

Nevada County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

RoJean Cossairt, Special Education Principal

 Principal, Nevada County Special Education

About Our School

Contact

*Nevada County Special Education
400 Hoover Ln.
Nevada City, CA 95959-2944*

*Phone: 530-265-0611
E-mail: rcossairt@nevco.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Holly A. Hermansen
E-mail Address	hhermansen@nevco.org
Web Site	http://nevco.org

School Contact Information - Most Recent Year	
School Name	Nevada County Special Education
Street	400 Hoover Ln.
City, State, Zip	Nevada City, Ca, 95959-2944
Phone Number	530-265-0611
Principal	RoJean Cossairt, Special Education Principal
E-mail Address	rcossairt@nevco.org
Web Site	http://www.nevco.org
County-District-School (CDS) Code	29102986077226

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

Mission Statement

Through exemplary countywide leadership, facilitation and support, the Nevada County Superintendent of Schools programs and staff will create, sustain and encourage high quality educational programs for all students.

High academic standards, safe and engaging learning environments and the development of community partnerships will help in our mission to prepare students for the future.

Programs

Nevada County Superintendent of Schools Special Education Services (NCSOS-SES) provides special education related services to the 10 school districts and six in-county charters within Nevada County for students from birth to age 22 years. In addition, NCSOS-SES provides services to the county community schools (Edge Academy, Inspire & Launch), the Sugarloaf Mountain juvenile detention facilities, and John Muir Charter School sites located throughout California. The Special Education Department consists of approximately 46 staff members, located throughout Nevada County, which provides support to students and families.

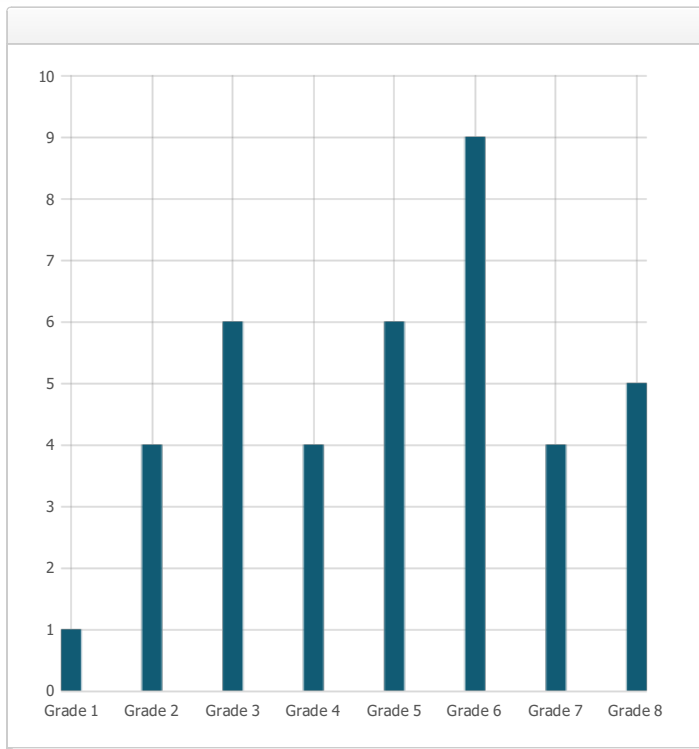
In addition to providing Designated Instructional Services to the ten school districts and in-county charters of Nevada County (DIS includes adapted physical education, deaf and hard of hearing, occupational therapy, vision and mobility), Nevada County serves approximately 60 students, in six classes, on four sites, throughout Nevada County. These 60 students require specialized instruction in a special day class setting (SDC) to accommodate their special needs.

For ages Birth to three, services include the Infant Program. Preschool students are served in an SDC setting and can receive DIS services. For ages Five to 22 years, SDC programs are provided for students with emotional disabilities, for students with severe cognitive, physical, and/or medical disabilities, students identified with behavioral needs, and students identified with autism. In addition to DIS, other specialized services for SDC students include speech and language, school nurse, and school psychologist.

Last updated: 1/28/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 1	1
Grade 2	4
Grade 3	6
Grade 4	4
Grade 5	6
Grade 6	9
Grade 7	4
Grade 8	5
Total Enrollment	40



Last updated: 1/28/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	5.0 %
Asian	2.0 %
Filipino	0.0 %
Hispanic or Latino	11.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	79.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	73.7 %
English Learners	0.0 %
Students with Disabilities	100.0 %
Foster Youth	1.0 %

Last updated: 2/1/2016

A. Conditions of Learning

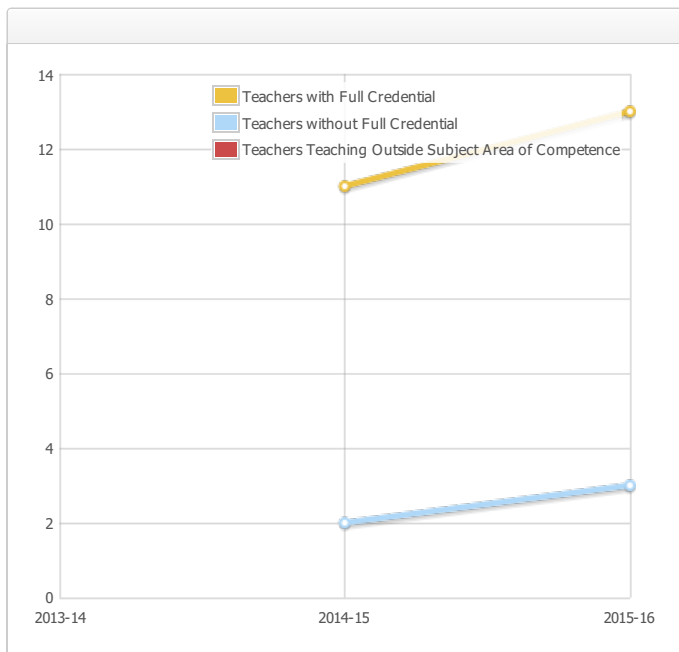
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

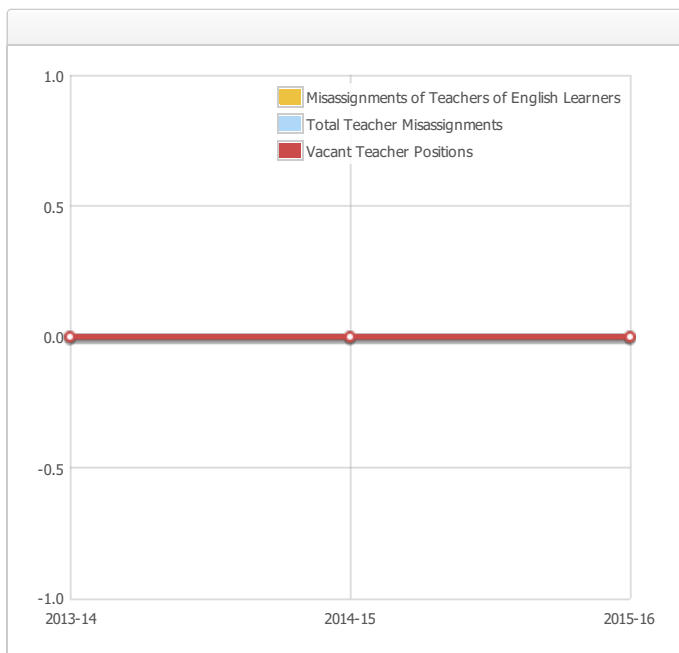
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential		11	13	13
Without Full Credential		2	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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		
All Schools in District	85.0%	15.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

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

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

Year and month in which data were collected: June 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.	Yes	0.0 %
Mathematics	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.	Yes	0.0 %
Science	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.	Yes	0.0 %
History-Social Science	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.		0.0 %
Foreign Language			0.0 %
Health	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.		0.0 %
Visual and Performing Arts	Our County SDC Classes all have access and use the school site adopted curriculums. In addition, all of our programs use a variety of supplemental materials, tasks, manipulatives, and devices relevant to the needs of our individual students.		0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

NCSOS-SES classrooms are guest tenants on various district campuses throughout Nevada County. The classrooms we are housed in are located on the following campuses: Grass Valley Elementary, Nevada City Elementary, and Union Hill Elementary. In addition, the infant program, SDC preschool, administrative and DIS offices are located in the Terence K. McAteer Family Resource Center. All six classrooms and the administrative offices are in good physical shape and are not in need of repairs.

The NCSOS Maintenance Department works closely with the administrator of the special education sites to ensure that maintenance projects are completed in a timely manner and that school facilities are maintained adequately for cleanliness, safety and appearance. Staff maintains the grounds, landscaping at the sites and cleans the facilities on an assigned schedule. Deep cleaning is accomplished at all sites during the period between extended year and the start of the next school year. Repairs, when needed, are accomplished in a timely manner. Emergency situations are given priority for completion. Long term projects are completed through the deferred maintenance planning process to ensure that facilities are upgraded as needed.

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 2/1/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	45.0%	44.0%
Mathematics (grades 3-8 and 11)	--	28.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	4	2	50.0%	--	--	--	--
Male	4	1	25.0%	--	--	--	--
Female	4	1	25.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	4	2	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4	2	50.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/30/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

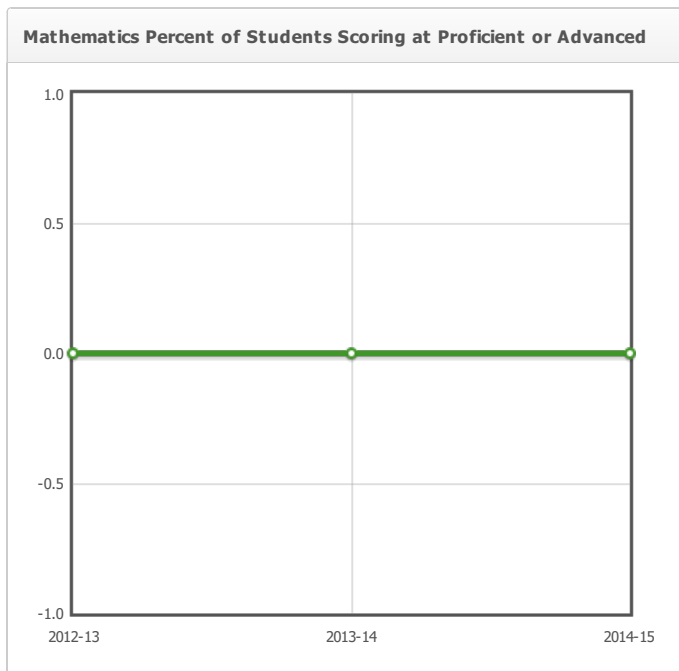
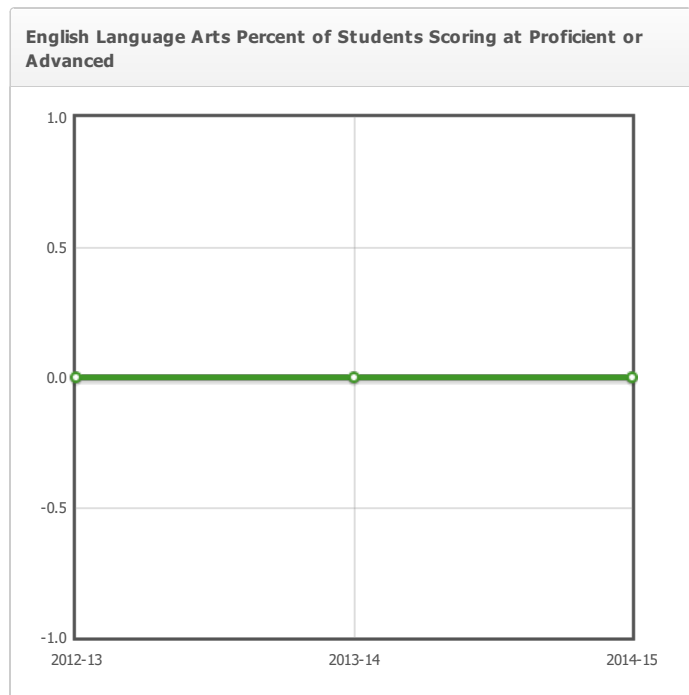
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	52.0%	21.0%	21.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	46.0%	19.0%	18.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/30/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
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	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	--	--
7	--	--	--

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: 2/1/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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

Parents are a vital part of the educational process in Nevada County. Parents participate in annual IEP meetings. Additionally, the Special Education Parent Advisory Committee (SEPAC) is regularly asked for input with regards to program, special program needs, special student needs, and policy developments. SEPAC is an advisory body that meets monthly and is comprised of parents and the Special Education Local Plan Area (SELPA) Director. Through emails, mailings, and flyers distributed to school districts throughout the SELPA, SEPAC keeps parents of special needs students apprised of activities and presentations happening throughout Nevada County and surrounding areas that are designed for them and their children.

State Priority: Pupil Engagement

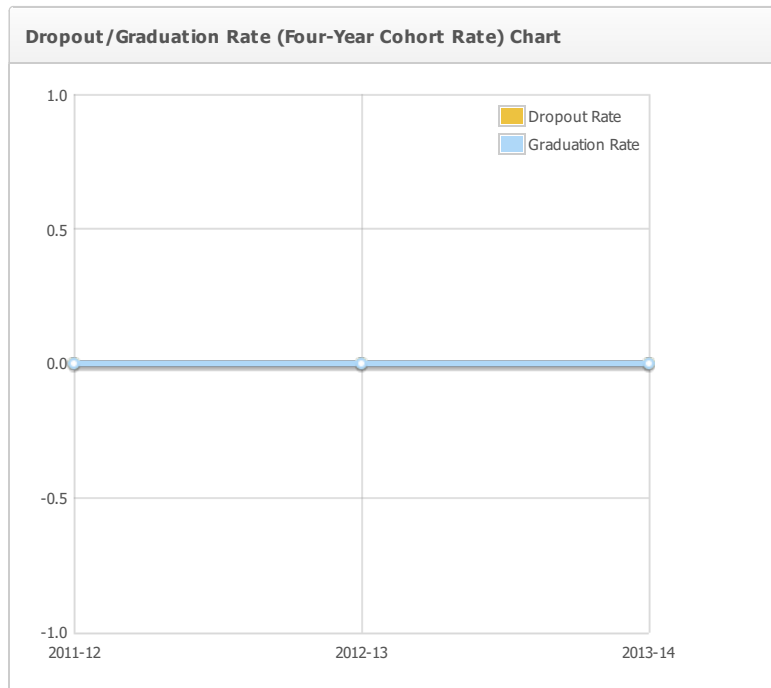
Last updated: 2/1/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	49.30	49.40	46.00	78.87	80.44	80.95



Last updated: 1/30/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

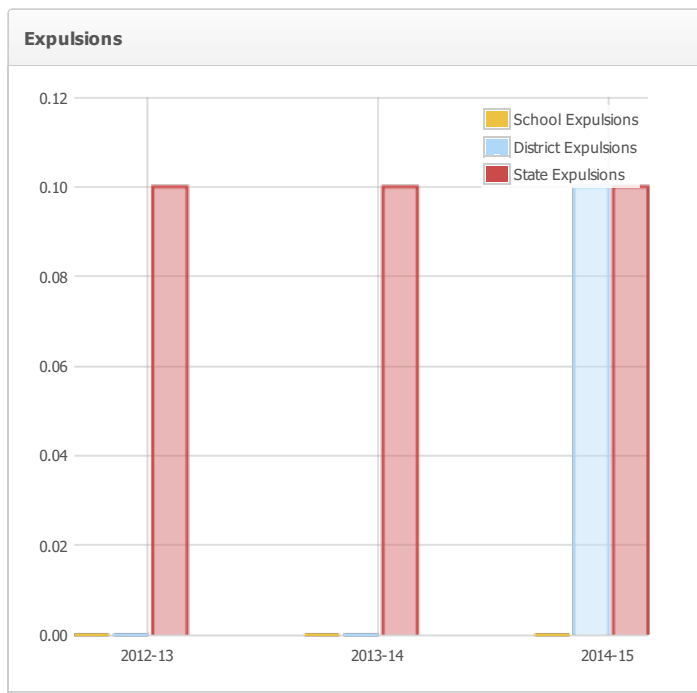
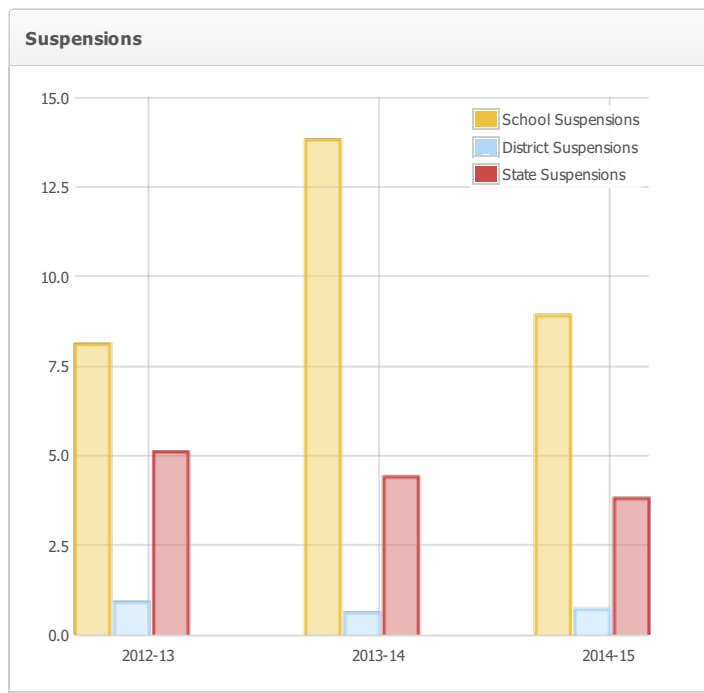
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.1	13.8	8.9	0.9	0.6	0.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 1/30/2016

School Safety Plan - Most Recent Year

NCSOS-SES's classrooms are located on multiple school campuses within Nevada County. Therefore, NCSOS-SES staff and students adhere to site safety plans. NCSOS-SES does not participate in the development and review of these safety plans. The school safety plan for the TKM Family Resource Center meets all the criteria necessary for the plan to have been adopted by the NCSOS Board of Trustees. The plan addresses personal characteristics of students and staff, physical environment of the school, criteria for the safety of all students, and social and cultural environment.

Last updated: 2/1/2016

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 2014-15)

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

Last updated: 1/30/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
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.

Last updated: 1/30/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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												
2												
3												
4												
5										1		
6												
Other	7.0	5	0	0	9.0	5	0	0	10.0	5	0	0

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

Last updated: 1/30/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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												
Mathematics												
Science												
Social Science												

* 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: 1/30/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	27.0	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: 1/30/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/2016

Types of Services Funded (Fiscal Year 2014-15)

Adapted Physical Education Specialists: Two full-time Adapted Physical Education teachers serve eligible students in NCSOS-SES programs as well as eligible students in multiple school districts.

Administrative/Secretarial: NCSOS K-8 Special Education and DIS programs for moderate/severe students have an administrator and 1.35 FTE clerical support.

Deaf Hard of Hearing and Interpreters: NCSOS-SES employs 1 FTE DHH specialist and one part-time interpreter to meet the needs of its DHH students.

Nurse: One full-time nurse provides required services for the special education programs.

Physical Therapy Services: NCSOS-SES contracts its PT services out to the Nevada County Health Department's MTU which is located at the TKM FRC.

Occupational Therapy Services: NCSOS-SES employs 2.15 FTE Occupational Therapists to provide services for students in NCSOS-SES and all of its ten districts and in-county charters. Students are recommended for OT services through the IEP process.

Program Specialist: A Program Specialist is employed on a contract basis to provide case management for special education students attending the John Muir Charter Schools.

Psychologist: One full-time psychologist provides services to NCSOS-SES operated regional special education programs.

SELPA (Special Education Local Plan Area): District and program representatives participate in three levels of SELPA governance; Superintendents' Council, Special Education Administrators Committee (SEAC) and the Special Education Parent Advisory Committee (SEPAC). The SELPA is the administrative unit for special education policies and procedures, information collection and reporting, dispute resolution and compliance reviews. SELPA personnel include a full-time administrator, a part-time business manager and an administrative assistant.

Specialized Academic Instruction: In addition to its six teachers for its SDC program, NCSOS-SES provides resource programs on a part-time basis to the county community and juvenile detention facilities. It employs two full-time teachers for the John Muir Charter School sites in Southern California, and contracts with NPAs to provide these services for the remaining JMCS sites.

Speech and Language Specialist: One full-time Speech and Language Specialist serves eligible students in NCSOS-SES's SDC programs.

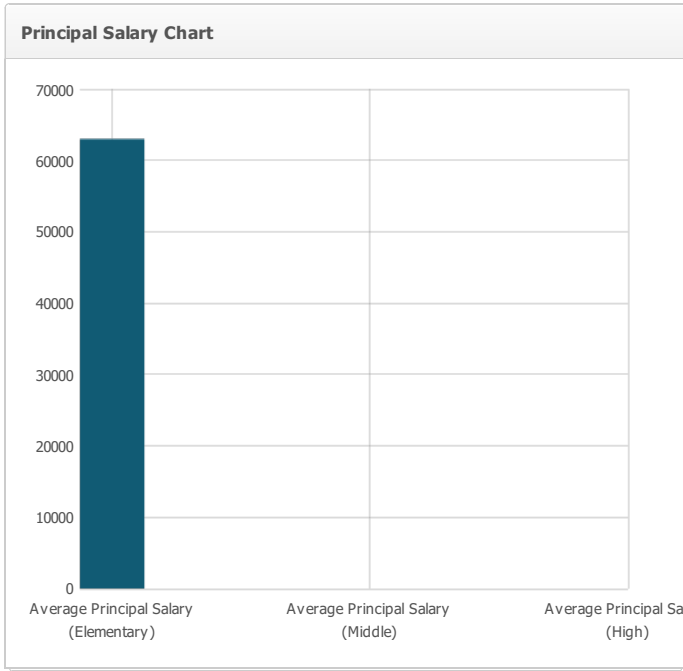
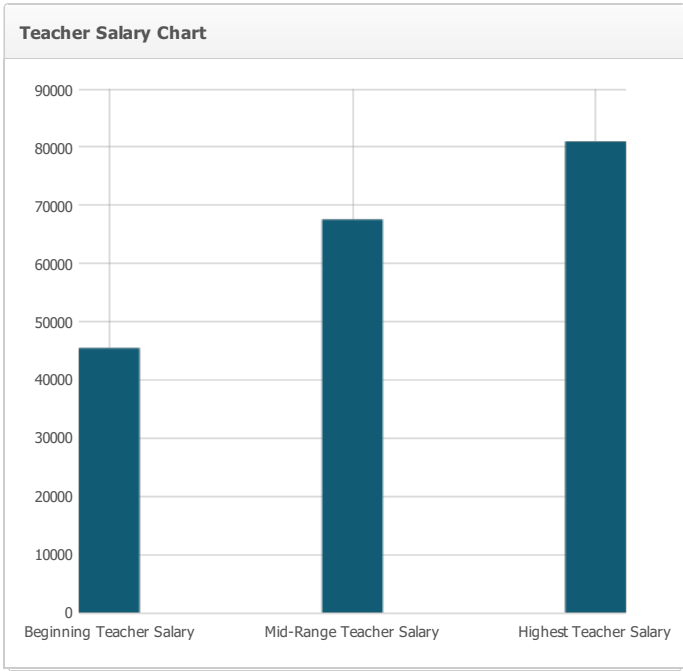
Vision Services and Orientation and Mobility Training: Two teachers of the Visually Impaired serve students countywide with visual impairments in classrooms at their school of residence with support services located in the TKM FRC.

Last updated: 1/30/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,456	--
Mid-Range Teacher Salary	\$67,569	--
Highest Teacher Salary	\$80,980	--
Average Principal Salary (Elementary)	\$63,000	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 2/1/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
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		0.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/1/2016

Professional Development – Most Recent Three Years

Nevada County Superintendent of Schools offers three full mandatory days of professional development to all teachers. The focus of this professional development is in the areas of:

- Quality Instruction/Discrete Trial/Picture Exchange/TEACCH
- Implementing Academic Interventions/Modifications as they Pertain to IEP Goal Development
- Case Management and Educational Benefit
- Positive Behavior Interventions
- Various Content Specific Areas (at teacher request)

In addition to these activities, special education staff attended many of the SELPA-sponsored workshops offered during the 2013-2014 school year. Topics included the following: ED Eligibility and Mental Health Needs, Behavior Basics for ParaEducators, and Supporting Students with Moderate to Severe Intellectual Disabilities for ParaEducators. A portion of staff meetings are also designated for individuals to share resources and information relevant to their program as a means of ongoing professional growth. Staff is trained annually in CPI (Crisis Prevention Intervention) strategies. New teachers receive support through the Beginning Teacher Support and Assessment Program (BTSA).

Last updated: 2/1/2016