



# East County Elementary Special Education

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Contra Costa COE**

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### **District Governing Board**

Fatima S. Alleyne, Ph.D.  
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### **District Administration**

Lynn Mackey  
**Superintendent**  
Lindy Khan  
**Senior Director of Student Programs**  
Rebecca Vichiquis  
**Director, Student Programs**  
Tom Scruggs  
**Director, Student Programs**

### **School Description**

**Mission:** To educate students with special needs in the least restrictive learning environment to enable them to pursue productive and independent lives.

**Special Day Class (SDC) Program:** The East County Student Programs (ECSP) provides a full range of services designed to meet the needs of students with severe disabilities from pre-Kindergarten to age 22. Programs emphasize the integration of students with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for severely handicapped, and programs to support transition. Leadership and support exists to ensure the quality of all students' instructional programs as well as having facilities that are appropriate and maintained in a safe condition. This special education curriculum for students with severe disabilities is based on the core areas identified in the Common Core State Standards.

As part of ECSP, the Intensive program serves students in grades K-5 in several special day classes throughout the county. The program assists students with autism, autistic-like behaviors and intensive behaviors to manage academic, social and functional demands through a variety of approaches within a gated, structured environment. As appropriate, staff provides opportunities for integration with age-appropriate peers, community outings to practice social skills and modifications for academic programming.

The Early Start program is part of the Contra Costa County Office of Education that serves infants and toddlers from 0 to three years of age through a home-based and a classroom program. Children, age birth to three who have vision, hearing, orthopedic problems or other developmental disabilities are the targeted population. The team, consisting of a teacher, instructional assistant, speech and/or occupational therapist, and/or specialists in vision and hearing assist the family by providing assessments and developing an Individual Family Service Plan.

## About the SARC

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, 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 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.

## 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			
East County Elementary Special Education	16-17	17-18	18-19
With Full Credential	6	11	5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Contra Costa COE	16-17	17-18	18-19
With Full Credential	♦	♦	56
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
East County Elementary Special Education	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

At the Contra Costa County Office of Education, special education programs do not use textbooks. Each student has an Individual Education Plan, which drives each student's instructional program.

Textbooks and Instructional Materials Year and month in which data were collected: January 2020	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The East County Special Education Program consist of classes in three schools- Turner Elementary, Diablo Vista Elementary and Krey Elementary. The Turner school was built in 1972 and remodeled in 2011. There are five classrooms at the Turner site with portables, auditorium, kitchen, and playground. There are 3 additional classrooms located off-site at Krey Elementary in Brentwood and Diablo Vista in Antioch. There are separate FIT Reports for each site.

All students are under direct staff supervision while in transit to and from school with assistance from transportation personnel. While on school sites, students are under direct supervision from both classified and certificated personnel. Students may be early released only to authorized adults who are required to identify themselves and sign out the student in the main office.

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 a guest. Volunteers are required to be interviewed and approved by site administration and to 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 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 learning environment. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been upgraded to current safety codes. Specialized equipment is accessible for use by students with special needs. Workspace and break/lounge areas for staff have been designated.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-26-19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Turner- Dirty vents
<b>Interior:</b> Interior Surfaces	Poor	Turner- Ceiling tiles broken, with hole, or stained: water damage to wall behind sink; Floor tiles are lifting Formica loose or trim missing
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Turner- Dirty vents; Carpet stained, room cluttered; unsecured items;
<b>Electrical:</b> Electrical	Good	Turner- Electrical cover missing, wires exposed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Turner- Faucets low flow , drip
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Turner-Unsecured items stored too high Door not closing properly; Fire extinguisher tag outdated

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-26-19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Turner-
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Turner- Skid paint missing on ramp; Trip hazard at asphalt seam
<b>Overall Rating</b>	<b>Good</b>	Turner-

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-26-19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Diablo Vista-
<b>Interior:</b> Interior Surfaces	Poor	Diablo- Vista-Formica chipping, carpet lifting; ceiling tiles water stain;
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Diablo Vista- flooring dirty;
<b>Electrical:</b> Electrical	Fair	Diablo Vista- Multiple lights out; In-op lights/motion sensor; l
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Diablo Vista- inop drinking fountain
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Diablo Vista-
<b>Structural:</b> Structural Damage, Roofs	Good	Diablo Vista-
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Diablo Vista-
<b>Overall Rating</b>	<b>Good</b>	Diablo Vista-

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-26-19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Krey-Dirty vents;
<b>Interior:</b> Interior Surfaces	Poor	Krey- Ceiling tiles broken, have hole & have water stains; carpet stained;
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Krey- office cluttered, unsecured items stored too high;
<b>Electrical:</b> Electrical	Fair	Krey- Light diffuser broken;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Krey- drinking fountain broken; faucet leaks at handle
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Krey-
<b>Structural:</b> Structural Damage, Roofs	Good	Krey-
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Krey-
<b>Overall Rating</b>	<b>Good</b>	Krey-

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	**	**	**

\* 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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

Through informational flyers, parents are made aware of fundraisers and numerous support groups. Parents are encouraged to participate in classroom activities and field trips

Parent Resource Night is an event that provides parents with connections to community resources that may interest their child. It is held annually and includes various vendors from the Regional Center, local sports teams, law enforcement and extra curricular activities.

Parents are involved in the education of their students through the Individual Education Program (IEP) process. As an IEP team member, each parent participates in the development of annual academic, behavioral, and social goals for his/her child.

In order to obtain valuable feedback and suggestions for improvement, parents of infants and toddlers in our Early Start program are surveyed annually. Information from the surveys is analyzed and used when developing future goals. The overall results of recent parent surveys show a ninety percent satisfaction rate with our Early Start program.

### 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.

### School Safety Plan

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

- A staff emergency "phone tree", protocol for emergency contacts.
- 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 procedure 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."
- Dress code policies and enforcement.
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed and updated during the 2019-20 school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	2.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	4.7	4.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1
Average Number of Students per Staff Member	
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.

#### Professional Development provided for Teachers

Certificated staff receive three full days of staff development and classified receive one full day of staff development under the California Department of Education's Instructional Time and Staff Development Reform Program. Content includes instructional methods, classroom management, and training designed to improve academic instruction in the core curriculum.

In addition to the three staff development days each Wednesday is a minimum day for students. The afternoons are used for either staff training, meetings or teacher led work days. The content of our staff development efforts is aligned with Special Education Program goals and feedback from State mandated test data and staff needs assessments as related to student performance.

Topics for the current school year include:

- Evidence Based Practices
- Implementing Behavioral Goals
- Sensory Integration
- Best practices as viewed by families
- Appropriate skill levels for transitioning
- First Aid and CPR
- Stress management
- CPI (Crisis Prevention Institute) training
- Technology, iPad Training
- Writing legal and culturally sensitive IEP goals
- SEIS Training
- Forms, Processes, Procedures
- CAA curriculum and training
- Sexual harassment, confidentiality
- Mandated Reporting
- Back safety, hazardous materials, bloodborne pathogens
- Emergency Preparedness
- Importance of Teaching Self-Help Skills
- Communication Training

During implementation of instruction, teachers are supported through in-class coaching, teacher collaboration, teacher-principal meetings and encouragement of thematic lesson plans.

The CCCOE offers support to teachers through a variety of 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. Intern teachers participate in the Solano/North Bay/Contra Costa Teacher Intern Program, and are generally referred to TIP once they receive their preliminary credential. Another relatively new teacher support program was created for those teachers who may be new to their assignment. This program is called the New Assignment Mentor Support (NAMS) program and both veteran and new teachers may be eligible. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program as a result of an unsatisfactory evaluation. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development may include after school workshops individual conferences, peer coaching, classroom visitations, veteran teacher observation and attendance at professional development conferences and meetings.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	101161	101134	27	91381
District	◆	◆		
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-40.2	-1.3
Percent Difference: School Site/ State			-199.4	

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

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

- Individualized Specialized Academic Instruction
- Occupational Therapy
- Speech Therapy
- Adapted Physical Education
- School Nursing Services
- Physical Therapy
- Vision Services
- Orientation and Mobility
- Psychological Services
- Free and Reduced cost Breakfast and Lunch for students who qualify
- Early Start services for infants and toddlers
- Intensive behavioral services

### 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).

### 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.