



EAST COUNTY STUDENT PROGRAMS

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-Post Secondary
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Barbara Berman
Principal

A note to the reader:

In the 2008-09 school year, East County Student Programs served students in grades K-Post Secondary. For the 2007-08 school year and prior, the school served grades K-12. Please note, for the previous school years, there were no data available for Graduation and Dropout Rates, Course Enrollment for UC/CSU Admission, Career Technical Programs and Participation, California High School Exit Exam Scores, Completion of High School Graduation Requirements, and Advanced Placement Courses. If you have any questions, please contact the school directly.

Principal's Message

Severely Handicapped Program: The East County Student Programs (ECSP) provides a full range of services designed to meet the needs of severely handicapped students from pre-Kindergarten to age 22. Programs emphasize the integration of students with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for severely handicapped, and programs to support transition. Leadership and support exists to ensure the quality of all students' instructional programs as well as having facilities that are appropriate and maintained in a safe condition. This special education curriculum for severely handicapped students is based on the core areas identified in the California State Department of Education curriculum frameworks.

As part of ECSP, the **Intensive** program serves students in grades K-5 in several special day classes throughout the county. The program assists students with autism, autistic-like behaviors and intensive behaviors to manage academic, social and functional demands through a variety of approaches within a gated, structured environment. As appropriate, staff provides opportunities for integration with age-appropriate peers, community outings to practice social skills and modifications for academic programming.

The **Early Start** program is part of Contra Costa County Office of Education that serves infants and toddlers through a home-based and a classroom program. Children, age birth to three who have vision, hearing, orthopedic problems or other developmental disabilities are the targeted population. The team, consisting of a teacher, speech or occupational therapist, and specialists in vision and hearing assist the family in providing assessments and developing an Individual Family Service Plan.

The **Transition and Community Based Instruction** classes provide students ages 18 - 22 with a curriculum based on independent living skills and job experience. In addition, the **Transition** curriculum provides support for students seeking to pass the California High School Exit Exam.

School Mission

The mission of the East County Student Programs is to educate students with special needs in the least restrictive environment, in order to enable them to pursue productive and independent lives.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Contra Costa County Office of Education



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Joseph A. Ovick, Ed.D.
Superintendent

Belief Statement

We believe a quality education is the foundation of a thriving democratic society in an everchanging world.

Vision

All learners are reaching their maximum potential.

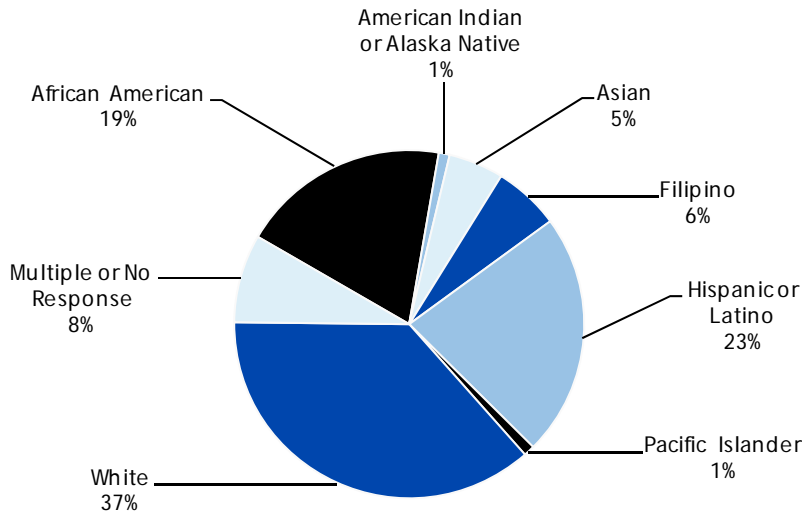
Core Values

- Respect
- Integrity
- Diversity
- Teamwork
- Ethical Leadership
- Creativity/Innovation
- Advocacy for all learners



Enrollment and Demographics

The total enrollment at the school was 98 students for the 2008-09 school year.



School Safety

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.
- 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, March 23, 2010.

Class Size

No information is available for East County Student Programs regarding the three-year data for average class size.



Parental Involvement

East County Student Programs offers two parent training sessions each year. These sessions feature staff members as presenters, offering information on timely topics. Child-care is provided for these sessions. Through informational flyers, parents are made aware of fund raisers, numerous support groups, and holiday activities for special needs students. Parents are encouraged to participate in classroom field trips.

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

In order to obtain valuable feedback and suggestions for improvement, parents of infants and toddlers in our Early Start program at Los Medanos College are surveyed annually. Information from the surveys is analyzed and used when developing future goals. The overall results of recent parent surveys show a ninety percent satisfaction rate with our Early Start program.

For more information on how to become involved, contact Barbara Berman, Principal, at (925) 777-2000.

Textbooks and Instructional Materials

At Contra Costa County Office of Education, special education programs do not use textbooks. They all have Individual Education Plans, which drive their instructional programs.

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 core curriculum.

The CCCOE provides nineteen 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 the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review Program (PAR). Both programs provide mentors to teachers in need. As mentioned previously, the PAR program is a teacher support program that allows for peer support and/or review for teachers that either volunteer or are referred for participation as a result of an unsatisfactory evaluation. The PAR program and the Teacher Incubator Grant ensure that any teacher, whether new or veteran, can receive mentoring in instructional practices, curriculum and classroom management. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development include after school workshops, individual conferences, peer coaching, classroom visitation and observation and attendance at professional conferences and meetings.

During each school year, ECSP's certificated staff attend three days and classified staff one day of staff development. In addition, 12 half-days are set aside for staff development throughout the school year. Topics for workshops or presentations at those times reflect the Contra Costa County Office of Education Special Education Program Goals, feedback from parents and caregivers, and the results of student assessment data and staff needs assessments. Topics for the current school year include:

- Behavior management
- Sensory Integration
- Best practices as viewed by families
- Appropriate skill levels for transitioning
- KidPower self advocacy
- Stress management
- CPI training
- Technology
- Writing legal IEPs
- Cultural IEPs
- Forms, Processes, Procedures
- CAPA curriculum and training
- Sexual harassment, confidentiality
- Seizures, medications, allergies
- Bloodborn pathogens
- ADD/other syndromes
- Back safety, hazardous materials
- Emergency Preparedness

During implementation of instruction, teachers are supported through in-class coaching, teacher collaboration, teacher-principal meetings and encouragement of thematic lesson plans.

"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."



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension Rate | | |
|------------------------------|-------|-------|
| East County Student Programs | | |
| 06-07 | 07-08 | 08-09 |
| 28.6% | 17.8% | 17.3% |
| Contra Costa COE | | |
| 06-07 | 07-08 | 08-09 |
| 37.1% | 40.4% | 23.2% |
| Expulsion Rate | | |
| East County Student Programs | | |
| 06-07 | 07-08 | 08-09 |
| 0.0% | 0.0% | 0.0% |
| Contra Costa COE | | |
| 06-07 | 07-08 | 08-09 |
| 0.0% | 0.0% | 0.0% |

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

| School Facility Conditions and Improvements | | | | |
|---|---------------|------|------|------|
| Items Inspected | Repair Status | | | |
| | Good | Fair | Poor | |
| Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer | ✓ | | | |
| Interior: Interior Surfaces (floors, ceilings, walls, and window casings) | ✓ | | | |
| Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | ✓ | | | |
| Electrical: Electrical Systems (interior and exterior) | ✓ | | | |
| Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) | ✓ | | | |
| Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior) | ✓ | | | |
| Structural: Structural Condition, Roofs | ✓ | | | |
| External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds | ✓ | | | |
| Overall Summary of Facility Conditions | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Note: The most recent school site inspection occurred on August 27, 2009, and the inspection form was most recently completed on August 27, 2009.

School Facilities

The school was built in 1972 and there are five classrooms at the Turner site with portables, auditorium, kitchen, and playground. There are 11 additional classrooms located off-site in Antioch and Pittsburg.

Turner Garden began in September 2009 with five beds and picnic tables. The school is funded by a grant, donations and carry-over of Title I funds.

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. Tardy students are required to check in at the main office before going to class with a pass noting their late arrival.

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.

School Facilities

Continued from left

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 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 present level safety codes. Specialized equipment is accessible for use by students with special needs. Work space and break/lounge areas for staff have been designated.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$271,606 for the Deferred Maintenance Program. This represents one third of the District's general fund budget.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Average Scale Score | | | | |
| State | 209 | 251 | 232 | 270 |
| National | 220 | 261 | 239 | 282 |
| State Percent at Each Achievement Level | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Basic | 30% | 41% | 41% | 36% |
| Proficient | 18% | 20% | 25% | 18% |
| Advanced | 5% | 2% | 5% | 5% |

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| State Participation Rate | | | | |
| Students with Disabilities | 74% | 78% | 79% | 85% |
| English Language Learners | 93% | 92% | 96% | 96% |
| National Participation Rate | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Students with Disabilities | 65% | 66% | 84% | 78% |
| English Language Learners | 80% | 77% | 94% | 92% |



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | | | | |
|---|------------------------------|-------|-------|------------------|-------|-------|------------|-------|-------|
| | East County Student Programs | | | Contra Costa COE | | | California | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | ◆ | 61% | 67% | 10% | 27% | 33% | 43% | 46% | 50% |
| Mathematics | ◆ | 48% | 55% | 6% | 28% | 27% | 40% | 43% | 46% |
| Science | ◆ | 0% | 53% | 8% | 16% | 25% | 38% | 46% | 50% |
| History-Social Science | ❖ | 0% | ❖ | 4% | 4% | 9% | 33% | 36% | 41% |

- ◆ Information not available.
- ❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | |
|---|-----------------------|-------------|---------|------------------------|
| Group | Spring 2009 Results | | | |
| | English-Language Arts | Mathematics | Science | History-Social Science |
| Male | 70% | 59% | 50% | ❖ |
| Female | 62% | 48% | ❖ | ❖ |
| Economically Disadvantaged | ❖ | 57% | ❖ | ❖ |
| English Learners | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 67% | 55% | 53% | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |
| African American | 62% | 46% | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 71% | 57% | ❖ | ❖ |
| Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 64% | 52% | ❖ | ❖ |

- ❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

| API Ranks – Three Year Comparison | | | |
|-----------------------------------|------|------|------|
| | 2006 | 2007 | 2008 |
| Statewide API Rank | * | * | * |
| Similar Schools API Rank | * | * | * |

* East County Student Programs is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

Academic Performance Index Growth

| API Growth by Student Group – Three Year Comparison | | | | |
|---|-------------------|-------|-------|-----------------------|
| Group | Actual API Change | | | 2009 Growth API Score |
| | 06-07 | 07-08 | 08-09 | |
| All Students at the School | 63 | -63 | 78 | 780* |
| African American | ■ | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ | ■ |
| Hispanic or Latino | ■ | ■ | ■ | ■ |
| Pacific Islander | ■ | ■ | ■ | ■ |
| White | ■ | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | ■ | ■ | ■ | ■ |
| English Learners | ■ | ■ | ■ | ■ |
| Students with Disabilities | ■ | ■ | ■ | 780* |

■ Data are reported only for numerically significant groups.

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|------------------------------|-------------|-----------------------|-------------|
| | East County Student Programs | | Contra Costa COE | |
| Met Overall AYP | Yes | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | No |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API | Yes | | Yes | |
| Graduation Rate | ◇ | | Yes | |

◇ Information not available.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|------------------------------|------------------|
| | East County Student Programs | Contra Costa COE |
| Program Improvement Status | Not In PI | Not In PI |
| First Year of Program Improvement | ◇ | ◇ |
| Year in Program Improvement | ◇ | ◇ |
| Number of Schools Identified for Program Improvement | 2 | |
| Percent of Schools Identified for Program Improvement | 25.0% | |

◇ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. For 2008-09, no information is available for East County Student Programs regarding the California PFT. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

| Teacher Credential Information | | | | |
|---|------------------|------------------------------|-------|-------|
| | Contra Costa COE | East County Student Programs | | |
| Teachers | 08-09 | 06-07 | 07-08 | 08-09 |
| With Full Credential | 83 | 13 | 13 | 13 |
| Without Full Credential | 28 | 4 | 5 | 1 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|------------------------------|-------|-------|
| | East County Student Programs | | |
| | 07-08 | 08-09 | 09-10 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| East County Student Programs | ◆ | ◆ |
| All Schools in District | 58.0% | 42.0% |
| High-Poverty Schools in District | ◆ | ◆ |
| Low-Poverty Schools in District | ◆ | ◆ |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

| Academic Counselors | |
|--|-----|
| Number of Academic Counselors (FTE) | 0.0 |
| Ratio of Students Per Academic Counselor | ◆ |
| ◆ Not applicable. | |

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

| School Support Staff | |
|---|-----|
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (paraprofessional) | 0.0 |
| Psychologist | 1.0 |
| Social Worker | 0.0 |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 2.0 |
| Resource Specialist (non-teaching) | 0.0 |
| Other | 0.0 |

District Financial Data

| District Salary Data | | |
|---|------------------|------------------------|
| Category | Contra Costa COE | Similar Sized District |
| Beginning Teacher Salary | ◇ | ◇ |
| Mid-Range Teacher Salary | ◇ | ◇ |
| Highest Teacher Salary | ◇ | ◇ |
| Average Principal Salary (Middle School) | ◇ | ◇ |
| Average Principal Salary (High School) | ◇ | ◇ |
| Superintendent Salary | ◇ | ◇ |
| Teacher Salaries – Percent of Budget | ◇ | ◇ |
| Administrative Salaries – Percent of Budget | ◇ | ◇ |

◇ Information not available.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|------------------------------|
| | East County Student Programs |
| Total Expenditures Per Pupil | \$54,299 |
| Expenditures Per Pupil From Restricted Sources | \$53,416 |
| Expenditures Per Pupil From Unrestricted Sources | \$883 |
| Average Teacher Salary | \$79,271 |



Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|--|--|------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| East County Student Programs | \$883 | \$79,271 |
| Contra Costa COE | \$374 | \$69,254 |
| California | \$5,512 | ◇ |
| School and District – Percent Difference | +57.7% | +12.6% |
| School and California – Percent Difference | -524.2% | * |

◇ Information not available.

* A percentage cannot be calculate.

Types of Services Funded

No information is available for East County Student Programs regarding types of services funded.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.