

CCCOE Special Education Programs

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	CCCOE Special Education Programs
Street	4207-B Delta Fair Blvd
City, State, Zip	Antioch, CA, 94509
Phone Number	(925) 634-0511 x221 or x226
Principal	Randy Linscheid
Email Address	RLinscheid@cccoe.k12.ca.us
School Website	https://www.cccoe.k12.ca.us/
County-District-School (CDS) Code	07-100074-0107342

2022-23 District Contact Information

District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website Address	www.cocoschools.org

2022-23 School Overview

The CCCOE Special Education Program (East and Far East 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 outings are provided when appropriate.

The Intensive Program serves students in grades Preschool-Transition in a special day class setting. 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 structured environment. Behavior intervention supports and related services (i.e. Occupational Therapy and Speech services) 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.

The Early Start Program serves infants and toddlers through individual home-based and small group classroom settings. This

2022-23 School Overview

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 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 3 years of age.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	4
Grade 2	3
Grade 3	3
Grade 4	5
Grade 5	8
Grade 6	7
Grade 7	5
Grade 8	7
Grade 9	10
Grade 10	9
Grade 11	7
Grade 12	58
Total Enrollment	129

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.4
Male	63.6
American Indian or Alaska Native	1.6
Asian	1.6
Black or African American	17.1
Filipino	7.0
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.3
White	27.1
English Learners	18.6
Foster Youth	2.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	30.2
Students with Disabilities	100.0

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	26.47	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	17.65	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	8.82	33.70	11.07	12115.80	4.41
Unknown	8.00	47.06	21.90	7.19	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	44.12	189.00	57.47	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	8.82	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.76	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.94	22.50	6.85	11953.10	4.28
Unknown	5.50	32.35	23.80	7.25	15831.90	5.67
Total Teaching Positions	17.00	100.00	328.90	100.00	279044.80	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.

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
Total Teachers Without Credentials and Misassignments	3.00	2.00

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
Total Out-of-Field Teachers	1.50	0.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Contra Costa County Office of Education, special education programs do not use 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.

Year and month in which the data were collected January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning System	Yes	0
Mathematics	Unique Learning System	Yes	0
Science	Unique Learning System	Yes	0

History-Social Science	Unique Learning System	Yes	0
Foreign Language	N/A		
Health	Unique Learning System	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

All students are under direct staff supervision while in transit to and from school with assistance from individual district transportation personnel. While on school sites, students are under direct supervision of 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.

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 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, furniture has 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 special needs. 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 12/2-22

Turner; 93.77%

Heritage; 98.15%

Liberty Cafe; 91.75%

Liberty; 90.91%

Ohara Park; 96.06%

Krey; 92.71%

Diablo Vista; 96.79%

Year and month of the most recent FIT report

11/11/22

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

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	9	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	21	N/A	33

2021-22 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
All Students	45	22	48.89	51.11	9.09
Female	17	9	52.94	47.06	--
Male	28	13	46.43	53.57	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	8	57.14	42.86	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	8	53.33	46.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	13	6	46.15	53.85	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	22	48.89	51.11	9.09

2021-22 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
All Students	45	22	48.89	51.11	0.00
Female	17	9	52.94	47.06	--
Male	28	13	46.43	53.57	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	8	57.14	42.86	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	8	53.33	46.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	13	6	46.15	53.85	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	22	48.89	51.11	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2021-22 Career Technical Education Programs

The Heritage and Liberty Transition sites 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.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	0	0	0	0	0
Grade 7	0	0	0	0	83,39
Grade 9	10	0	0	0	40

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.

2022-23 Opportunities for Parental Involvement

CCCOE has held virtual meetings for parents on the topics of public health and the re-opening schools after COVID 19 school closures. The CCCOE Special Education Programs sent out parent surveys to get parent input, and also held virtual "Back to School Night" that included a parent survey. The current policy is for reduced visitors on school site, but the site administrators continue to welcome feedback from parents via email or phone call.

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. As an IEP/IFSP team member, each parent participates in the development of annual academic, behavioral, and social goals for his/her child. In the Early Start Program families are involved in the direct service to their child in a center or home-based setting. For more information on how to become 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			0		8.9	3.6		8.9	7.8
Graduation Rate			0		84	91.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	0	0.0
Female	--	--	--
Male	13	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	16	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	141	138	97	70.3
Female	50	50	32	64.0
Male	91	88	65	73.9
American Indian or Alaska Native	2	2	2	100.0
Asian	5	4	3	75.0
Black or African American	24	24	16	66.7
Filipino	9	9	4	44.4
Hispanic or Latino	54	54	44	81.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	2	66.7
White	41	39	24	61.5
English Learners	26	26	19	73.1
Foster Youth	4	4	1	25.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	46	46	32	69.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	141	138	97	70.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.96	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.11	4.04	0.20	3.17
Expulsions	0.00	0.00	0.03	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.”
- 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 in the 2021-2022 school year, reviewed in 22-23 school year and will be updated by site council to be board approved by March 1, 2023.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4				
5	1	1		
6				
Other	7	4		

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
K				
1				
2				
3				
4				
5				
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
K				
1				
2				
3				
4	1	1		
5				
6	2	4		
Other	5	5		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				

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				

2021-22 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

2021-22 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	2.0
Social Worker	
Nurse	3.0
Speech/Language/Hearing Specialist	4.4
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		

2021-22 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
Total AP Courses Offered 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 trainings during the second half of designated minimum day schedules. The content is a direct reflection of State mandates, the Special Education Program goals, parent feedback, and staff needs as related to student performance. Content includes instructional methods, classroom management, Independent Study strategies (during COVID Pandemic), behavioral supports, and the effective development and delivery of Individual Education Plans (IEPs). Every K-12 teacher participates in training to using the standards-based "Unique" curriculum program. All classes utilize technology, including Promethium Boards, internet-access, tablet type devices and other media in order to facilitate student learning and communication. Whole-staff trainings are provided for the use of these devices, as well as additional technology support and training based on needs and requests of staff.

Training's provided to staff include: CPR and first aid; emergency preparedness; sensory integration; 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 8-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 21-22 school year, a series of trainings on behavioral supports/ positive behavior are being given to instructional assistants who work with students.

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16