



CCCOE Special Education Programs

20 Oak Street • Brentwood, CA, 94513 • (925) 634-0511 x221 or x226 • Grades K-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



CONTRA COSTA COUNTY
Office of Education
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Contra Costa County Office of Education

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School Description

The CCCOE Special Education Program (formerly identified as Heritage, East and Far East Programs) provides a full range of services designed to meet the needs of students with severely handicapping conditions from birth (Early Start) through transition (age 22). Programs emphasize the integration of students with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for the severely handicapped population, and programs to support transition in adulthood. Leadership and support exist to ensure that high quality instructional programs are provided to our students, as well as facilities that are appropriate and maintained in a safe condition. The special education curriculum for students who are severely handicapped is based on the core areas identified in the California State Department of Education (CDE) curriculum frameworks.

The program for medically fragile students provides appropriate educational settings and supports for students with a combination of developmental disabilities and medical needs. These programs are designed to support children preschool through transition age (22), who have vision, hearing, orthopedic impairments or other developmental disabilities, combined with various medical needs that cannot be addressed in a regular school district setting. As needed, instructional staff provide feeding support and other medically-related procedures under the supervision of a registered school nurse and classroom teacher. As appropriate, students are provided opportunities for integration with age-appropriate peers, community outings to practice social skills, as well as accommodations and modifications for academic programming.

The Intensive Program serves students in grades 6-12 in a special day class setting. The program assists students with autism, autistic-like behaviors and intensive behaviors to manage academic, social and functional demands through a variety of approaches within a structured environment. As appropriate, staff provide opportunities for integration with age-appropriate peers, community outings to practice social skills, as well as accommodations and modifications for academic programming.

The Early Start Program serves infants and toddlers through individual home-based and small group classroom settings. This program is designed to support children aged birth to three years old who have vision, hearing, orthopedic impairments and/or other developmental disabilities. The education team consists of some (if not all) of the following specialists: teacher/case manager, speech therapist, occupational therapist, vision specialist and/or deaf/hard of hearing specialist. These specialists assist the family in providing assessments and developing an Individual Family Service Plan (IFSP). This team, in conjunction with the school district staff where the student resides, support the students' transition to the preschool setting when they reach 3 years of age.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	4
Grade 3	6
Grade 4	6
Grade 5	7
Grade 6	4
Grade 7	10
Grade 8	8
Grade 9	5
Grade 10	15
Grade 11	11
Grade 12	58
Total Enrollment	138

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.5
American Indian or Alaska Native	3
Asian	3.2
Filipino	6.5
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	3
White	29.6
Two or More Races	2.6
Socioeconomically Disadvantaged	59.2
English Learners	18
Students with Disabilities	99.5
Foster Youth	9.7

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 for CCCOE Special	18-19	19-20	20-21
With Full Credential	3	3	14
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Contra Costa County	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at CCCOE Special Education Programs

Indicator	18-19	19-20	20-21
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Heritage CCCOE Special Education Programs operate across two school sites- Heritage School and O'Hara Park School. The main site was built in 2007. There are a total of 6 classrooms. There is a separate FIT report for each site.

All students are under direct staff supervision while in transit to and from school with assistance from individual district transportation personnel. While on school sites, students are under direct supervision of 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 the 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 8 to 15 years old. All facilities have been regularly maintained and upgraded with a greater proportion of maintenance funds prioritized for their modernization. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been recently upgraded to current safety codes. Specialized equipment is accessible for use by students with special needs. Workspace and break/lounge areas for staff have been designated.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12-14-2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	DRY ROT ON WOODEN SECTION OF WALL (METAL FLASHING IN DETERIORATING ALSO)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	--	N/A	52	N/A	50	N/A
Math	--	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

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 2020-21)

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

Parents are involved in the education of their students through the Individual Education Program (IEP) process. As an IEP team member, each parent participates in the development of annual academic, behavioral, and social goals for his/her child. For more information on how to become involved, contact Liberty Transition @ 925-634-0511 x221 or Turner @ 925-777-2000 x1101.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 (School Year 2020-2021)

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 the 2019-2020 school year and will be updated again in spring 2021.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.4	4.1	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					7	1						
4	7	1										
5	5	1			8	1			1	1		
6					2	1			3	2		
Other**	7	4			7	4			10	5		

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

Certificated staff receive three full days of staff development and classified receive one full day of staff development. Content includes instructional methods, classroom management, Distance Learning Strategies (during COVID Pandemic) 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 trainings 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 tablet type devices and other media in order to facilitate student learning and communication. 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.

Additionally, staff are provided multiple professional development opportunities. Training's include: CPR and first aid; emergency preparedness; sensory integration; crisis prevention intervention (CPI); various conferences, workshops, and presentations to improve instruction. Teachers are supported through in-class coaching, classroom team meetings, and mentoring. CPI training consists of 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. On non-professional development minimum days, staff work individually or in groups to prepare for student instruction, collaborate with other staff hold classroom meetings and or prepare for IEP meetings.

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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	121,246	121,246		95,896
District	N/A	N/A		
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-60.9	-0.5
School Site/ State	-96.3	

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

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 programming support
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Adapted Physical Education
- School Nursing Support
- Deaf and Hard of Hearing Specialists
- Vision Specialists
- Orientation and Mobility Specialists
- Free and Reduced cost Breakfast and Lunch for students who qualify
- Physical Therapy
- Transportation
- Community Integration

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.