# Far East County Programs

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## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

**Contra Costa COE**
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### School Description

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 educational programs to students eligible for special education services under a severely handicapping condition for students entering ninth grade through transition age (22).. Classes are housed on a local high school campus.

Special Day Classes and Transition programs for students with severely handicapping conditions: The regional office is located at the Liberty Transition Program on the Liberty High School campus in Brentwood. Support staff includes speech pathologists, school psychologists, school registered nurses, occupational therapists, deaf and hard of hearing specialists, vision specialists, orientation and mobility specialists, physical therapists as well as adaptive physical education specialists. All staff use innovative approaches to facilitate instruction and transition into the community.

The special day class programs provide a full range of services designed to meet the needs of eligible students from ninth grade to 22 years of age. Programs emphasize integration of students with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for severely handicapped students, and programs to support transition to adulthood. 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. This special education curriculum for severely handicapped students is based on the core areas identified in the California State Department of Education curriculum frameworks. Included within this program is the transition program and opportunities for 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 through the transition process. The Transition Program includes appropriate identification of the individual transition needs of each student. Individual transition services are developed in conjunction with individual educational plans for each student 16 years old or older. A student-centered team including parents, teachers, assistants, and support staff, develop and implement transition services.

Community Based Instruction programs are 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.

## 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 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 | | | |
|---|---|---|---|
| **Far East County Programs** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | 14 | 15 | 10 |
| **Without Full Credential** | 1 | 1 | 3 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 |
| **Contra Costa COE** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | ♦ | ♦ | 56 |
| **Without Full Credential** | ♦ | ♦ | 10 |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | 4 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Far East County Programs** | **16-17** | **17-18** | **18-19** |
| **Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 1 | 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**
At the Contra Costa County Office of Education, special education programs do not use textbooks. Each student has an Individual Education Plan, which drives instructional programming.

| Textbooks and Instructional Materials Year and month in which data were collected: January 2020 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**
The Far East County Program includes the Liberty School site with eight classrooms which includes the cafe community based program classes.

All students are under direct staff supervision while in transit to and from school with assistance from transportation personnel from local school districts in the areal. 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. 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.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-26-20 | | |
| --- | --- | --- |
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | Liberty- |
| **Interior:** Interior Surfaces | Poor | Liberty- Ceiling Tiles water stain;wall paper torn;formica trim missing on cabinets;ceiling tiles mildew present; |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Fair | Liberty- Floor & wall tiles missing; unsecured items; hole in wall, dirty vents, floor dirty by water heater; |
| **Electrical:** Electrical | Fair | Liberty- light bulbs out and missing; electrical cover missing, light diffuser broken, light panels out, Ethernet box cover missing; |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | Liberty- Toilet & urinal leaks at fitting; |
| **Safety:** Fire Safety, Hazardous Materials | Good | Liberty- Improperly stored cleaning supplies; daisy changed extension cord, emergency exit blocked |
| **Structural:** Structural Damage, Roofs | Good | Liberty- |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Liberty-Threshold missing, |
| **Overall Rating** | **Fair** | |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| **9** | ** | ** | ** |

\* 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.

## 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 school site

**Opportunities for Parental Involvement (School Year 2018-19)**
Parents and caregivers are encouraged to attend all student activities on their student's campus. Liberty Transition hosts several events throughout the year for parents and caregivers participation.   These include a yearly "Dressed for Success" fashion show and a graduation luncheon for 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 and caregivers are invited and encouraged to attend all events.

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.

Through informational flyers, parents are made aware of fundraisers and numerous support groups. Parents are encouraged to participate in classroom field trips.

**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 during the 2019-20 school year.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 1.9 | 0.0 | 1.3 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 4.5 | 4.7 | 4.1 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **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.

| 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** | 0 |
| **Social Worker** | 0 |
| **Nurse** | 1 |
| **Speech/Language/Hearing Specialist** | 2 |
| **Resource Specialist (non-teaching)** | 0 |
| **Other** | 0 |
| **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.

## Professional Development provided for Teachers

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 core curriculum. In addition to the full day professional development sessions, staff also receive approximately ten partial day training sessions during the second half of designated minimum day schedules.

The CCCOE provides staff development related to instructional methods, classroom management and training to address the core curriculum on various minimum days. 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 mobile devices for classroom instruction as well as in the delivery of the "Unique" curriculum. All staff are also trained in the CPI strategies to support students who display physically aggressive behaviors during the school day. All staff participate in an initial 8-hour training and yearly "refresher" courses to maintain their skills.

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | 60270 | 60270 | | 88614 |
| **District** | ♦ | ♦ | | |
| **State** | ♦ | ♦ | $7,125 | |
| **Percent Difference: School Site/District** | | | -44.3 | 1.2 |
| **Percent Difference: School Site/ State** | | | -99.6 | |

* Cells with ♦ do not require data.

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

**Types of Services Funded**

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 Nursing support
- Physical Therapy
- Deaf and Hard of Hearing Services
- Vision services
- Orientation and Mobility Services
- Free or reduced Breakfast and Lunch for students who qualify

**DataQuest**

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

**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.