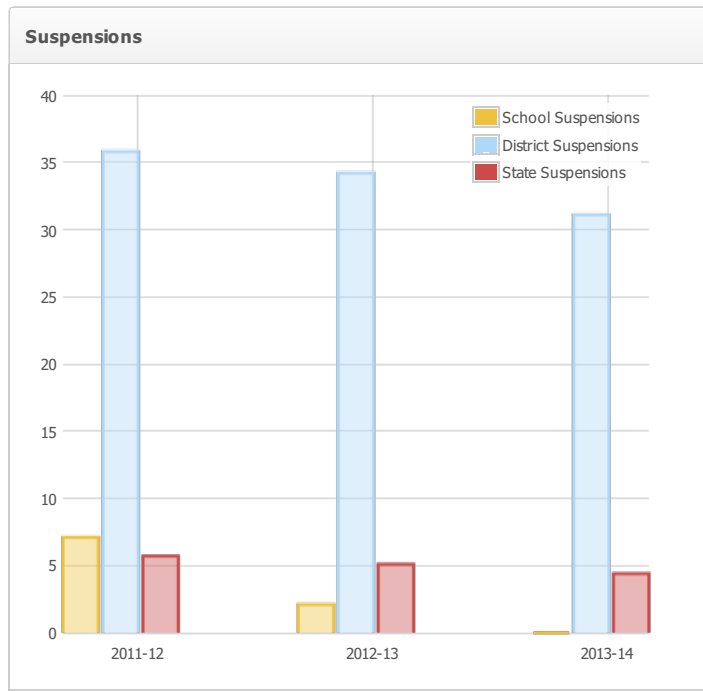
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.10	2.10	0.00	35.80	34.20	31.10	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/6/2015

**School Safety Plan - Most Recent Year**

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All of the Special Education classes are located on school sites and supervised by the host district. Please contact the district to review information on their School Safety Plan.

*Last updated: 1/6/2015*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		N/A

*Last updated: 1/6/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/6/2015*



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

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				1.0	5							
1												
2				1.0	5							
3				1.0	2			2.0	1			
4				1.0	2			3.0	1			
5				1.0	5			1.0	1			
6				2.0	5			1.0	1			
Other												

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

*Last updated: 1/6/2015*

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

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.9	12	0	0	2.0	9		3.0	4			
Mathematics	2.8	4	0	0	2.0	6		3.0	1			
Science	2.0	3	0	0	3.0	2						
Social Science	0.0	0	0	0	2.0	1						

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

*Last updated: 1/6/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.8	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.7	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

*Last updated: 1/6/2015*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$20,435	\$20,407	\$28	\$64,895
District	N/A	N/A	\$28	\$64,895
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	68963.00%

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

*Last updated: 1/6/2015*

**Types of Services Funded (Fiscal Year 2013-14)**

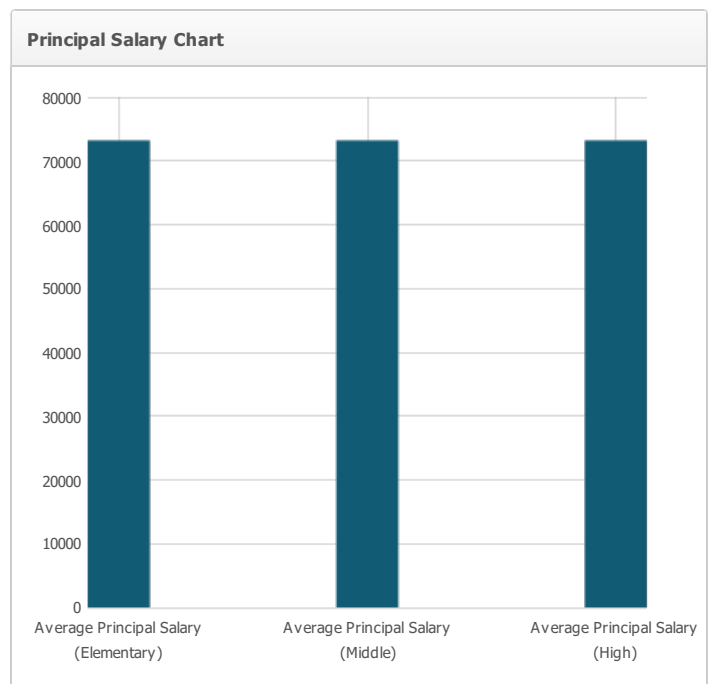
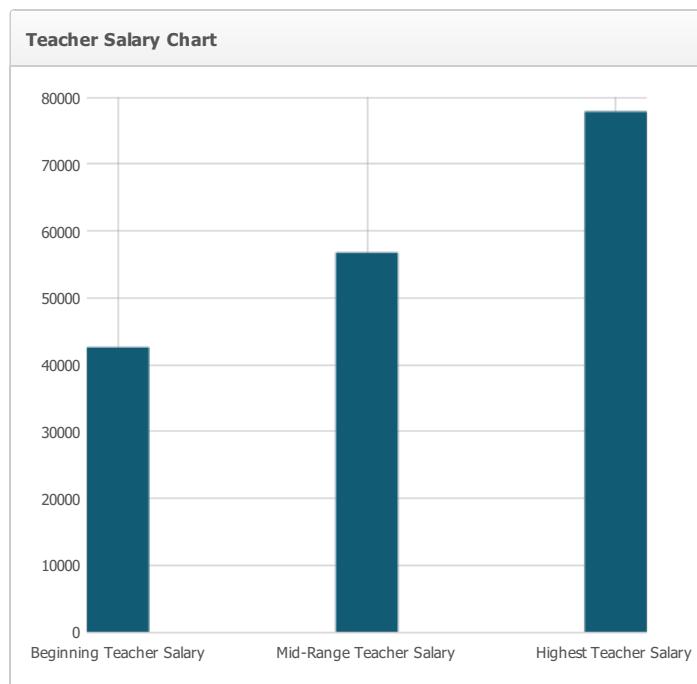
The following Federal and State programs provide student intervention and support services to students served by the Modoc County SELPA: Title I (Basic); Title I (Neglected and Delinquent); Title II (Teacher Training); Special Education.

*Last updated: 1/6/2015*

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,578	N/A
Mid-Range Teacher Salary	\$56,744	N/A
Highest Teacher Salary	\$77,841	N/A
Average Principal Salary (Elementary)	\$73,204	N/A
Average Principal Salary (Middle)	\$73,204	N/A
Average Principal Salary (High)	\$73,204	N/A
Superintendent Salary	\$117,205	N/A
Percent of Budget for Teacher Salaries	31.0%	%
Percent of Budget for Administrative Salaries	3.5%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



*Last updated: 1/6/2015*

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

\*Where there are student course enrollments.

*Last updated: 1/6/2015*

**Professional Development – Most Recent Three Years**

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Professional Development was provided through inservice days focused on common core and special education.

*Last updated: 1/6/2015*