

# Nevada County Special Education

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### RoJean Cossairt

Principal, Nevada County Special Education

#### About Our School

***Nevada County Superintendent of Schools Special Education Services provides regionalized special education services to students with disabilities throughout Nevada County. Beginning with the infant program which serves ages 0-3 and up through the 8th grade, students are provided a variety of supports and services to meet their individual needs. The program also provides some Designated Instruction and Services (DIS) to high school students.***

***Students with more intensive needs grades K-8 may be served in a Special Day Class (SDC). These classes are located on regular school campuses, and may serve students with a variety of disabilities including autism, emotional disturbance and cognitive and / or multiple disabilities. Students participate in classes and activities with their non-disabled peers to the extent that they are able.***

***Students may also receive a variety of Designated Instruction and Services (DIS) according to their individual needs such as Adaptive Physical Education, Occupational Therapy, Behavioral Intervention, Speech and Language, and instruction from teachers of the Visually Impaired and Deaf / Hard of Hearing. These services are provided to student at their school sites and help to address each child's unique needs and allow them to participate to the greatest extent possible in the general education environment and curriculum.***

***The teachers and support staff who serve the students with disabilities throughout these programs are highly trained and dedicated professionals, who are passionate about their work.***

#### Contact

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

Phone: 530-265-0611  
E-mail: [rcossairt@nevco.org](mailto:rcossairt@nevco.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Holly Hermansen
<b>E-mail Address</b>	<a href="mailto:hhermansen@nevco.org">hhermansen@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Nevada County Special Education
<b>Street</b>	400 Hoover Ln.
<b>City, State, Zip</b>	Nevada City, Ca, 95959-2944
<b>Phone Number</b>	530-265-0611
<b>Principal</b>	RoJean Cossairt
<b>E-mail Address</b>	<a href="mailto:rcossairt@nevco.org">rcossairt@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>
<b>County-District-School (CDS) Code</b>	29102986077226

*Last updated: 1/30/2017*

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

#### 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 55 staff members, located throughout Nevada County, which provides support to students and families.

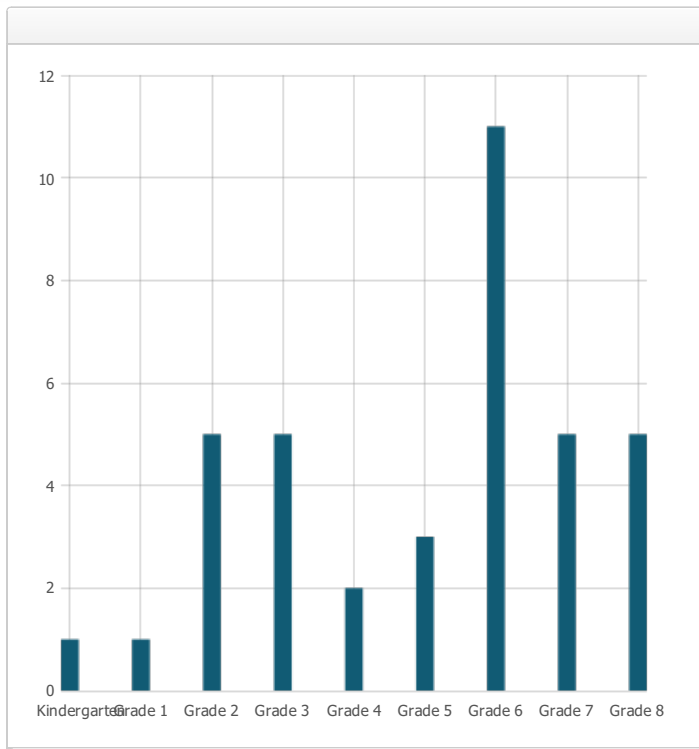
In addition to providing Designated Instructional Services to the ten school districts and in-county charters of Nevada County (DIS includes adapted physical education, deaf and hard of hearing, occupational therapy, vision and mobility), Nevada County serves approximately 70 students, in nine classes, on four sites, throughout Nevada County. These 70 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: 1/30/2017*

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	5
Grade 3	5
Grade 4	2
Grade 5	3
Grade 6	11
Grade 7	5
Grade 8	5
<b>Total Enrollment</b>	<b>40</b>



*Last updated: 1/30/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.8 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	0.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	95.5 %
Two or More Races	2.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.0 %
English Learners	0.0 %
Students with Disabilities	100.0 %
Foster Youth	2.5 %

*Last updated: 1/30/2017*

## A. Conditions of Learning

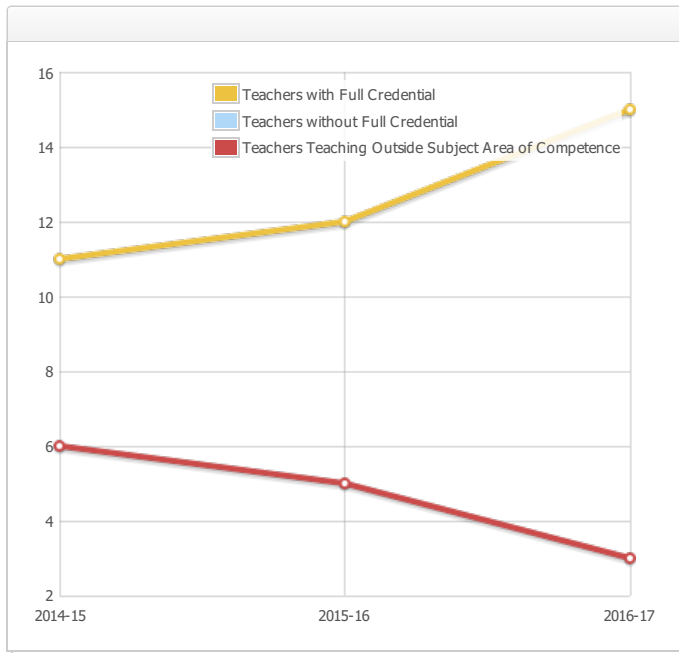
### State Priority: Basic

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

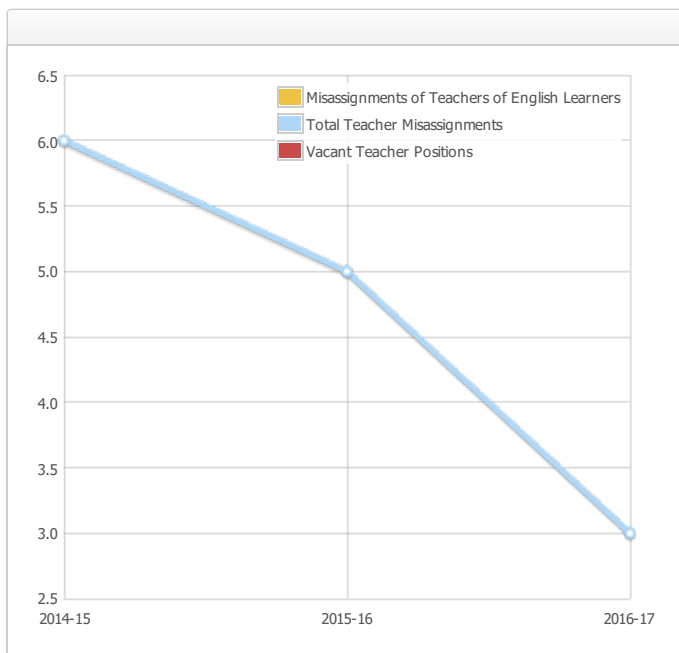
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	12	15	15
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	5	3	3



Last updated: 1/30/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*	6	5	3
Vacant Teacher Positions			



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: 1/30/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
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.

*Last updated: 1/30/2017*

## School Facility Conditions and Planned Improvements

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: Lyman Gilmore, 7-Hills, and Union . In addition, the infant program, SDC preschool, administrative and DIS offices are located in the Terence K. McAteer Family Resource Center. All 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: 1/30/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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*Last updated: 1/30/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	--	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	26.0%	29.0%	34.0%	36.0%

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.

*Last updated: 1/30/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
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: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*



# 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 area of physical education

## 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 (School Year 2016-17)

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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: 1/30/2017*

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

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

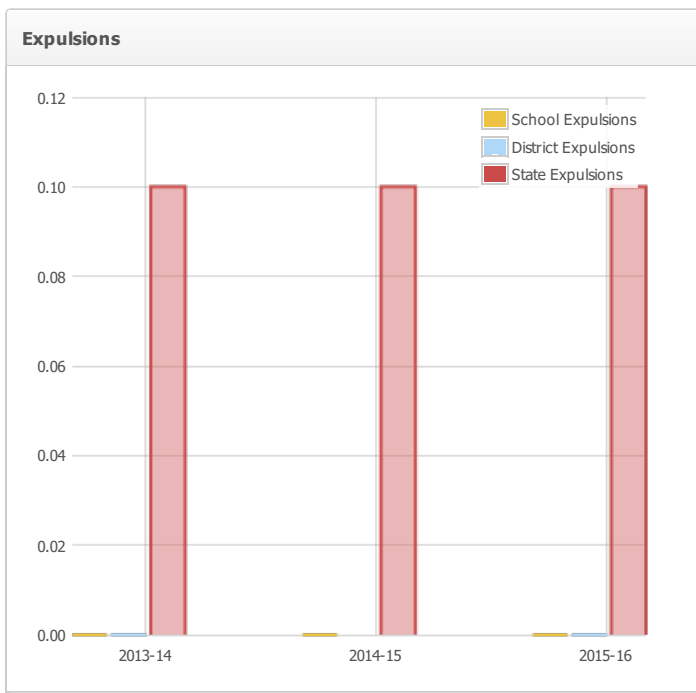
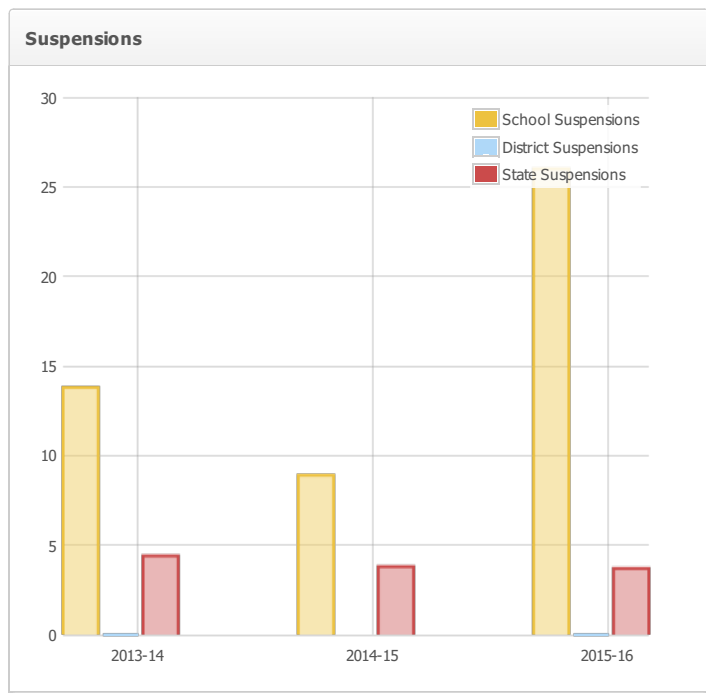
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	13.8	8.9	26.0			0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0		0.0	0.1	0.1	0.1



Last updated: 1/30/2017

## School Safety Plan (School Year 2016-17)

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: 1/30/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	9.0	1	0	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	8.0	3	0	0	8.0	2	0	0	9.0			

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

Last updated: 1/30/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	0.3	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)		N/A
Other	9.5	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: 1/30/2017*

**Types of Services Funded (Fiscal Year 2015-16)**

Adapted Physical Education Specialists: Two and 1/2 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 .30 FTE time administrator, 1.0 FTE principal and 1.2 FTE clerical support.

Deaf Hard of Hearing and Interpreters: NCSOS-SES employs 1 FTE DHH specialist.

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

Physical Therapy Services: NCSOS-SES contracts its PT services out.

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.

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 1 FTE administrator, a part-time business manager and an administrative assistant.

Specialized Academic Instruction: In addition to its 7 teachers for its SDC program, NCSOS-SES provides a 1.0 FTE Ed. Specialist basis to the county community and juvenile detention facilities.

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: 1/30/2017*

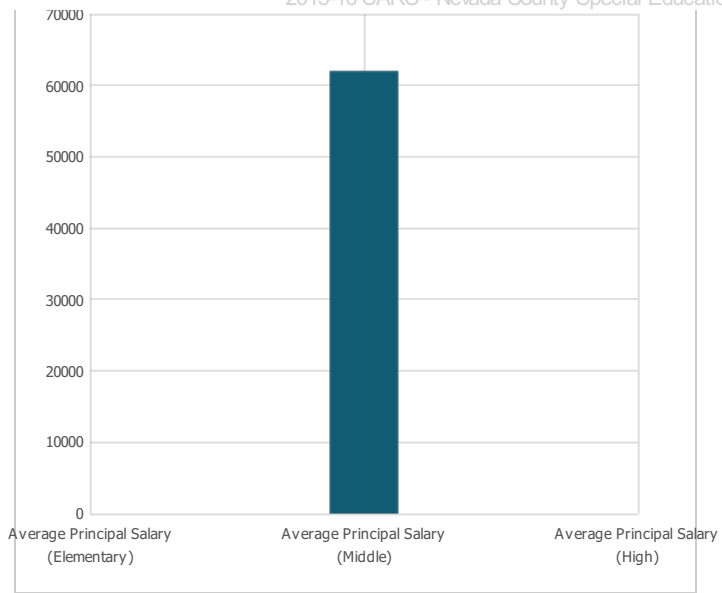
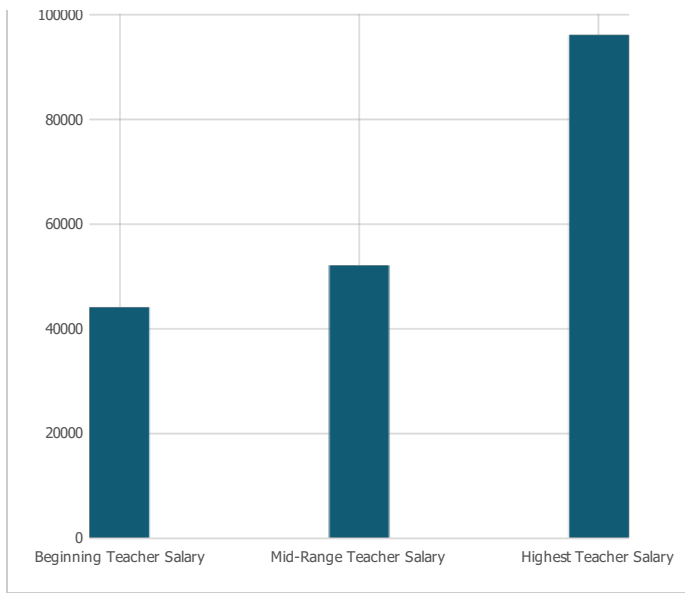
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,000	\$
Mid-Range Teacher Salary	\$52,000	\$
Highest Teacher Salary	\$96,000	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$62,000	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	\$110,000	\$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/30/2017

## Professional Development

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
- Curriculum Training
- IEP/SEIS
- 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 past 3 years. 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: 1/30/2017*