

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

*For Kern County Superintendent of Schools
Special Education*

Address: 1300 17th St. Bakersfield, CA 93301 **Phone:** (661) 636-4789
Principal: Julianna L. Gaines, Administrator **Grade Span:** K-12

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 at <http://dq.cde.ca.gov/dataquest/> 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.

About This School

District Contact Information – Most Recent Year

District Name	Kern County Office of Education
Phone Number	(661) 636-4621
Superintendent	Christine Lizardi Frazier
E-mail Address	chfrazier@kern.org
Web Site	www.kern.org

School Contact Information – Most Recent Year

School Name	Kern County Superintendent of Schools Special Education
Street	1300 17 th St., City Centre
City, State, Zip	Bakersfield, Ca 93301
Phone Number	(661) 636-4789
Principal	Julianna L. Gaines, Administrator
E-mail Address	jugaines@kern.org
Web Site	www.kern.org
County-District-School (CDS) Code	15101576069496

School Description and Mission Statement – Most Recent Year

“As advocates for children, we provide leadership, education and support for students, school districts, and the community through programs, services, and fiscal accountability” – this is the mission of the Kern County Superintendent of Schools. And to this end, the KCSOS Division of Special Education Services assists the 47 school districts and 3 Charter Schools in the Kern County Consortium SELPA in providing a continuum of special education services for students. The Division currently operates 70 K-12 Special Day Classes (SDCs) on 31 different sites throughout Kern County. The Division also provides speech and language services, itinerant vision services, orientation and mobility services, occupational therapy, itinerant deaf/hard-of-hearing services, itinerant services for the orthopedically impaired, and adaptive physical education to a number of districts in the Kern County Consortium SELPA. The KCSOS Transportation Services Division transports a total of 633 students of which 81 are in wheelchairs. Many individual school districts also transport their students to County Office programs as well.

In addition to the 70 SDC classes operated on district school sites, the Division also offers several specialized programs, which include:

- a MOVE (Movement Opportunities Via Education) Model Site providing a unique curriculum to students with severe orthopedic impairments;
- a program for students with emotional disturbances with therapists available daily through the SELPA’s ERMHS program;
- a transition program for high school and adult students with Autism in collaboration with the Kern High School District SELPA (Dai Break Center);
- 25 preschool SDC classes for students with Autism, severe orthopedic impairments, and any other moderate-to-profound disability for which school districts request a program.

All classrooms are working to align the curriculum goals with the new Common Core State Standards. Students with significant cognitive impairments receive instruction on a subset of the Common Core State Standards which are included in those skills assessed through the California Assessment of Student Performance and Progress Program (CAASP) using the pilot of the California Alternate Assessment (CAA), which is a computer-based replacement for the California Alternate Performance Assessment (CAPA). These alternate standards are infused in a Functional Skills Curriculum in the seven (7) curricular domains: Communication, Self-Care/Independent Living, Recreation/Leisure, Vocational, Community Access/Motor Skills, Social Emotional and Functional Academics. Students with less significant learning challenges receive instruction in the general core curriculum in the state content areas and participate in all of the state testing programs. Students participated in the state-wide, online, web-based California Assessment of Student Performance and Progress (CAASP/Smarter Balanced).

Each student has an Individualized Educational Program (IEP) which is a plan developed by a multidisciplinary team, including the parent(s) of each child, to address the student’s individual needs. Additionally, as determined by the IEP team, support services may be provided in the areas of speech therapy, occupational therapy, vision, hearing and interpretation services, nursing services, behavior intervention and support services, assistive technology, orthopedic supports, and adaptive physical education. Individual Transition Plans (ITPs) are written with students aged 16 and older, and their families, to facilitate appropriate adult life post-school options.

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	53
Grade 2	49
Grade 3	54
Grade 4	48
Grade 5	38
Grade 6	50
Grade 7	56
Grade 8	58
Ungraded Elementary	0
Grade 9	11
Grade 10	7
Grade 11	3
Grade 12	32
Ungraded Secondary	0
Total Enrollment	503

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

Student Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	1
Asian	4.4
Filipino	1.6
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0
White	25.6
Two or More Races	0.6
Socioeconomically Disadvantaged	61.8
English Learners	19.1
Students with Disabilities	100
Foster Youth	3.4

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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	81	82	69	N/A
Without Full Credential	12	13	24	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

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	3

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.

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	87.5	12.5
All Schools in District	95.6	4.4
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	100	0.0

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 the data were collected: 1/2015

NOTE: Each student enrolled in a KCSOS SDC has access to the core curriculum using textbooks and instructional materials appropriate to goals and objectives established in the IEP. To the degree possible, students use general education textbooks from the state-adopted list that the particular school is using so that students may participate in the program at their respective sites. Students are also provided a variety of supplemental curriculum materials, chosen to maximize learning style and ability. Due to changes in instructional materials restrictions for funding and the changing to the Common Core State Standards, the division has been allowed to purchase a greater variety of textbooks and instructional materials in all core areas to address the varied learning styles of students.

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court, EdMark, Houghton Mifflin	N/A	0
Mathematics	Math Coach, Touch Math	N/A	0
Science	Prentice Hall	N/A	0
History-Social Science	America: History of our Nation	N/A	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements – Most Recent Year

The Division of Special Education operated programs that were housed on 31 different sites over 14 different school districts during the 2014-15 School Year. While KCSOS has site supervisory responsibilities on only 2 of those sites, the KCSOS Maintenance and Operations Division is responsible for the Williams Inspections, the maintenance and the repair of many of the facilities in which we are housed. Their goal, and ours, is to ensure safe, operational, appropriate facilities for our students. To that end, this last school year they: added security lighting, replaced HVAC units, compacted and oiled a dirt-based driveway, and painted the exterior of some of the classrooms. Furthermore, planning occurred for the replacement of HVAC units and lighting retrofit at one site via Prop 39 funds; new roofing at the more sites is being planned and repainting classrooms for the 2015-16 school year. Of course, there are always minor repairs that come up during the school year, but those are handled on a regular work order system and are attended to in a timely manner.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: 10/2014; We start our site Williams visits in October of every school year.

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Two new HVAC units were replaced in the 14/15 school year at Claude W. Richardson Child Development Center
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roofs were needed in 14/15 school year at Claude W. Richardson Child Development Center and the project was started during that year. The project was completed in the 15/16 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: 10/2014; We start our site Williams visits in October of every school year.

Overall Rating	Exemplary	Good	Fair	Poor
		X		

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)	4*	19	44
Mathematics (grades 3-8 and 11)	2*	9	33

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.

***NOTE:** The scores listed under “School” reflect the KCSOS Division of Special Education’s results for the assessments. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)**

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	20	74.1	75	5	5	10
Male	27	18	66.7	72	6	6	11
Female	27	2	7.4	-	-	-	-
Black or African American	27	2	7.4	-	-	-	-
American Indian or Alaska Native							
Asian	27	0	0	-	-	-	-
Filipino							
Hispanic or Latino	27	8	29.6	-	-	-	-
Native Hawaiian or Pacific Islander							
White	27	10	37	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	27	11	40.7	82	0	9	9
English Learners	27	4	14.8	-	-	-	-
Students with Disabilities	27	19	70.4	74	5	5	11
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the Pilot California Alternate Assessment (CAA).

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

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	23	92	87	9	0	0
Male	25	19	76	89	5	0	0
Female	25	4	16	-	-	-	-
Black or African American	25	5	20	-	-	-	-
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	25	12	48	92	8	0	0
Native Hawaiian or Pacific Islander							
White	25	6	24	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	25	16	64	94	6	0	0
English Learners	25	6	24	-	-	-	-
Students with Disabilities	25	23	92	87	9	0	0
Students Receiving Migrant Education Services	25	1	4	-	-	-	-
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	17	44.7	88	0	6	0
Male	38	11	28.9	91	0	9	0
Female	38	6	15.8	-	-	-	-
Black or African American	38	2	5.3	-	-	-	-
American Indian or Alaska Native	38	1	2.6	-	-	-	-
Asian	38	1	2.6	-	-	-	-
Filipino							
Hispanic or Latino	38	4	10.5	-	-	-	-
Native Hawaiian or Pacific Islander							
White	38	9	23.7	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	38	7	18.4	-	-	-	-
English Learners	38	1	2.6	-	-	-	-
Students with Disabilities	38	16	42.1	94	0	0	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	22	78.6	77	14	5	0
Male	28	17	60.7	76	18	0	0
Female	28	5	17.5	-	-	-	-
Black or African American	28	1	3.6	-	-	-	-
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	28	14	50	71	14	7	0
Native Hawaiian or Pacific Islander							
White	28	7	25	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	28	14	50	79	14	7	0
English Learners	28	5	17.9	-	-	-	-
Students with Disabilities	28	22	78.6	77	14	5	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	25	86.2	80	12	0	0
Male	29	18	62.1	78	17	0	0
Female	29	7	24.1	-	-	-	-
Black or African American	29	2	6.9	-	-	-	-
American Indian or Alaska Native							
Asian	29	1	3.4	-	-	-	-
Filipino	29	1	3.4	-	-	-	-
Hispanic or Latino	29	13	44.8	77	23	0	0
Native Hawaiian or Pacific Islander							
White	29	7	24.1	-	-	-	-
Two or More Races	29	1	3.4	-	-	-	-
Socioeconomically Disadvantaged	29	21	72.4	81	10	0	0
English Learners	29	3	10.3	-	-	-	-
Students with Disabilities	29	25	86.2	80	12	0	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	27	42.9	78	7	4	0
Male	63	21	33.3	81	0	5	0
Female	63	6	9.5	-	-	-	-
Black or African American	63	1	1.6	-	-	-	-
American Indian or Alaska Native							
Asian	63	1	1.6	-	-	-	-
Filipino	63	1	1.6	-	-	-	-
Hispanic or Latino	63	10	15.9	-	-	-	-
Native Hawaiian or Pacific Islander							
White	63	14	22.2	79	0	7	0
Two or More Races							
Socioeconomically Disadvantaged	63	15	23.8	87	13	0	0
English Learners	63	5	7.9	-	-	-	-
Students with Disabilities	63	27	42.9	78	7	4	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

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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

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	N/A*						
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: KCSOS COE Students at the High School Level are not tested with the CAASPP, but with the CAA. Since it was a pilot year for the CAA, there are no scores reported for this grade range for the 2014-15 school year.**

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

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	20	74.1	85	0	10	0
Male	27	18	66.7	83	0	11	0
Female	27	2	7.4	-	-	-	-
Black or African American	27	2	7.4	-	-	-	-
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	27	8	29.6	-	-	-	-
Native Hawaiian or Pacific Islander							
White	27	10	37	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	27	11	40.7	91	0	9	0
English Learners	27	4	14.8	-	-	-	-
Students with Disabilities	27	19	70.4	84	0	11	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

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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

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	22	88	77	18	0	0
Male	25	18	72	83	11	0	0
Female	25	4	16	-	-	-	-
Black or African American	25	4	16	-	-	-	-
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	25	12	48	75	17	0	0
Native Hawaiian or Pacific Islander							
White	25	6	24	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	25	16	64	81	19	0	0
English Learners	25	6	24	-	-	-	-
Students with Disabilities	25	22	88	77	18	0	0
Students Receiving Migrant Education Services	25	1	4	-	-	-	-
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	17	44.7	71	6	0	0
Male	38	11	28.9	82	0	0	0
Female	38	6	15.8	-	-	-	-
Black or African American	38	2	5.3	-	-	-	-
American Indian or Alaska Native	38	1	2.6	-	-	-	-
Asian	38	2	5.3	-	-	-	-
Filipino							
Hispanic or Latino	38	4	10.5	-	-	-	-
Native Hawaiian or Pacific Islander							
White	38	2	21.1	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	38	6	15.8	-	-	-	-
English Learners	38	1	2.6	-	-	-	-
Students with Disabilities	38	17	44.7	71	6	0	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	22	78.6	77	9	5	0
Male	28	17	60.7	76	12	6	0
Female	28	5	17.9	-	-	-	-
Black or African American	28	1	3.6	-	-	-	-
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	28	14	60	71	7	7	0
Native Hawaiian or Pacific Islander							
White	28	7	25	-	-	-	-
Two or More Races							
Socioeconomically Disadvantaged	28	14	50	71	14	0	0
English Learners	28	5	17.9	-	-	-	-
Students with Disabilities	28	22	78.6	77	9	5	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	25	86.2	72	8	0	0
Male	29	18	62.1	78	6	0	0
Female	29	7	24.1	-	-	-	-
Black or African American	29	2	6.9	-	-	-	-
American Indian or Alaska Native							
Asian	29	1	3.4	-	-	-	-
Filipino	29	1	3.4	-	-	-	-
Hispanic or Latino	29	13	44.8	77	8	0	0
Native Hawaiian or Pacific Islander							
White	29	7	24.1	-	-	-	-
Two or More Races	29	1	3.4	-	-	-	-
Socioeconomically Disadvantaged	29	21	72.4	71	5	0	0
English Learners	29	3	10.3	-	-	-	-
Students with Disabilities	29	25	86.2	72	8	0	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	27	42.9	78	4	0	0
Male	63	20	31.7	85	0	0	0
Female	63	7	11.1	-	-	-	-
Black or African American	63	2	3.2	-	-	-	-
American Indian or Alaska Native							
Asian	63	1	1.6	-	-	-	-
Filipino	63	1	1.6	-	-	-	-
Hispanic or Latino	63	10	15.9	-	-	-	-
Native Hawaiian or Pacific Islander							
White	63	13	20.6	85	0	0	0
Two or More Races							
Socioeconomically Disadvantaged	63	15	23.8	87	7	0	0
English Learners	63	5	7.9	-	-	-	-
Students with Disabilities	63	26	41.3	81	4	0	0
Students Receiving Migrant Education Services							
Foster Youth	-	-	-	-	-	-	-

NOTE: 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. These scores reflect the small number of students who took the CAASPP Assessment versus a much larger number that took the pilot California Alternate Assessment (CAA).

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

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	*N/A						
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: KCSOS COE Students at the High School Level are not tested with the CAASPP, but with the CAA. Since it was a pilot year for the CAA, there are no scores reported for this grade range for the 2014-15 school year.**

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

California Standards Tests 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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	-	-	-	19	25	24	53	69	56

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. “School” refers to the Division of Special Education.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	24
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: 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.

Career Technical Education Programs (School Year 2014–15)

NOTE: Ninth through Twelfth grade students enrolled in KCSOS Special Day Classes are not diploma-bound; students do have Transition Plans as part of their IEP which discuss their possible work environments and access to the community, but they do not participate in Career Technical Education Programs.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	*N/A – See NOTE Above
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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	*N/A – See NOTE Above
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	*N/A – See NOTE Above

State Priority: Other Pupil Outcome

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	** See NOTE Below	**	**	21	28	27	57	56	58
Mathematics	**	**	**	24	28	24	60	62	59

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.

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	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	73**	14**	13**	76**	16**	8**
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	73**	14**	13**	76**	16**	8**
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.

***NOTE:** Data was not disaggregated by just the Division of Special Education, thus data not available for this Division's students solely.

****NOTE:** All students in high school KCSOS SDCs in the Division of Special Education (i.e. "The School") are assessed using the CAA and are not diploma-bound. Numbers in the second chart reflect the Special Education students within the Alternative Education Programs.

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	12.9	6.5	-
7	16.4	3.6	1.8
9	-	-	-

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.

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 of students in the KCSOS Special Education programs have a variety of opportunities for involvement in their student's education. This involvement can take the form of volunteering in the classrooms, supporting the teachers/schools with fund-raising, or taking advantage of opportunities for training provided through our Division or through the local SELPA.

Most of the sites upon which programs are housed have a Parent-Teacher Association (PTA or PTO) that is active on some level; parents have the opportunity to be a part of that group, either officially or as an at-large member. Parents have been key components in fund-raising activities to improve playground equipment, to provide teachers with classroom materials stipends, or to offer extra special field trip(s) to a specific group of students, such as 8th grade class trips or 6th grade week at our County's environmental program, Camp K.E.E.P. Further, the SELPA supports a Community Advisory Committee that has parent representatives from as many of the 47 school districts in the Consortium as possible; all parents have students with disabilities KCSOS parents have been on this committee and on the Board in the past.

Parents of students in the Aurora Program (for students with emotion disturbances) or in the preschool Autism program have opportunities for more intensive training, particularly in the areas of behavior management or Applied Behavior Analysis (ABA), provided by Program Specialists within the Division or by outside experts. It is the follow-through with the home component of these programs that truly makes a difference for the students.

Parents of students aged 0-3 years in the Early Start Program have services provided in their home to offer maximum involvement and are encouraged to attend parent groups with their child(ren) for more specialized training. This program is based on the needs of the entire family, so their participation is vital.

Parents of students in the Deaf/Hard-of-Hearing program have the opportunity to participate in quarterly events, such as a deaf story-telling night, or a soccer game or deaf author's day. These events are held during the school day, as well as on the weekends and in the evenings. Additionally, 6-week sign language courses are available to parents in all of the KCSOS programs taught by the Sign Language Specialists within the program and deaf adults who have volunteered to assist.

State Priority: Pupil Engagement

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	N/A*								
Graduation Rate	N/A*								

***NOTE:** Ninth through Twelfth grade students enrolled in KCSOS Special Day Classes are not diploma-bound and are eligible to attend school up to age 22 years.

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	*See NOTE	*	*
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			
Foster Youth			

***NOTE:** The students enrolled in the KCSOS SDC classes for ages 14-22 are not diploma-bound; they receive a Certificate of Completion, but are not considered to have graduated. Thus, this data is not applicable to this population.

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	1.73	1.77	2.9	5	5.36	4.81	5.07	4.36	3.8
Expulsions	0	0	0	0.1	0	0.05	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Providing a safe and secure learning and work environment for our students and staff is a very high priority for the Kern County Superintendent of Schools. As is required, the Special Education Services Division works with the KCSOS Maintenance, Operations and Transportation Division to review and update School Safety Plans on an annual basis for those sites operated by KCSOS. Classes located on a comprehensive school campus, which are the *majority* of the K-12 SDC classes operated by the KCSOS Division of Special Education, are included in the Emergency Plan for that campus. Staff also receives training in First Aid, Bloodborne Pathogens, CPR, Child Abuse Reporting, Proper Lifting Techniques, Positive Behavior Management Techniques and Pro-ACT crisis prevention communication training. Staff may also be trained in specialized health care procedures for students with particular needs.

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	N/A	No	Yes
Met Participation Rate – English Language Arts	N/A	No	Yes
Met Participation Rate – Mathematics	N/A	No	Yes
Met Percent Proficient – English Language Arts	N/A	N/A	N/A
Met Percent Proficient – Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

NOTE: The Division of Special Education does not have scores as Adequate Yearly Progress is not calculated for Special Education. District scores reflect the schools in Alternative Education.

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2008-09
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

NOTE: “School” refers to the Division of Special Education for which this is not calculated. District scores reflect the schools in Alternative Education.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8	5			6	13			6	16		
1	4	2			1	1						
2	7	1							3	2		
3	7	2			11	1			7	4		
4	6	5			4	4			8	5		
5	5	3			6	3			5	5		
6	6	8			6	8			6	6		
Other	7	22			7	18			7	15		

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

****NOTE:** In the Division of Special Education, there are target class sizes based on the needs of the students that typically range in the 6-8 students/classroom or 8-10 students/classroom due to the extreme behavioral or physical needs of the students. Classrooms at the junior high and high school level may range in the 10-12 student target as the students become more independent.

****NOTE #2:** The number of classes at each grade level is not necessarily accurate in the state number listed due to the multi-graded SDC classrooms (i.e. K-2) operated by KCSOS. Actual number of classes is much lower and average class size is higher.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	**SEE NOTE BELOW											
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.

****NOTE: 9-12 grade students enrolled in KCSOS SDC classes do not attend subject-area classes as they are not diploma-bound.**

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	8	N/A
Social Worker	.5	N/A
Nurse	9	N/A
Speech/Language/Hearing Specialist	19.8	N/A
Resource Specialist (non-teaching)	0	N/A
Other	26.3	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.

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	\$ 35,123	N/A	N/A	\$ 62,859
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$ 5,348	N/A**
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

****NOTE: State did not provide information for comparative teacher salaries for County Offices of Education, only for Districts, so there is no comparison available.**

Types of Services Funded (Fiscal Year 2014–15)

The Kern County Superintendent of Schools Special Education Services Division is funded to provide services for special education students, ages 3-22 years. These services include special day classes for students with moderate-to-severe disabilities in the areas of autism, intellectual disability, deaf/hard-of-hearing, emotional disturbance, orthopedic disabilities, visual impairment and those students with multiple disabilities. Additionally, as determined by the IEP team, support services may be provided in the areas of speech therapy, occupational therapy, vision, hearing, interpreting (Spanish & American Sign Language), nursing services, itinerant orthopedic and adaptive physical education. The Division also provides speech, occupational therapy and adaptive physical education to a number of districts in the Kern County Consortium SELPA. The KCSOS Transportation Services Division transports a total of 633 students of which 81 are in wheelchairs.

- Restricted Funding: AB 602, LEA/Medi-cal reimbursement and discretionary grants.
- Unrestricted Funding: District Income and Medi-cal Administrative Activities funding and miscellaneous state entitlements.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 43,879	*
Mid-Range Teacher Salary	\$ 62,859	*
Highest Teacher Salary	\$79,544	*
Average Principal Salary (Elementary)	\$ 100,000	*
Average Principal Salary (Middle)	\$ 100,000	*
Average Principal Salary (High)	\$ 100,000	*
Superintendent Salary	N/A	*
Percent of Budget for Teacher Salaries	29.44%	*
Percent of Budget for Administrative Salaries	4.2%	*

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

***NOTE: Data was not analyzed by CDE to compare like-sized county offices, but focused on districts. Thus it is unavailable at this time.**

Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	*N/A – See NOTE Below	
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All Courses		

Note: AP means Advanced Placement.

***NOTE:** Ninth through Twelfth grade students enrolled in KCSOS Special Day Classes are not diploma-bound; students do have Transition Plans as part of their IEP which discuss their possible work environments and access to the community, but they do not participate in Advanced Placement Programs.

Professional Development – Most Recent Three Years

Each year, Special Education certificated staff are provided three full days of training during the Back-to-School/Orientation Pre-service Days and 9 minimum day trainings. Professional development opportunities for staff contain the following elements:

- Are an integral part of a broad division-wide educational involvement plan;
- Are of high quality and of a sustained, intensive and classroom-focused nature so as to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;
- Are aligned and directly related to common core academic standards; and
- Are regularly evaluated for impact on increased teacher effectiveness and improved student achievement.

During the 2014-15 school year, staff participated in professional development activities to: Increase access to the common core state standards as they relate to student with disabilities, particularly in the areas of reading and mathematics;

- Develop a broader understanding and application of use of technology in instruction;
- Develop and implement standards-based instruction for students with social and behavioral challenges; and
- Instruct staff on language development and its implications across the curriculum and across grade bands.

All staff development activities are driven by a Professional Development Committee made up of teachers and administrators in order to look at both the broad needs of the division's staff and at the specific areas of focus necessary to further instruction.

- Additionally, annual training is provided to staff in Medic First Aid, CPR, and non-violent crisis intervention.