

# East County Elementary Special Education

## 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.



### Lisa Ecker, Vice Principal

Principal, East County Elementary Special Education

#### About Our School

Welcome to East County Student Programs! We're located in California's East Bay Area. Our students are members of our special needs community who receive a vast array of services depending on their Individualized Education Plan. We have an Early Start program for children from birth-Age 3, preschool programs, elementary, middle and high school programs. Our educators and support staff are top notch 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

East County Elementary Special Education  
4207 Delta Fair Blvd.  
Antioch, CA 94509-3944

Phone: 925-777-2000  
E-mail: [lecker@cccoe.k12.ca.us](mailto:lecker@cccoe.k12.ca.us)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Contra Costa County Office of Education
<b>Phone Number</b>	(925) 942-3388
<b>Superintendent</b>	Karen Sakata
<b>E-mail Address</b>	<a href="mailto:ksakata@cccoe.k12.ca.us">ksakata@cccoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.cocoschools.org">www.cocoschools.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	East County Elementary Special Education
<b>Street</b>	4207 Delta Fair Blvd.
<b>City, State, Zip</b>	Antioch, Ca, 94509-3944
<b>Phone Number</b>	925-777-2000
<b>Principal</b>	Lisa Ecker, Vice Principal
<b>E-mail Address</b>	<a href="mailto:lecker@cccoe.k12.ca.us">lecker@cccoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.cocoschools.org">www.cocoschools.org</a>
<b>County-District-School (CDS) Code</b>	07100740107342

*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.

East County Student Programs provide outstanding educational programs to severely handicapped students ages three through twenty-two. Classes are housed on local elementary, and middle school campuses. Support staff includes speech pathologists, psychologists, nurses, an adaptive physical education specialist and an augmentative team.

Severely Handicapped Program: The East County Student Programs (ECSP) 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.

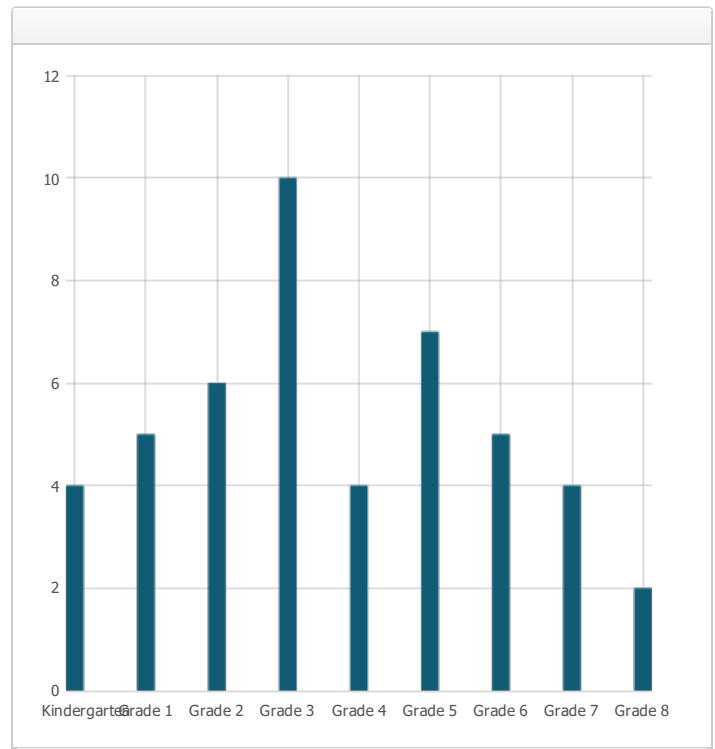
As part of ECSP, the Intensive program serves students in grades K-5 in several special day classes throughout the county. The program assists students with autism, autistic-like behaviors and intensive behaviors to manage academic, social and functional demands through a variety of approaches within 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 through a home-based and a classroom program. Children, age birth to three who have vision, hearing, orthopedic impairments or other developmental disabilities are the targeted population. The team, consisting of a teacher, instructional assistant, speech or occupational therapist, and specialists in vision and hearing assist the family by providing assessments and developing an Individual Family Service Plan.

*Last updated: 1/9/2017*

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	5
Grade 2	6
Grade 3	10
Grade 4	4
Grade 5	7
Grade 6	5
Grade 7	4
Grade 8	2
<b>Total Enrollment</b>	<b>47</b>



Last updated: 1/9/2017

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

Student Group	Percent of Total Enrollment
Black or African American	27.7 %
American Indian or Alaska Native	2.1 %
Asian	4.3 %
Filipino	6.4 %
Hispanic or Latino	36.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	21.3 %
Two or More Races	2.1 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.2 %
English Learners	17.0 %
Students with Disabilities	100.0 %
Foster Youth	2.1 %

Last updated: 1/9/2017

## A. Conditions of Learning

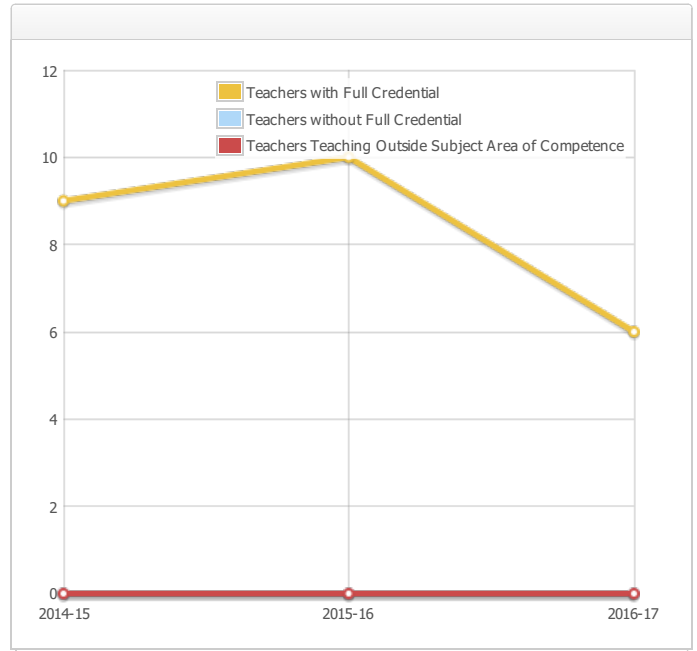
### State Priority: Basic

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

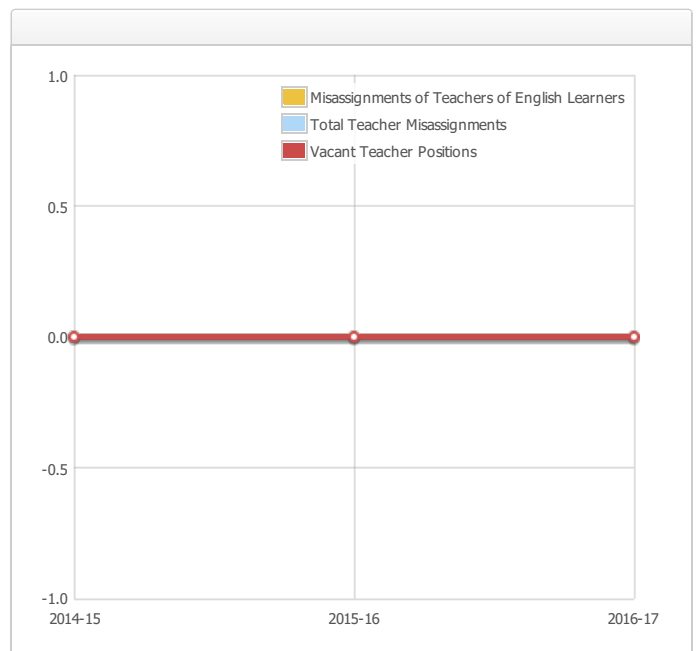
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	10	6	59
Without Full Credential	0	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/29/2017

#### 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: 1/29/2017

## School Facility Conditions and Planned Improvements

The school was built in 1972 and remodeled in 2011. There are five classrooms at the Turner site with portables, auditorium, kitchen, and playground. Additional classrooms located off-site in Antioch and Pittsburg.

Turner Garden began in September 2009 with five beds and picnic tables, and is funded by a grant and other donations.

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 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 learning environment. All sites are in good repair and free of adverse conditions detrimental to student learning. Older facilities have been regularly reconditioned and upgraded with a greater proportion of maintenance funds prioritized for their modernization. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been recently 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.

*Last updated: 1/29/2017*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
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	Dusty conditions in utility closet, unabated weeds and debris in yard. Trees reflect stress conditions.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/29/2017*

## 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 East 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: 1/29/2017*

**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: 1/30/2017*

**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	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
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: 1/30/2017*

# 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: 1/30/2017*



## 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)

East County Student Programs offers multiple parent training sessions each year. These sessions feature staff members as presenters, as well as experts from the community, offering information on various topics. Childcare and translation is provided for these sessions. Through informational flyers, parents are made aware of fundraisers and numerous support groups. Parents are encouraged to participate in classroom field trips.

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.

For more information on how to become involved, contact East County Student Programs at (925) 777-2000.

### State Priority: Pupil Engagement

*Last updated: 1/9/2017*

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

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

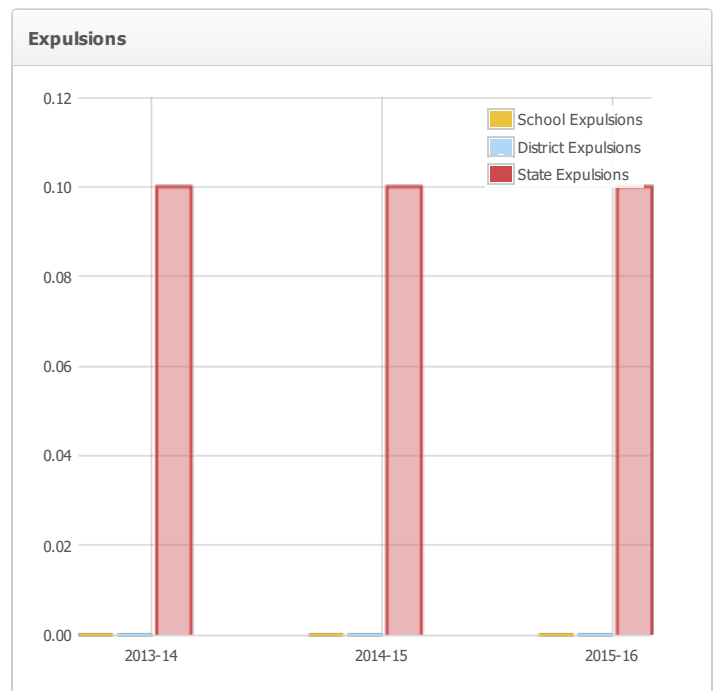
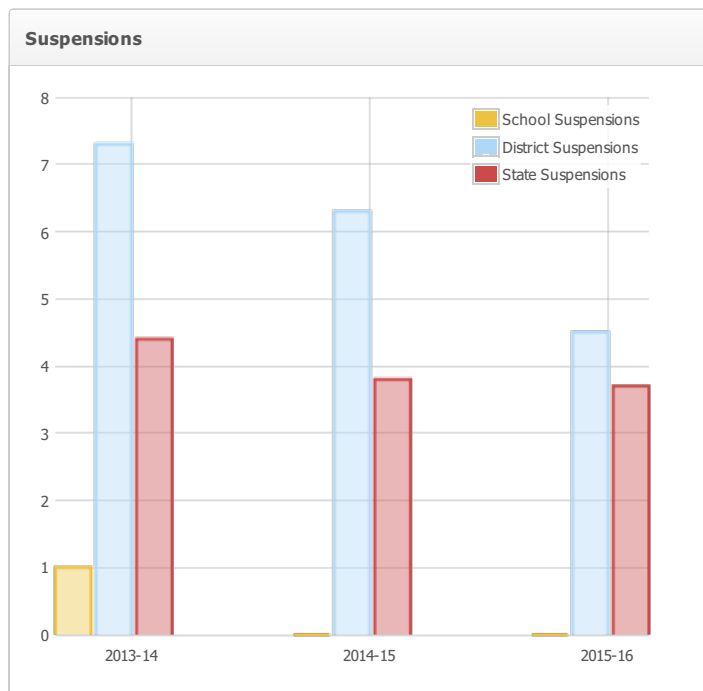
# State Priority: School Climate

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	1.0	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 and updated during the 2015-16 school year.

*Last updated: 1/29/2017*

## 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: 1/29/2017

### 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	0.0	0	0	0	8.0	3	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	5.0	1	0	0	8.0	1	0	0	0.0	0	0	0
5	7.0	2	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	2.0	1	0	0	0.0	0	0	0
Other	8.0	4	0	0	10.0	1	0	0	8.0	6	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

### 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		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: 1/9/2017*

### 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	--	--	\$63.0	--
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: 1/30/2017*

## Types of Services Funded (Fiscal Year 2015-16)

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

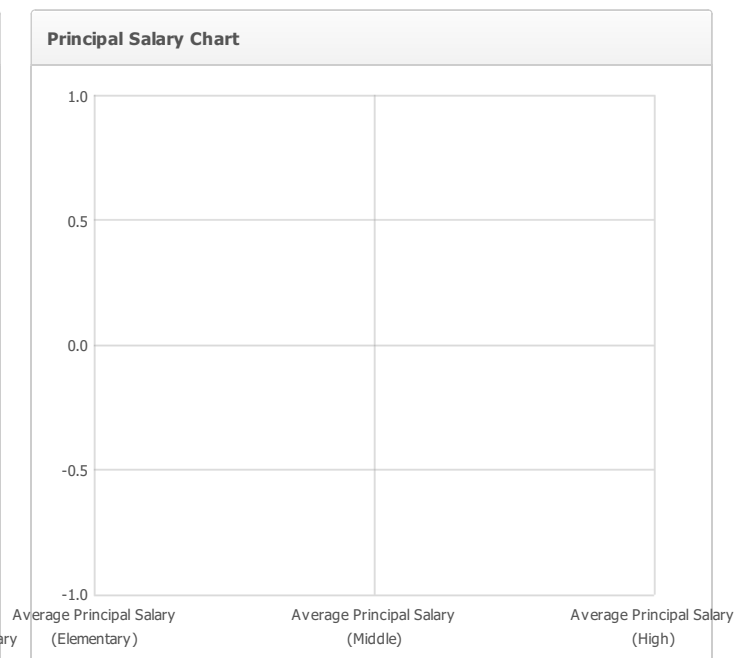
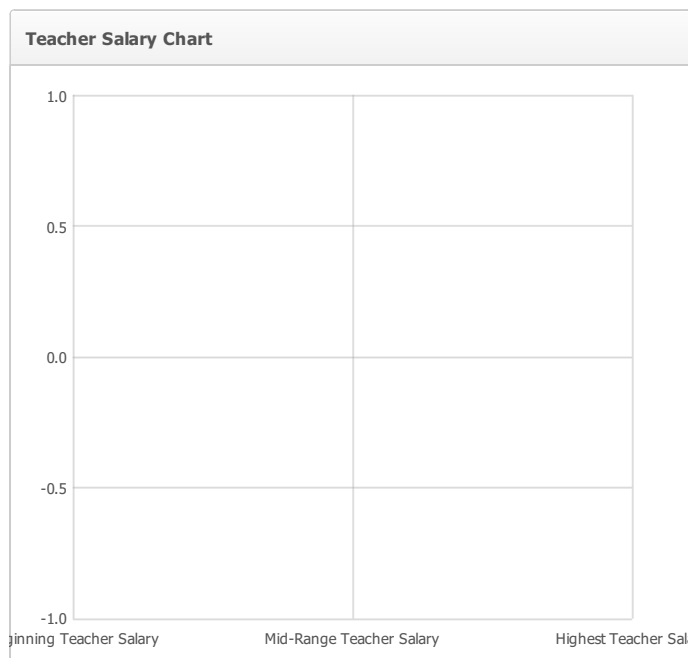
- Individualized Academic Instruction
- Occupational Therapy
- Speech Therapy
- Adapted Physical Education
- School Nurse
- Free and Reduced cost Breakfast and Lunch for students who qualify
- Early Start services for infants and toddlers
- Intensive behavioral services

*Last updated: 1/9/2017*

## 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/>.



*Last updated: 1/30/2017*

## 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.

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
  - o Traumatic Stress
  - o Prompting
  - o Structured Teaching Systems
  - o Naturalistic Intervention
- Sensory Integration
- 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
- Teaching Self-Help Skills

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/Saint Mary's College Teacher 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 the Teacher Induction 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: 1/9/2017*