

Central County Special Education Programs

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

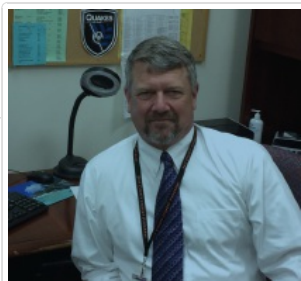
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Mr. Tom Scruggs, Principal

Principal, Central County Special Education Programs

About Our School

Welcome to Central County Student Programs. Our students are members of the special needs community who receive a vast array of services depending on their Individualized Education Plan. Programs include Early Start for children from birth to age 3, preschool programs, elementary, middle and high school programs.

Our educators and support staff are highly skilled professionals with years of experience and extensive training in Crisis Prevention, communication and language development, behavior analysis, educational technologies and various curriculum. Classrooms are based on Evidence Based Practices and provide hands-on learning opportunities for all students.

Contact

Central County Special Education Programs
2964 Miranda Ave.
Alamo, CA 94507-1614

Phone: 925-837-6007
E-mail: tscruggs@cccocoe.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccocoe.k12.ca.us
Web Site	www.cocoschools.org

School Contact Information (School Year 2016-17)	
School Name	Central County Special Education Programs
Street	2964 Miranda Ave.
City, State, Zip	Alamo, Ca, 94507-1614
Phone Number	925-837-6007
Principal	Mr. Tom Scruggs, Principal
E-mail Address	tscruggs@cccocoe.k12.ca.us
Web Site	www.cocoschools.org/mauzy
County-District-School (CDS) Code	07100740107334

Last updated: 1/9/2017

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

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

Severely Handicapped Program: The program provides a full range of services designed to meet the needs of severely handicapped students 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. The special education curriculum for severely handicapped students is aligned with the common core state standards for the state of California.

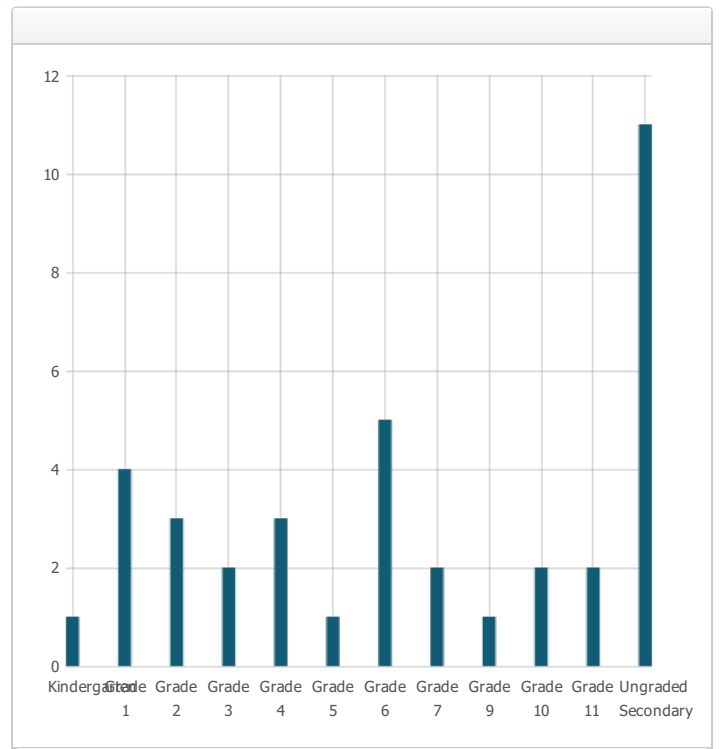
The preschool at Mauzy serves students from districts throughout the central region. Opportunities for integration with age-appropriate peers are a focus of the program as are research-based interventions for children with autism and parent education.

Braille Center: The center provides resource services to low vision and blind students from school districts throughout Contra Costa County. These students receive modified versions of the same materials as other students receive including Braille textbooks, literature books, worksheets and tactile representations such as maps and graphs with raised edges. The center also is responsible for maintaining a library of Braille and large print books and ordering additional materials from the state as requested by the districts.

Last updated: 1/9/2017

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	4
Grade 2	3
Grade 3	2
Grade 4	3
Grade 5	1
Grade 6	5
Grade 7	2
Grade 9	1
Grade 10	2
Grade 11	2
Ungraded Secondary	11
Total Enrollment	37



Last updated: 1/9/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.0 %
Asian	10.8 %
Filipino	0.0 %
Hispanic or Latino	35.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	37.8 %
Two or More Races	13.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.7 %
English Learners	35.1 %
Students with Disabilities	100.0 %
Foster Youth	2.7 %

Last updated: 1/9/2017

A. Conditions of Learning

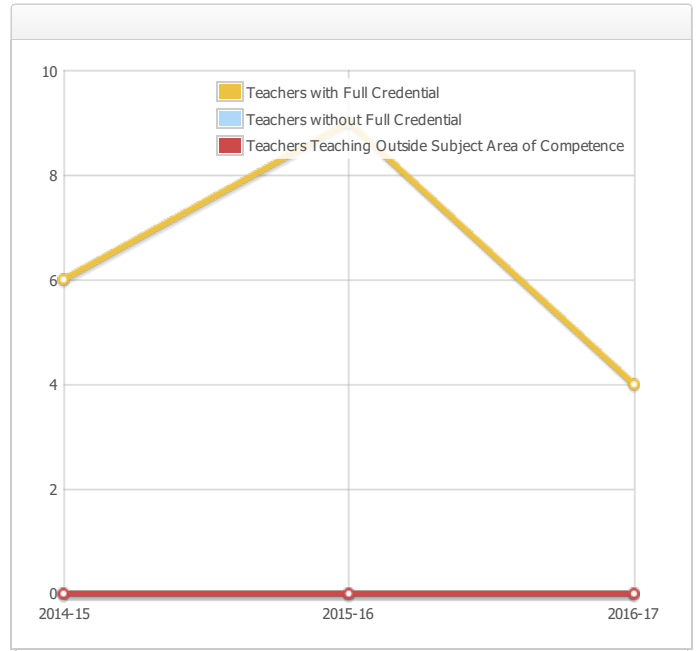
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

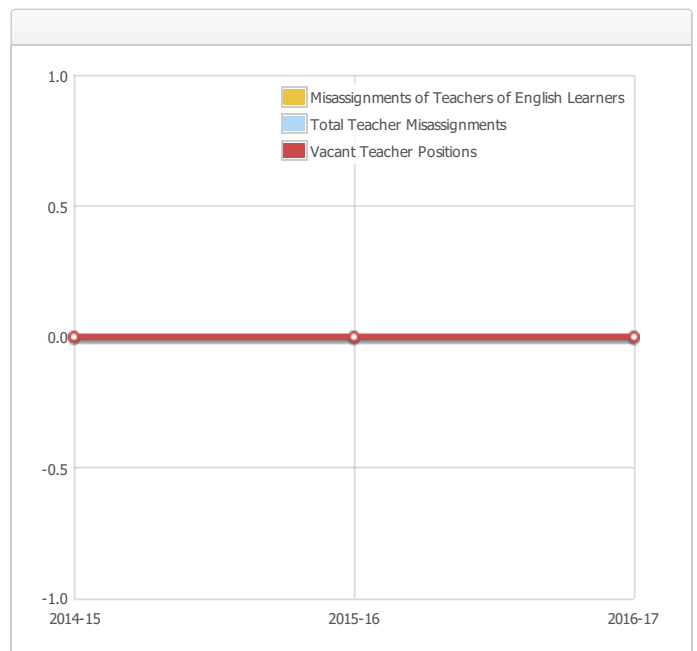
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	9	4	59
Without Full Credential	0	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

The school ground breaking occurred in 1984. There are four classrooms plus six special day class classrooms on the general education sites. The school also has an occupational therapy room.

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 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 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 have been regularly reconditioned and upgraded. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been upgraded to present level safety codes.

Specialized equipment is accessible for use by students with special needs. Workspace and break/lounge areas for staff have been designated.

Last updated: 1/26/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Transition strips in need of repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Cluttered areas. Overall cleanliness issues noted in landscaped areas.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Poor lighting in parking lot, gutters/roof drains reflect poor service levels, downspout in disrepair, grounds reflect poor service levels, windows unkept, blinds damaged, window seal failures.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Students that attend the Central County Special Education programs participate in the California Alternate Assessment. This assessment was field tested in the spring of 2015, so student scores are not available.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	46.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	--	--	32.0%	--	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	--	--	0.0%	14.0%	57.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%
9	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The Mauzy Foundation and Parent Club support teachers and students by providing yearly grants to the classrooms for additional equipment and instructional materials and supports a music program for all classrooms. The group also sponsors fundraisers and special holiday events for the students.

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. For more information on how to become involved, contact Mauzy School at (925) 837-6007.

State Priority: Pupil Engagement

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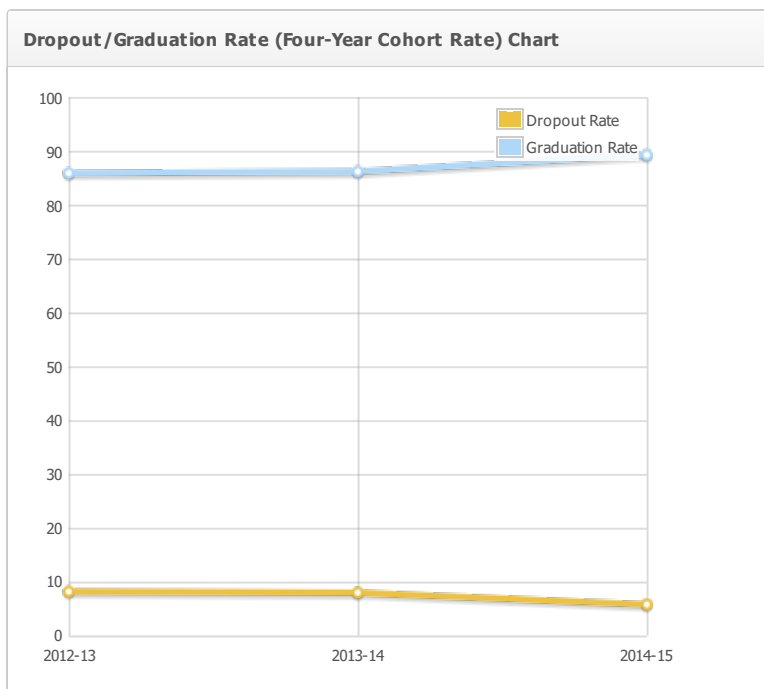
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.2%	8.0%	5.8%	8.2%	8.0%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	85.90	86.20	89.30	85.60	86.20	89.30	80.44	80.95	82.27



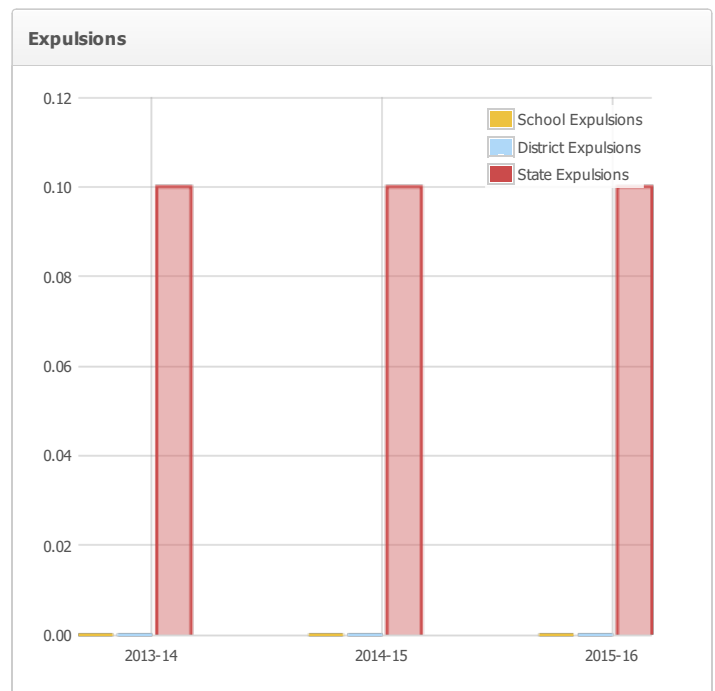
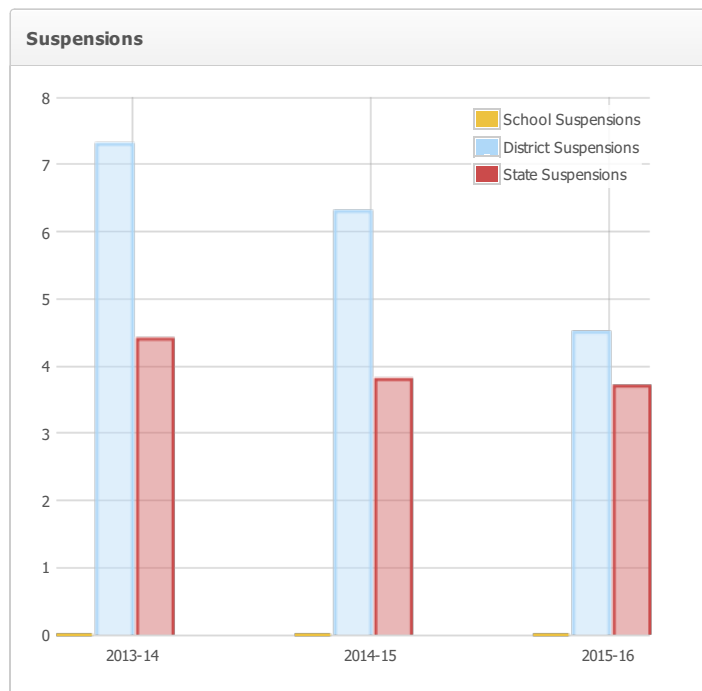
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	7.3	6.3	4.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/9/2017

School Safety Plan (School Year 2016-17)

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, updated, and discussed with the school faculty in January 2014.

Last updated: 1/9/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	6.0	2	0	0	5.0	2	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	8.0	1	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	6.0	2	0	0	8.0	1	0	0	6.0	3	0	0

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

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	\$17.0	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

Types of Services Funded:

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

- Individualized Academic Instruction
- Occupational Therapy
- Speech Therapy
- Adapted Physical Education
- School Nurse
- Free and Reduced cost Breakfast and Lunch for students who qualify
- Braille services
- Preschool services

Last updated: 1/31/2017

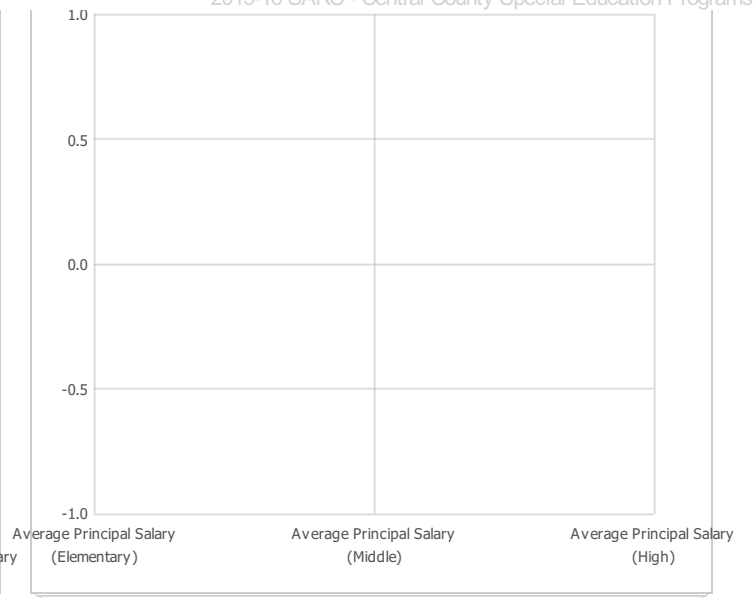
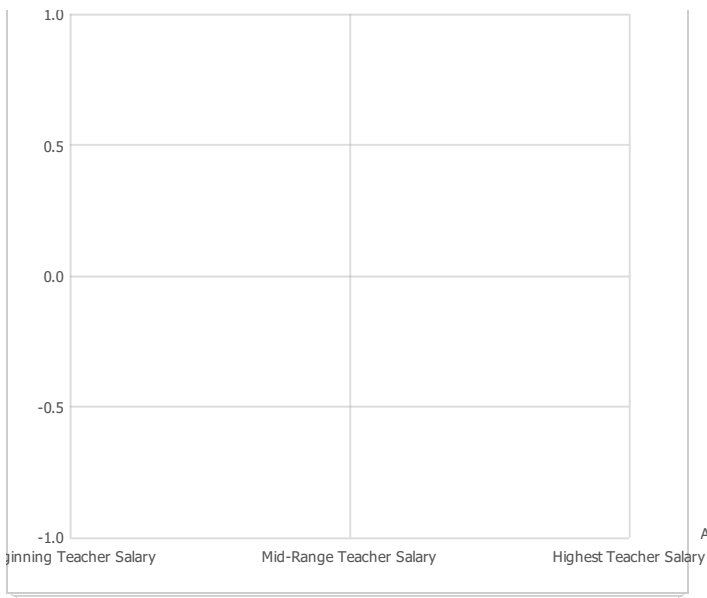
Teacher and Administrative Salaries (Fiscal Year 2014-15)

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	11.5%	0.0%
Percent of Budget for Administrative Salaries	9.7%	0.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2017

Professional Development

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 alignment of common core curriculum.

The CCCOE provides thirty-six half-days of staff development related to instructional methods, classroom management and training to address the core curriculum. The content is a direct reflection of the Special Education Program goals, parent survey feedback, State mandated test data and staff needs assessments as related to student performance.

Topics for the current school year include:

- Evidence Based Practices
- First Aid and CPR
- Stress management
- CPI training
- Technology, Ed1Stop, iPad Training
- Writing legal and culturally sensitive IEP goals
- SEIS Training
- Forms, Processes, Procedures
- Sexual harassment, confidentiality
- Mandated Reporting
- Back safety, hazardous materials, bloodborne pathogens, sexual harassment
- Emergency Preparedness

The CCCOE offers support to teachers through a variety of programs, as determined by need. The CCCOE/Saint Mary's College Beginning Teacher Support and Assessment (BTSA) Induction program 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 BTSA 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.

Last updated: 1/31/2017