

# CCCOE Special Education Programs

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	CCCOE Special Education Programs
<b>Street</b>	4207-B Delta Fair Blvd
<b>City, State, Zip</b>	Antioch, CA, 94509
<b>Phone Number</b>	(925) 634-0511 x221
<b>Principal</b>	Randy Linscheid
<b>Email Address</b>	RLinscheid@cccoe.k12.ca.us
<b>School Website</b>	<a href="https://www.cccoe.k12.ca.us/">https://www.cccoe.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	07-100074-0107342

## 2023-24 District Contact Information

<b>District Name</b>	Contra Costa County Office of Education
<b>Phone Number</b>	(925) 942-3388
<b>Superintendent</b>	Lynn Mackey
<b>Email Address</b>	lmackey@cccoe.k12.ca.us
<b>District Website</b>	<a href="http://www.cocoschools.org">www.cocoschools.org</a>

## 2023-24 School Description and Mission Statement

The CCCOE Special Education Program (East and Far East and Mauzy programs) provides specially-designed services to meet the needs of students with disabilities from birth (Early Start) through transition (age 22). Programs for students aged 3-22 provide a comprehensive curriculum for students who are significantly impacted by their disability. Leadership and support exist to ensure that high quality instructional programs are provided to students, as well as facilities that are appropriate and maintained in a safe condition. The special education curriculum for students with moderate to severe disabilities is based on the core areas identified in the California State Department of Education (CDE) curriculum frameworks.

The program for medically fragile students provides appropriate educational settings and supports for students with a combination of developmental disabilities and medical needs. These programs are designed to support children preschool through transition age (22), who have vision, hearing, orthopedic impairments or other developmental disabilities, combined with various medical needs that cannot be addressed in a regular district school setting. As needed, instructional staff provide feeding support and other medically-related procedures under the supervision of a registered school nurse and classroom teacher. Community integration are provided when appropriate and safe for students.

The Intensive Program serves students in grades Preschool-Transition in a special day class setting. The program assists students with developmental disabilities such as Intellectual disability and autism with intensive behaviors to manage academic, social and functional demands through a variety of approaches within a structured environment. Behavior intervention supports and related services (i.e., Occupational Therapy, Speech therapy, etc.) are provided as appropriate in an individual or small group setting so that students can access learning. As appropriate, staff provide opportunities for community outings to practice social skills.

## 2023-24 School Description and Mission Statement

The Early Start Program serves infants and toddlers through individual home-based and small-group classroom settings. This program is designed to support children aged birth to three years old who have vision, hearing, orthopedic impairments and/or other developmental disabilities or delays. The education team consists of some (if not all) of the following specialists: teacher/case manager, instructional assistant, speech therapist, occupational therapist, vision specialist, Physical therapist and deaf/hard of hearing specialist. These specialists assist the family in providing assessments and developing an Individual Family Service Plan (IFSP). This team, in conjunction with the school district staff where the student resides, support the students' transition to the preschool setting when they reach three years of age.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	4
Grade 2	7
Grade 3	4
Grade 4	4
Grade 5	4
Grade 6	6
Grade 7	8
Grade 8	6
Grade 9	9
Grade 10	9
Grade 11	9
Grade 12	51
<b>Total Enrollment</b>	<b>126</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.1%
Male	61.9%
American Indian or Alaska Native	1.6%
Asian	4.8%
Black or African American	15.9%
Filipino	7.1%
Hispanic or Latino	38.1%
Two or More Races	3.2%
White	27.8%
English Learners	15.9%
Foster Youth	2.4%
Socioeconomically Disadvantaged	27%
Students with Disabilities	99.2%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.50	26.47	161.30	52.88	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.40	6.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	17.65	69.50	22.80	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	8.82	33.70	11.07	12115.80	4.41
<b>Unknown</b>	8.00	47.06	21.90	7.19	18854.30	6.86
<b>Total Teaching Positions</b>	17.00	100.00	305.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.50	44.12	189.00	57.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.50	8.82	22.00	6.71	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	11.76	71.40	21.71	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.94	22.50	6.85	11953.10	4.28
<b>Unknown</b>	5.50	32.35	23.80	7.25	15831.90	5.67
<b>Total Teaching Positions</b>	17.00	100.00	328.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.00</b>	<b>2.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.50	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.50</b>	<b>0.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Contra Costa County Office of Education, Special Education Programs use an online curriculum instead of traditional textbooks. Curriculum is provided to each teacher in an online format, which is currently the Unique Learning System. This system is standards-aligned, individualized, differentiated and includes assessment tools. Supplementary materials appropriate for the different abilities and ages enhance the instructional experience of the students.

<b>Year and month in which the data were collected</b>	January 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Unique Learning System	Yes	0
<b>Mathematics</b>	Unique Learning System	Yes	0
<b>Science</b>	Unique Learning System	Yes	0
<b>History-Social Science</b>	Unique Learning System	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Unique Learning System	Yes	0

## School Facility Conditions and Planned Improvements

The CCCOE Special Education Programs operate across seven school sites- Diablo Vista, Turner, Krey, O'Hara Park, Liberty, Mauzy, and Heritage School consisting of 21 classrooms, including three for the Early Start program. There is a separate FIT report for each site.

All students are under direct parent/guardian or individual school district staff supervision while in transit to and from school. While on school sites, students are under the direct supervision of both classified and certificated personnel. Students may be released early only to authorized adults who must identify themselves and sign out the student.

Access to school sites is restricted, requiring all visitors to check in at the main office for clearance and registration. All facilities and grounds are observed and monitored for unauthorized visitors who are reported to the main office for appropriate action. When visitors are approved to be on campus, they are given a temporary badge identifying them as guests. Volunteers are required to be interviewed and approved by site administration and register with the central office Human Resources Department and receive TB clearance. All regular personnel are provided with picture I.D. badges for their use.

All sites are regularly cleaned and maintained by custodial and gardening staff. Facilities maintenance is ongoing and coordinated with site principals through the central office facilities department. More intensive cleaning and maintenance occurs during student break/vacation periods in order to minimize impact to the learning environment. All sites are in good repair and free of adverse conditions detrimental to student learning. The main site facilities range in age from 8 to 15 years old. All facilities have been regularly maintained and upgraded with a greater proportion of maintenance funds prioritized for their modernization. This past year, playgrounds have been updated, areas decluttered, technology improved, and many general maintenance projects have been finalized. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Specialized equipment is accessible for use by students, with some students also issued specialized equipment for their individual use, as determined by the IEP. Workspace and break/lounge areas for staff have been designated.

Scores below indicate low scores of the 7 reports that make up the entire program/campus.

Work orders for all identified areas of need submitted 12/2/23

Turner; 96.89%

Diablo Vista; 96.37%

Liberty Cafe; 97.74%

O'Hara Park; 96.62%

Krey; 97.75%

Heritage; 97.78%

Liberty; 90.91%

Mauzy:

**Year and month of the most recent FIT report**

11/14/23

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

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] System 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	9	3	45	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	21	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	46	33	71.74	28.26	3.03
<b>Female</b>	18	12	66.67	33.33	8.33
<b>Male</b>	28	21	75.00	25.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	16	11	68.75	31.25	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	11	84.62	15.38	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	13	76.47	23.53	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	46	33	71.74	28.26	3.03

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	46	34	73.91	26.09	0.00
<b>Female</b>	18	13	72.22	27.78	0.00
<b>Male</b>	28	21	75.00	25.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	16	11	68.75	31.25	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	11	84.62	15.38	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	13	76.47	23.53	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	46	34	73.91	26.09	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			0.00	0.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	8	28.57	71.43	--
Female	--	--	--	--	--
Male	18	3	16.67	83.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	3	23.08	76.92	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	8	28.57	71.43	--

## 2022-23 Career Technical Education Programs

The Heritage and Liberty Transition sites, and one class on the Mauzy site of the CCCOE Special Education programs serve students 9th grade through age 22. As a program which supports students with disabilities of significant impact, the programs are designed to prepare students for the transition to adulthood and post secondary transition programming. The focus is to support skills related to functional academics, social skills, recreation, mobility, community integration, transportation, self advocacy and variety of other self-help skills. These programs work closely with the Regional Center of the East Bay (RCEB) which funds the adult programming once these students transition out of K-12 programming.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	25%	25%	25%	25%	25%
Grade 7	57.1%	42.9%	57.1%	42.9%	57.1%
Grade 9	33.3%	0%	11.1%	0%	22.2%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

The CCCOE Special Education Programs hold various family engagement activities at each of the seven school sites. These include parent school visitations, family-inclusive field trip opportunities, back-to-school nights, parent activities in the classroom, graduation ceremonies, holiday events, and other special activities throughout the year. Each classroom plans family engagement activities based on their families' unique strengths and interests. The site administrators continue to welcome feedback from parents via email or phone. Given the relatively small size of the county special education programs, site administrators and school site administration assistants develop collaborative relationships with all families. We are proud of the connections that teachers have with our families and the collaborative relationships.

Parents are involved in the education of their students through the Individual Education Program (IEP) and Individual Family Service Plan (IFSP-birth to 3 years of age) process. Parents are equal members in all Individualized Education Plans (IEPs), participating in the development of annual academic, behavioral, and social goals for his/her child. In the Early Start Program, families are involved in direct service to their child in a center or home-based setting. For more information on becoming involved, contact the site administrators @ 925-634-0511 x221 or @ 925-777-2000 x1101.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	--	5.4	3.6	5.3	9.4	7.8	8.2
Graduation Rate	0	0	--	87.9	91.2	91.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	138	123	84	68.3
Female	53	46	33	71.7
Male	85	77	51	66.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	6	4	3	75.0
Black or African American	24	19	10	52.6
Filipino	10	10	8	80.0
Hispanic or Latino	53	51	42	82.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	4	100.0
White	37	31	13	41.9
English Learners	23	23	18	78.3
Foster Youth	4	4	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	44	41	25	61.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	137	122	83	68.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.11	4.04	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.03	0.02	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The following is a brief description of the key elements included in each plan:

- Community emergency telephone numbers, specific to each region.
- Emergency teams and duties.
- Staff development and minimum day schedules.
- Safety Committee and Leadership Team composition and members.
- Assessment of the status of school crime committed on campus.
- Discrimination and harassment policies and procedures for staff and students.
- Hate crime reporting procedures.
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school.
- Uniform complaint procedures for parents.
- Vandalism reporting forms and procedures.
- Child abuse laws and reporting forms and procedures.
- "Safe School" initiative information and mission statement.
- Crisis response checklist.
- Safety inspection classroom checklist.
- List of disaster/first aid supplies in classrooms.
- Policies pursuant to student suspension and expulsion.
- Rules and procedures on school discipline.
- Procedures for staff notification of "intruder on campus."
- Disaster procedures and drills protocol.
- School site maps and evacuation maps.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty at the beginning of the 2023-2024 school year and will be submitted for board approval by February 1, 2024.

**D. Other SARC Information Information Required in the SARC**

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

**2020-21 Elementary Average Class Size and Class Size Distribution**

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	3		
Other	6	5		

**2021-22 Elementary Average Class Size and Class Size Distribution**

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	1	1		
6	2	4		
Other	5	5		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	2	0	0
Other	8	4	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	3
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	68,222	68,222		102,818
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

Services provided to students are driven by each student's IEP/IFSP. Services available include:

- \* Individualized Academic Instruction
- \* Augmentative communication support
- \* Transition programming support
- \* Behavioral Supports
  - Occupational Therapy
- \* Physical Therapy
- \* Speech Therapy
- \* Adapted Physical Education
- \* School Nursing Support
- \* Deaf and Hard of Hearing Specialists
- \* Vision Specialists
- \* Orientation and Mobility Specialists
- \* Free and Reduced cost Breakfast and Lunch for students who qualify
- \* Physical Therapy
- \* Transportation
- \* Community Integration
- \* Collaboration with other services agencies, such as Regional Center and California Children's Services

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Certificated staff receive three full days of staff development, and classified receive one full day of staff development. In addition to the full-day professional development sessions, staff also receive approximately ten partial-day training sessions during minimum-day schedules. The content directly reflects State mandates, the Special Education Program goals, parent feedback, and staff needs related to student performance. Content includes instructional methods, classroom management, behavioral supports, practices to promote equity, and the effective development and delivery of Individual Education Plans (IEPs). Every K-12 teacher participates in training to use the standards-based "Unique" curriculum program. In addition, staff

## Professional Development

are provided access to optional training opportunities through the Special Education Local Planning Area (SELPA) and other outside agencies. All classes utilize technology, including Promethium Boards, internet access, tablet-type devices, and other media in order to facilitate student learning and communication. There is ongoing technology support and training based on staff needs, easily accessible through an established "ticket" request process.

Trainings provided to staff include CPR and first aid, emergency preparedness, crisis prevention intervention (CPI), various conferences, workshops, and presentations to improve instruction. Teachers are supported through in-class coaching, classroom team meetings, and mentoring. CPI training consists of strategies to support students who display physically aggressive behaviors during the school day. All staff participate in an initial 6-hour training and yearly "refresher" courses to maintain their skills. On non-professional development minimum days, staff work individually or in groups to prepare for student instruction, collaborate with other staff, hold classroom meetings, and or prepare for IEP meetings. During the 23-24 school year, a series of trainings to increase student safety have been added to the Professional Development Schedule.

The CCCOE offers support to teachers through various programs as determined by need. The CCCOE Teacher Induction Program (TIP) provides a collaborative model of support, providing a pathway for teachers to clear their credential. Another teacher support program is for those teachers who may be new to their assignment. Both veteran and new teachers may be eligible for this program, called the New Assignment Mentor Support (NAMS) program. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program due to an unsatisfactory evaluation. Professional development methods may include after-school workshops, individual conferences, peer coaching, classroom visitations, veteran teacher observation, and attendance at professional development conferences and meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	16	16	17