

Central County Special Education Programs

2964 Miranda Ave. • Alamo, CA, 94507 • (925) 837-6007 • Grades K-12

David Fendel, Principal
DFendel@cccoe.k12.ca.us

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Contra Costa County Office of Education

(925) 942-3388

77 Santa Barbara Drive
Pleasant Hill, CA 94523
www.cocoschools.org

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Services**

School Description

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

Goals:

- Identify, track and share the multiple pathways that reflect student achievement and success (formal testing, functional and social achievements, human interest stories, etc.).
- Assure legal compliance through participation in the Coordinated Compliance Review process.
- Train staff in the use of evidence based best practices.

Severely Handicapped Program: The program provides a full range of services designed to meet the needs of severely handicapped students from pre-kindergarten through 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 Intensive 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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 3 |
| Grade 1 | 2 |
| Grade 2 | 4 |
| Grade 3 | 2 |
| Grade 5 | 3 |
| Grade 6 | 1 |
| Grade 7 | 4 |
| Grade 8 | 1 |
| Grade 10 | 1 |
| Grade 11 | 2 |
| Grade 12 | 1 |
| Ungraded Secondary | 8 |
| Total Enrollment | 32 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 3.1 |
| American Indian or Alaska Native | 0 |
| Asian | 15.6 |
| Filipino | 0 |
| Hispanic or Latino | 37.5 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 28.1 |
| Two or More Races | 15.6 |
| Socioeconomically Disadvantaged | 9.4 |
| English Learners | 34.4 |
| Students with Disabilities | 100 |
| Foster Youth | 3.1 |

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 | | | |
|---|-------|-------|-------|
| Central County Special Education Programs | 15-16 | 16-17 | 17-18 |
| With Full Credential | 9 | 4 | 11 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Contra Costa County Office of Education | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 69 |
| Without Full Credential | ♦ | ♦ | 5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 5 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Central County Special | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

| Textbooks and Instructional Materials Year and month in which data were collected: | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school ground breaking occurred in 1984. There are four classrooms on the Mauzy site. 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 early released only to authorized adults who are required to identify themselves and sign out the student in the main office.

Access to school site 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 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 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.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017 | | | | |
|--|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Louvers unkept, disrepair |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Gutters, drains unkept Exterior door difficult to open |

| School Facility Good Repair Status (Most Recent Year) | | | | | |
|---|---------------|------|------|--|--|
| Year and month in which data were collected: September 2017 | | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned | |
| | Good | Fair | Poor | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Damaged cracked concrete/corridor. Failed window seats Unabated shed management issues Fencing is disrepair | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | X | | | |

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 Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | -- | -- | 14 | 57 | 56 | 54 |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | | 0 | 46 | 49 | 48 | 48 |
| Math | | 0 | 32 | 30 | 36 | 37 |

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 13 | 11 | 84.62 | 0 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 13 | 11 | 84.62 | 0 |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 13 | 11 | 84.62 | 0 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 13 | 11 | 84.62 | 0 |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 2017-18)

The Mauzy Foundation supports teachers and students by providing yearly grants to classrooms for additional equipment and instructional materials and supports the 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, social and/or transition goals for his/her child.

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

State Priority: School Climate

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

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

School Safety Plan

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

- A staff emergency “phone tree”, protocol for emergency contacts.
- Community emergency telephone numbers, specific to each region.
- Emergency teams and duties.
- Staff development and minimum day schedules.
- Safety Committee and Leadership Team composition and members.
- Assessment of the status of school crime committed on campus.
- Discrimination and harassment policies and procedure for staff and students.
- Hate crime reporting procedures.
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school.
- Uniform complaint procedures for parents.
- Vandalism reporting forms and procedures.
- Child abuse laws and reporting forms and procedures.
- “Safe School” initiative information and mission statement.
- Crisis response checklist.
- Safety inspection classroom checklist.
- List of disaster/first aid supplies in classrooms.
- Policies pursuant to student suspension and expulsion.
- Rules and procedures on school discipline.
- Procedures for staff notification of “intruder on campus.”
- Dress code policies and enforcement.
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2017.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.3 | 4.5 | 4.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 2 |
| Percent of Schools Currently in Program Improvement | | 50 |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | .429 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

* 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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 5 | | 4 | 2 | | 1 | | | | | | |
| 4 | | 3 | | | 1 | | | | | | | |
| 6 | | 2 | | | 1 | | | | | | | |
| Other | 8 | 4 | 7 | 1 | 1 | 1 | | | | | | |

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

Professional Development provided for Teachers

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

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.

The CCCOE offers support to teachers through a variety of programs, as determined by need. The Teacher Induction Program (TIP) provides a collaborative model of support providing a pathway for teachers to clear their credential. CCCOE support intern teachers by collaboratively with their home university, and are generally referred to TIP once they receive their preliminary credential. Another relatively new teacher support program was created for those teachers who may be new to their assignment. This program is called the New Assignment Mentor Support (NAMS) program and both veteran and new teachers may be eligible. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program as a result of an unsatisfactory evaluation. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development may include after school workshops individual conferences, peer coaching, classroom visitations, veteran teacher observation and attendance at professional development conferences and meetings.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | |
| Average Principal Salary (HS) | | |
| Superintendent Salary | | |
| Percent of District Budget | | |
| Teacher Salaries | | |
| Administrative Salaries | | |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Mauzy School funds the following services:

- Specialized Academic Instruction
- Speech and Language
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Visually Impaired Teacher
- Deaf and Hard of Hearing Teacher
- Audiology Services
- Augmentative and Alternative Communication (AAC)
- School Nursing Services
- Braille Services

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Central County Special Education | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0 | 0 | |
| Graduation Rate | 0 | 0 | |
| Contra Costa County Office of | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 31.4 | 31.1 | |
| Graduation Rate | 12 | 14.39 | |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$89,859 | \$89,855 | \$3 | \$90,937 |
| District | ♦ | ♦ | | |
| State | ♦ | ♦ | \$6,574 | |
| Percent Difference: School Site/District | | | 70.1 | 4.6 |
| Percent Difference: School Site/ State | | | -100.0 | |

* Cells with ♦ do not require data.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | |

* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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