

# Far East County 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.



### Tom Scruggs, Principal

Principal, Far East County Programs

#### About Our School

Far East County Special Education Programs serves students from Kindergarten thru adults age 22. 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 school, middle school, high school programs and Community Based Instruction classes for students aged 18-22. 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.

For more information about our programs, please contact our main office at (925)634-0511.

#### Contact

*Far East County Programs*  
850 Second St.  
Brentwood, CA 94513-1132

Phone: 925-634-0511  
E-mail: [tscruggs@cccocoe.k12.ca.us](mailto:tscruggs@cccocoe.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@cccocoe.k12.ca.us">ksakata@cccocoe.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>                               | Far East County Programs   |
| <b>Street</b>                                    | 850 Second St.   |
| <b>City, State, Zip</b>                          | Brentwood, Ca, 94513-1132  |
| <b>Phone Number</b>                              | 925-634-0511   |
| <b>Principal</b>                                 | Tom Scruggs, Principal   |
| <b>E-mail Address</b>                            | <a href="mailto:tscruggs@cccocoe.k12.ca.us">tscruggs@cccocoe.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>         | 07100740107326   |

*Last updated: 1/9/2017*

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

Mission: To educate and challenge students to achieve their maximum potential as independent and productive members of their community. We strive to meet our mission by providing an integrated environment utilizing technology, community resources and a teamwork of parents and care providers.

Far East County Student Programs provide outstanding educational programs to severely handicapped students ages three through twenty-two. Classes are housed on local elementary, middle and high school campuses.

Severely Handicapped Program: The regional office is located at the Liberty Transition Program on the Liberty High School campus in Brentwood. Support staff includes speech pathologists, psychologists, nurses, an adaptive physical education specialist and an augmentative communication team. All staff use innovative approaches to facilitate instruction and transition into the community.

The program for severely handicapped students provides a full range of services designed to meet the needs of severely handicapped students from K to 22. Programs emphasize 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. Included within this program is a transition program and community-based instruction.

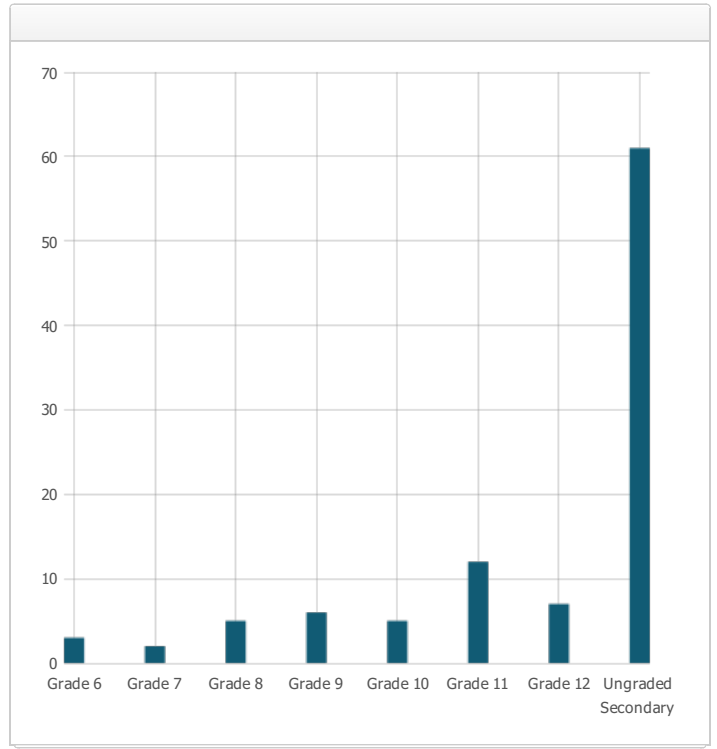
The goal of the Special Education Program is to implement and evaluate a model program that demonstrates innovative approaches to facilitate the transition from school to adult life for persons with severe disabilities. The Transition Program assists a large group of students, parents, interested community personnel, educators, adult service providers and prospective employers with this process. The Transition Program includes appropriate identification of the individual transition needs of each student. Individual transition services are developed in conjunction with the annual IEP with each student who is 16 years or older. A student-centered team including parents, teachers, assistants, and support staff develop and implement the transition services.

Community Based Instruction is a class for students 18-22 years of age. The goal of this program is to facilitate the transition from school to adult life for students with severe disabilities. Curriculum and transition strategies include: Independent Living Skills, Social Skills, Recreation/Leisure Opportunities, Employment Training, Mobility Training, Economics/Money Management and Community Awareness and Services.

*Last updated: 1/9/2017*

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 3                  |
| Grade 7                 | 2                  |
| Grade 8                 | 5                  |
| Grade 9                 | 6                  |
| Grade 10                | 5                  |
| Grade 11                | 12                 |
| Grade 12                | 7                  |
| Ungraded Secondary      | 61                 |
| <b>Total Enrollment</b> | <b>101</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           | 16.8 %                      |
| American Indian or Alaska Native    | 2.0 %                       |
| Asian                               | 3.0 %                       |
| Filipino                            | 7.9 %                       |
| Hispanic or Latino                  | 26.7 %                      |
| Native Hawaiian or Pacific Islander | 4.0 %                       |
| White                               | 36.6 %                      |
| Two or More Races                   | 3.0 %                       |
| Other                               | 0.0 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 47.5 %                      |
| English Learners                    | 5.9 %                       |
| Students with Disabilities          | 100.0 %                     |
| Foster Youth                        | 4.0 %                       |

*Last updated: 1/9/2017*

## A. Conditions of Learning

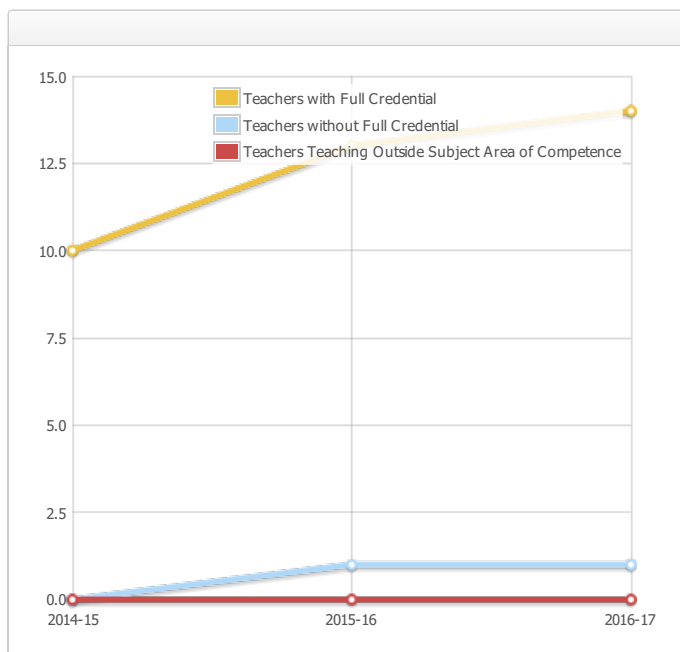
### State Priority: Basic

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

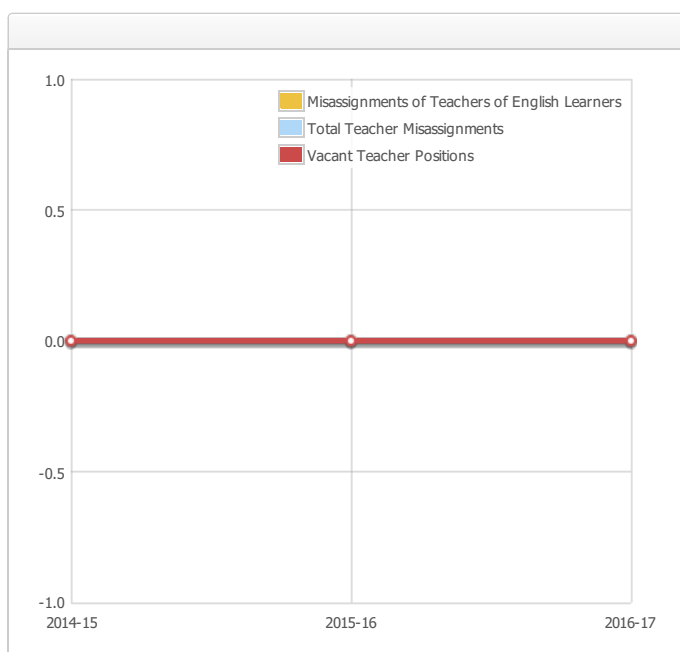
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  | 10      | 13      | 14      | 59       |
| Without Full Credential   | 0       | 1       | 1       | 7        |
| Teachers Teaching 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 1990 and there are ten classrooms at the Liberty site with a café.  
 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 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 new (built within last five years) to 40 years old. Older 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 recently upgraded to current safety codes.  
 Specialized equipment is accessible for use by students with special needs. Work space and break/lounge areas for staff have been designated.

*Last updated: 1/9/2017*

## School Facility Good Repair Status

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

| System Inspected  | Rating | Repair Needed and Action Taken or Planned   |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Fair   | HVAC covers are dirty. Will need replacing soon.  |
| Interior: Interior Surfaces                                     | Poor   | Stained ceiling tiles, damaged floor tiles, stained carpets, damaged blinds.  |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| Electrical: Electrical  | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Fair   | Trap in disrepair   |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Poor   | Structural damaged noted at all exterior windows and sidings. Roof drains unkept. Landscaping reflects poor service levels. |

## Overall Facility Rate

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

|                |      |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

*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 Far 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*

**ELA - Grade 11**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 11                      | 11                   | 100.0%                | --                             |
| Male  | --                      | --                   | --                    | --                             |
| Female  | --                      | --                   | --                    | --                             |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | --                      | --                   | --                    | --                             |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    | --                             |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 11                      | 11                   | 100.0%                | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: 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 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.

Note: 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.

*Last updated: 1/29/2017*

**Mathematics - Grade 11**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 11               | 11            | 100.0%         | --                      |
| Male  | --               | --            | --             | --                      |
| Female  | --               | --            | --             | --                      |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | --               | --            | --             | --                      |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | --               | --            | --             | --                      |
| English Learners                              | --               | --            | --             | --                      |
| Students with Disabilities                    | 11               | 11            | 100.0%         | --                      |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: 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 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.

Note: 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.

*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: 1/29/2017*

**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              | --               | --                                   | --                                    | --                             |
| 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                             | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Socioeconomically Disadvantaged               | --               | --                                   | --                                    | --                             |
| English Learners                              | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| 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: 1/29/2017*

# 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: 1/29/2017*

## 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)

Parents are an integral part of our school community and they are welcome at any time on campus. Parents and caregivers are encouraged to attend all student activities on their student's campus.

Liberty Transition hosts a "Video Night" for parents in the Spring. It is a night to show the parents videos of what the school year has entailed and the success of their child and the program. They also host other student events including a yearly "Dressed for Success" fashion show and a graduation luncheon for (Community Based Instruction) CBI students. Students also participate in a high-school based Special Olympics program each year in which they compete with peers in soccer, basketball and track and field activities.

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

For more information on how to become involved, contact Far East County Student Programs at (925) 634-0511.

### State Priority: Pupil Engagement

*Last updated: 1/29/2017*

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

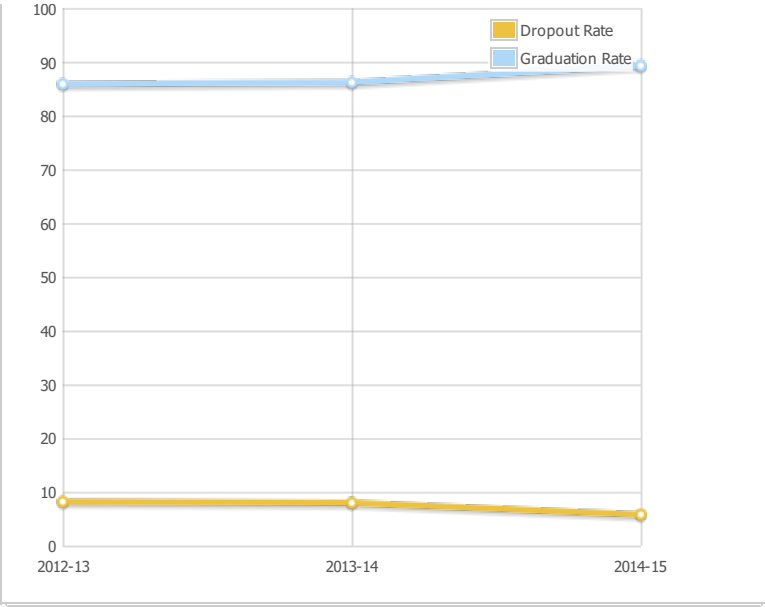
- High school dropout rates; and
- High school graduation rates

#### 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   |

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



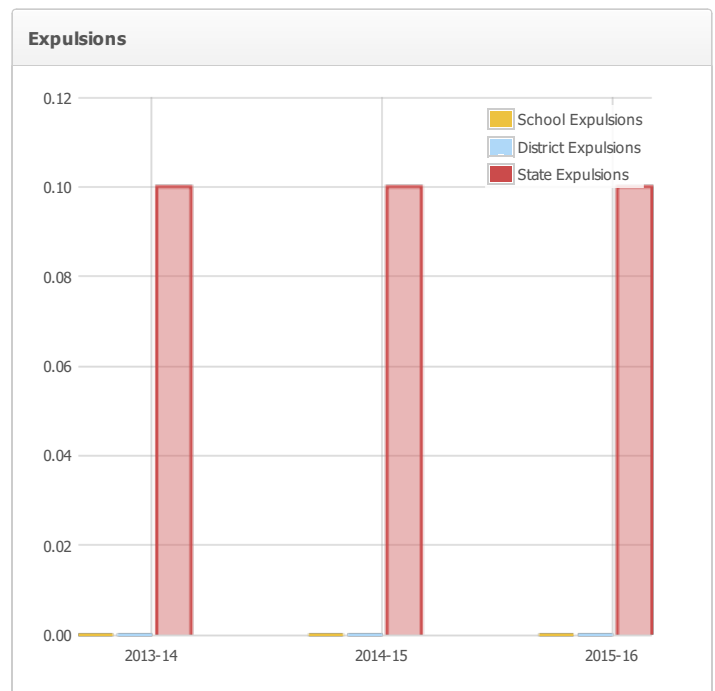
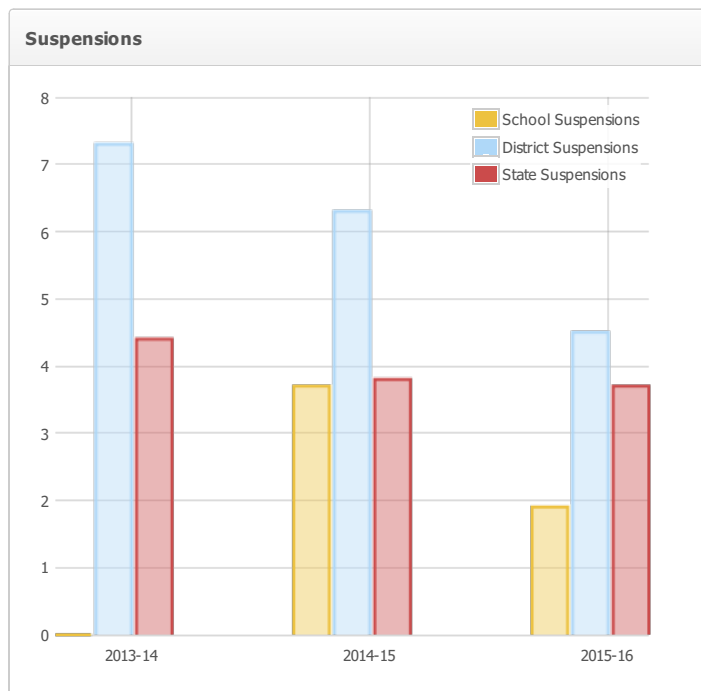
# State Priority: School Climate

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     | 3.7     | 1.9     | 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: 1/29/2017

## 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 February 2016.

*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 (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: 1/31/2017

**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   | 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                                   | --                           | --   | \$14.0                                      | --                     |
| 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: 1/29/2017



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

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

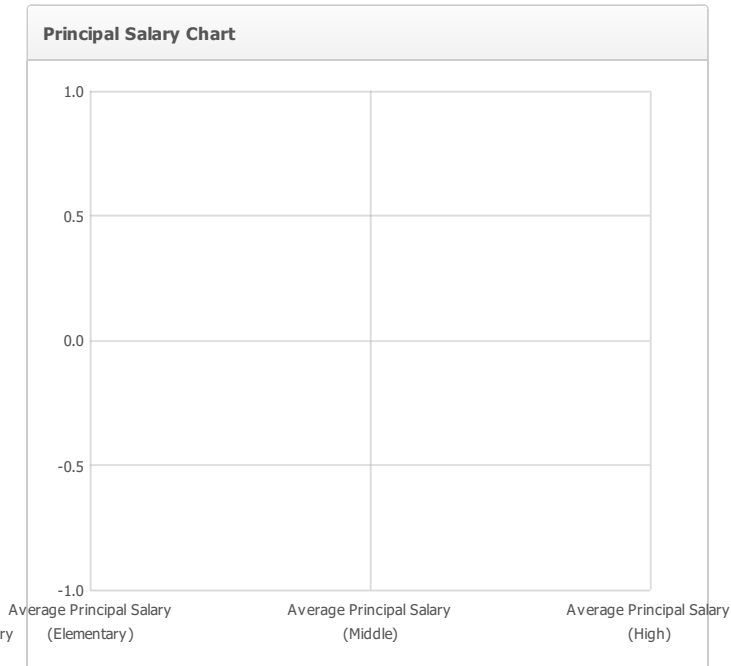
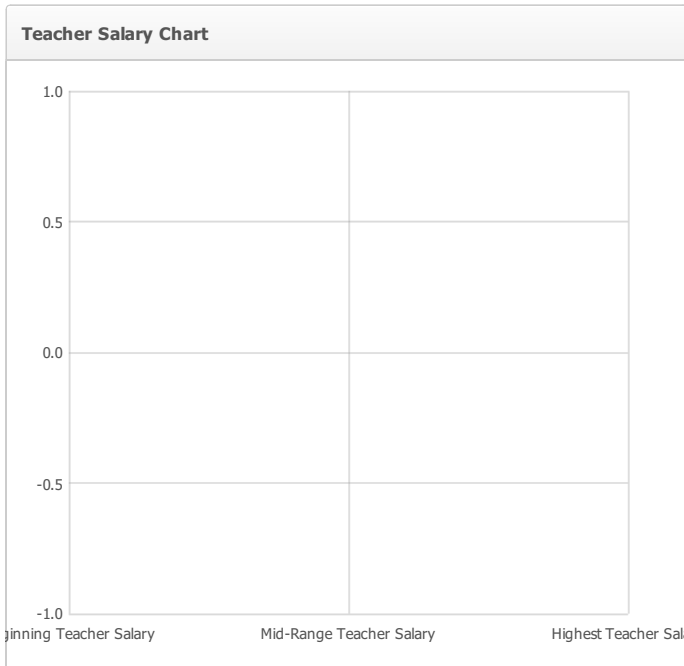
- Individualized Academic Instruction
- Augmentative communication support
- Transition program
- Community based instruction
- Occupational Therapy
- Speech Therapy
- Adapted Physical Education
- School Nurse
- Free and Reduced cost Breakfast and Lunch for students who qualify

*Last updated: 1/29/2017*

**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: 1/31/2017*

## 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 alignment of common 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. All classes utilize iPads in order to facilitate student learning and communication and every class takes part in the standards-based "Unique" curriculum program. Teachers receive annual training on the use of iPads for classroom instruction as well as in the delivery of the "Unique" curriculum. All staff are also trained in the CPI model for dealing with difficult student behaviors in the classroom. All staff participate in an initial 8-hour training and yearly "refresher" courses to maintain their skills.

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: 1/29/2017*