

Marin County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Janelle Campbell, Director

 Principal, Marin County Special Education

About Our School

School districts in California are mandated to provide special education services to children with disabilities from birth through age 22. While the local Marin County School Districts are able to provide many of these services for students with mild disabilities, there are many other disabling conditions which require such an intensive level of support or which have such a low incidence rate that it would be fiscally and programmatically difficult for each district to provide the necessary services.

The Special Education Department operates a total of 31 Special Day Classes, two Resource Specialist Programs, and several itinerant services to meet the needs of children with disabilities. Our classes are located on 19 different school campus sites around the county, with an emphasis on placing classes in age-appropriate settings which allow for the greatest amount of integration possible. The classes which we provide focus upon students with disabilities in the following areas:

- Intellectual Disabilities
- Emotional Disturbances
- Visual Impairments
- Orthopedic Impairments
- Deaf or Hard of Hearing
- Other Health Impairment
- Established Medical Disability (ages 3-5 only)
- Multiple Disabilities
- Autism
- Traumatic Brain Injury

We also provide several itinerant services to eligible students in their home school setting, including:

- Vision Services
- Hearing Services
- Orientation and Mobility Services

Contact

*Marin County Special Education
1111 Las Gallinas Ave.
San Rafael, CA 94913-1843*

Phone: 415-491-6612

E-mail: jcampbell@marinschools.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
E-mail Address	mjburke@marinschools.org
Web Site	www.marinschools.org

School Contact Information - Most Recent Year	
School Name	Marin County Special Education
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, Ca, 94913-1843
Phone Number	415-491-6612
Principal	Janelle Campbell, Director
E-mail Address	jcampbell@marinschools.org
Web Site	www.marinschools.org
County-District-School (CDS) Code	21102156069504

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

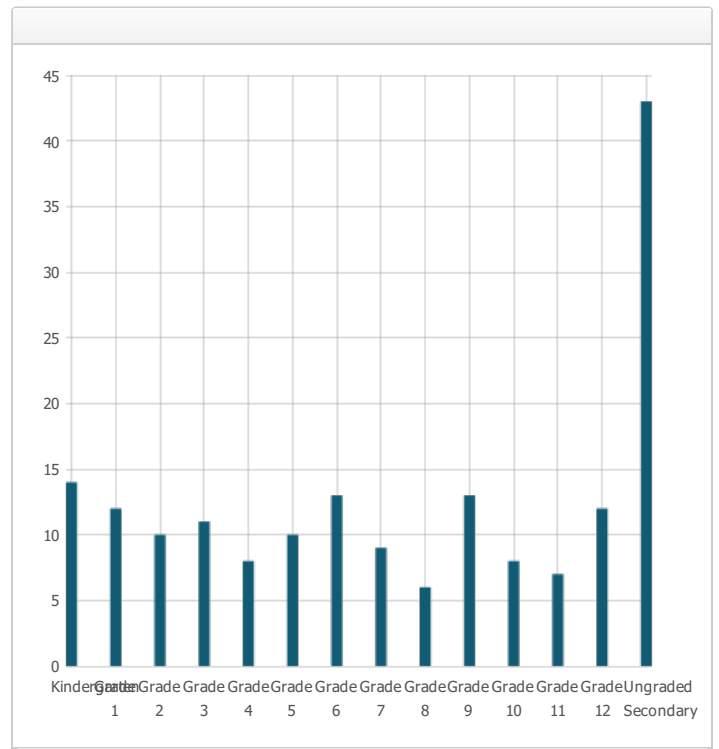
The Marin County Office of Education (MCOE) and all school districts located in Marin County are members of the Marin County Special Education Local Plan Area (SELPA). The Marin County SELPA works collaboratively with 19 school districts and other public agencies throughout Marin County to make available a full continuum of Special Education services to all students with Individualized Education Programs (IEPs) residing in Marin County. IEP services are provided to students in one of five (5) settings: Special Day Classes (SDC - students spend the majority of the day in a Special Education classroom); Resource Specialist Program (RSP); Designated Instruction and Services (DIS) programs and full inclusion students, spend the majority of the school day in general education classrooms and may receive IEP related services outside of the general education setting. When no appropriate public school program is available to meet the educational needs of a student in special education, placement is made in a certified nonpublic school (NPS).

MCOE provides Special Education programs and coordinated services to students with disabilities residing in Marin County ages birth through post-secondary. Students are referred to Special Education programs by their districts of residence based upon their individual needs. In addition to the comprehensive school age programs, MCOE also provides Early Intervention services for students birth through age 5 and Post-Secondary transition education offering community based instruction that facilitate independent living skills.

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

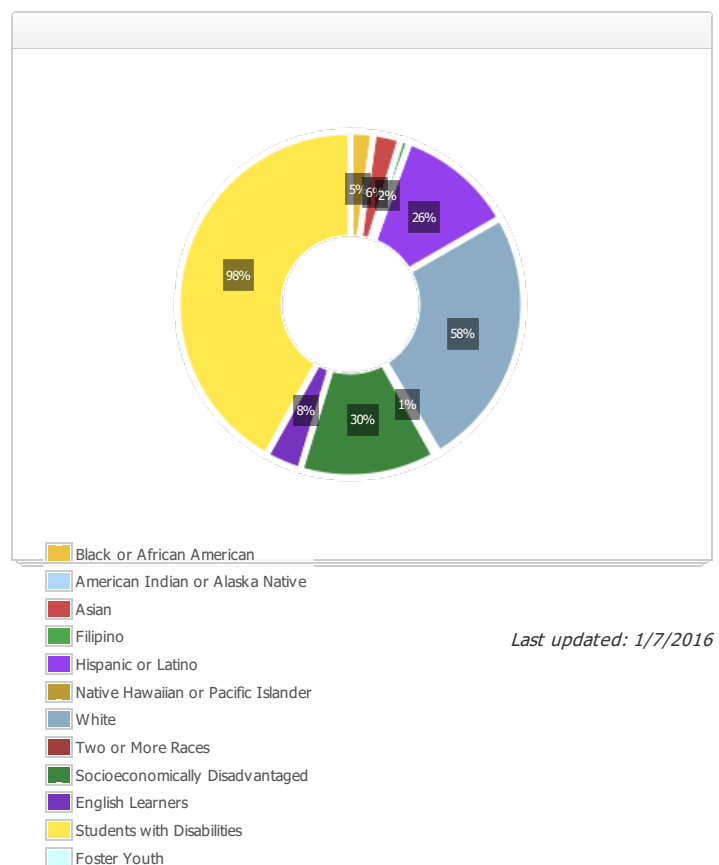
Grade Level	Number of Students
Kindergarten	14
Grade 1	12
Grade 2	10
Grade 3	11
Grade 4	8
Grade 5	10
Grade 6	13
Grade 7	9
Grade 8	6
Grade 9	13
Grade 10	8
Grade 11	7
Grade 12	12
Ungraded Secondary	43
Total Enrollment	176



Last updated: 1/7/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	0.0 %
Asian	6.3 %
Filipino	2.3 %
Hispanic or Latino	26.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	58.5 %
Two or More Races	1.1 %
Socioeconomically Disadvantaged	30.7 %
English Learners	8.5 %
Students with Disabilities	98.9 %
Foster Youth	0.0 %



Last updated: 1/7/2016

A. Conditions of Learning

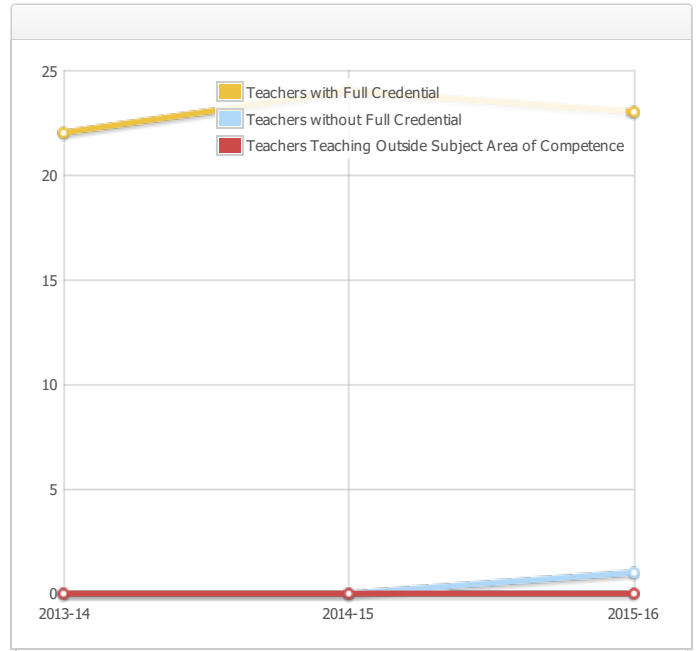
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

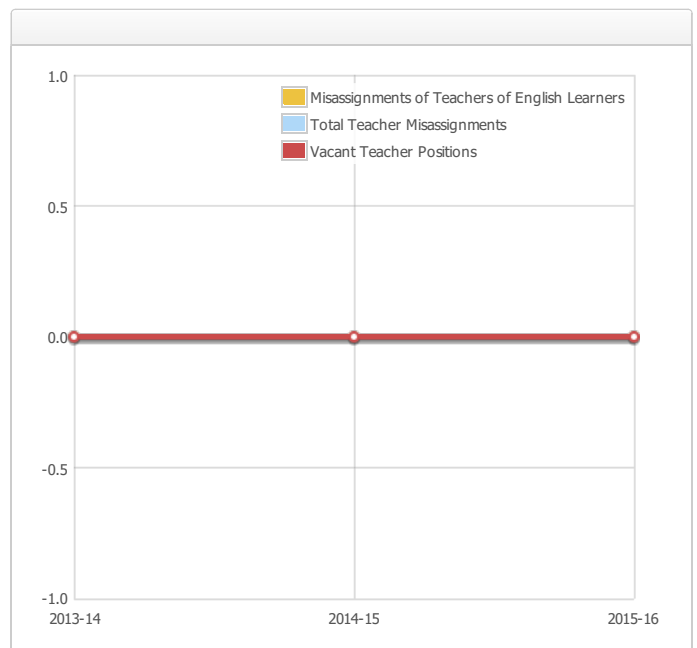
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	24	23	30
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	100.0%
All Schools in District	100.0%	100.0%
High-Poverty Schools in District		100.0%
Low-Poverty Schools in District	100.0%	100.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Regionalized special day class programs serving for students with moderate to severe disabilities utilize curriculum that is targeted toward functional life skill learning/development and is reflected in our students Individualized Education Programs.

Year and month in which data were collected: November 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • Unique Learning Systems, 2013 • Acellus, 2014 • STAR, 2014 • Write Source, Houghton Mifflin, 2013 • Writers Inc., Houghton Mifflin, 2005 • Novels, state and local board approved, 2005 • Multicultural Reader, Perfection Learning, 2005 • Snapshots, Perfection Learning, 2005 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> • Acellus, 2014 • Unique Learning Systems, 2013 • Keys to Algebra, Key Curriculum, 2005 • Prentice Hall Middle School Math Courses • Algebra I, McDougal Littell, 2005 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • Unique Learning Systems, 2013 • Book Flip Chart, Kindergarten • Scott Foresman, California Science, Grades k-1, 2008 • Acellus, 2014 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> • Unique Learning Systems • World Geography, Houghton Mifflin/Harcourt, 2013 • World History, Houghton Mifflin/Harcourt, 2014 	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> • Acellus, Spanish, 2013 		0.0 %
Health	<ul style="list-style-type: none"> • Globe Health, Holt Globe Fearon, 2004 		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)			0.0 %

Last updated: 1/7/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Providing a safe environment that meets the state standards for school programs is a priority for Marin County Office of Education. The majority of our regionalized special day class programs operate on comprehensive school sites, within and across school district in Marin County. In addition we have 3 owned or leased sites that are operated by MCOE. The Facility Inspection Tool report is reflective of these 3 sites.

Marin County Office of Education maintenance staff and the Marin County school districts' maintenance staffs where Special Education programs are located work in collaboration to ensure that the repairs necessary to keep the schools in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms and restrooms are cleaned regularly. All classrooms are inspected regularly to ensure safe conditions and the proper use of equipment.

Last updated: 1/7/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	<ul style="list-style-type: none"> Replaced sagging ceiling tile in Grant Grover classroom.
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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Exemplary
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Last updated: 1/7/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	8.0%	44.0%
Mathematics (grades 3-8 and 11)	--	5.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	10	0	0.0%	--	--	--	--
Male	10	0	0.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	10	0	0.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	10	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	10	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	1	50.0%	--	--	--	--
Male	2	1	50.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	1	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	1	50.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	2	100.0%	--	--	--	--
Male	2	2	100.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	2	1	50.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	2	1	50.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	2	1	50.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	3	37.5%	--	--	--	--
Male	8	1	12.5%	--	--	--	--
Female	8	2	25.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	8	1	12.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	8	2	25.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	8	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	8	3	37.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	3	2	66.7%	--	--	--	--
Male	3	2	66.7%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	3	2	66.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	3	1	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	3	2	66.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	10	0	0.0%	--	--	--	--
Male	10	0	0.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	10	0	0.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	10	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	10	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	2	100.0%	--	--	--	--
Male	2	2	100.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	2	100.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	1	50.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	2	100.0%	--	--	--	--
Male	2	2	100.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	2	1	50.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	2	1	50.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	2	1	50.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	3	37.5%	--	--	--	--
Male	8	1	12.5%	--	--	--	--
Female	8	2	25.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	8	1	12.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	8	2	25.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	8	0	0.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	8	3	37.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	3	2	66.7%	--	--	--	--
Male	3	2	66.7%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	3	2	66.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	3	1	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	3	2	66.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	8.0%	23.0%	7.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7.0%
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

Career Technical Education Programs (School Year 2014-15)

During the elementary years pre-vocational goals are identified for each student. When students reach high school, individualized vocational goals are developed and reviewed at least annually. Prior to the age of 16, an individual transition plan is developed with students, families and adult services agencies to facilitate student transitions from school. Job developers from the Transitional Partnership and Workability programs provide pre-employment services to students and if appropriate, placement in paid employment during the school year. Because of the nature of the disabling conditions for students in Marin County Office of Education Special Education programs, there are no specific classes offered since for the most part students do not participate in traditional academic coursework outside of their special day class placement. The majority of students get their vocational needs addressed through Transitional Partnership and/or Workability programs which conduct their own internal evaluation process annually.

*Last updated: 1/5/2016***Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/5/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

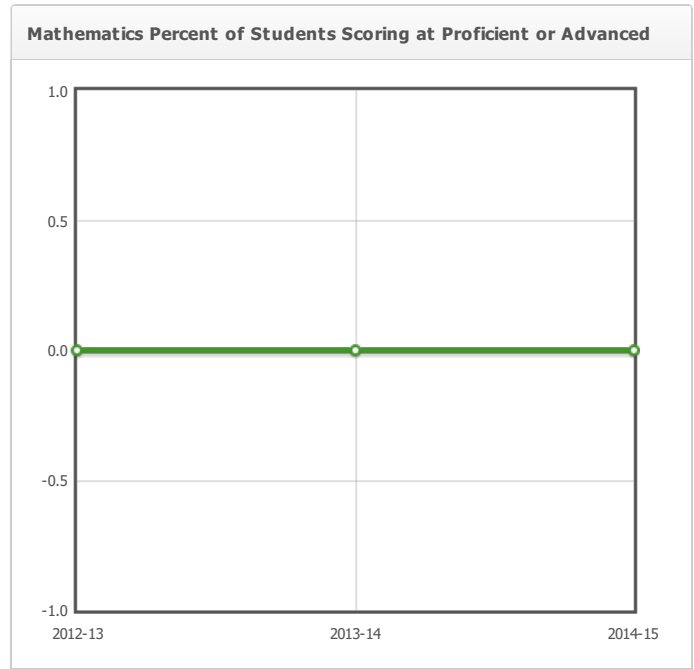
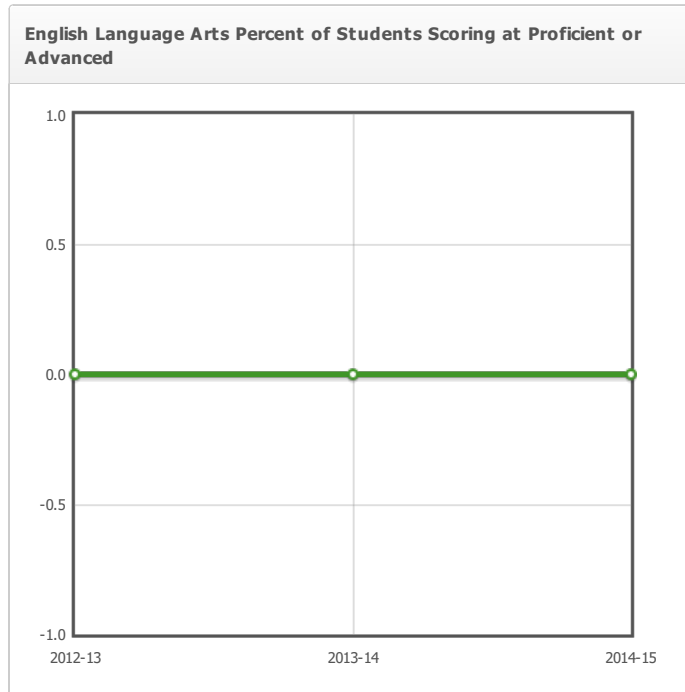
- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

The majority of secondary students enrolled in Marin County Office of Education programs are not diploma candidates. The number of students that participated in the CAHSEE administration is too low to provide results without compromise to student confidentiality.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	9.0%	16.0%	15.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	23.0%	14.0%	12.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	100.0%	0.0%	0.0%	94.0%	6.0%	0.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

Many of our students enrolled in special day class programs present with important challenges with their ability to participate in many of the physical tasks required to complete the California Physical Fitness Test. Results should be interpreted with caution.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	--	--
7	--	--	--
9	14.3%	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2016

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 - Most Recent Year

Parents can be involved in their child's education program in several ways. Volunteering on a regularly scheduled basis or intermittently (e.g., field trips) is encouraged. Parents may also join and participate in the parent organization at the school site their children attend. The Special Education Advisory Committee, (SEAC) for the Marin County Special Education Local Plan Area (SELPA) offers another opportunity for parental involvement. Lastly, parents are also actively involved in the development of their child's Individualized Education Program (IEP) and attend IEP meetings at least on an annual basis.

Parental engagement continues to be an integral part of all special education programs. In the 2014-2015 school year, parents, in addition to other relevant stakeholders, participated in direct outreach by MCOE in an effort to determine and better understand what is important to them as it relates to the needs of the students served in the regionalized special education programs as well as what needs they have as parents of students with special needs. From these responses, we formed the basis of our goals that are reflected in our LCAP. The process of gathering input enhanced and improved our goals. Parents provided a unique perspective as to how we were looking at the needs of our students, shaping our goals for student transition and communication among their child's IEP teams.

State Priority: Pupil Engagement

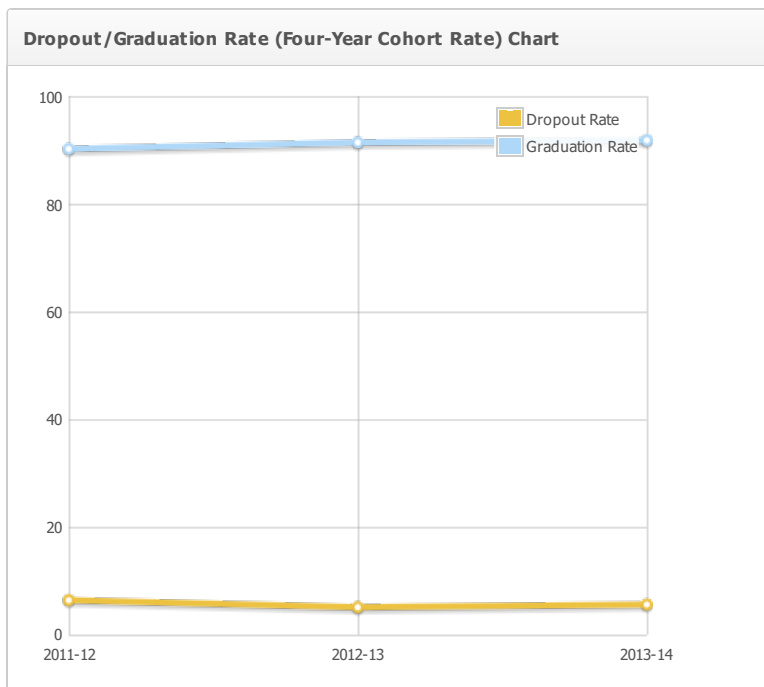
Last updated: 1/5/2016

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.4%	5.1%	5.6%	6.4%	5.1%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	90.20	91.40	91.80	90.20	91.40	91.80	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	6	48	84
Black or African American	0	75	76
American Indian or Alaska Native	0	0	78
Asian	0	0	92
Filipino	0	100	96
Hispanic or Latino	0	46	81
Native Hawaiian or Pacific Islander	6	0	83
White	48	47	89
Two or More Races	75	50	82
Socioeconomically Disadvantaged	0	54	81
English Learners	0	0	50
Students with Disabilities	100	26	61
Foster Youth	--	--	--

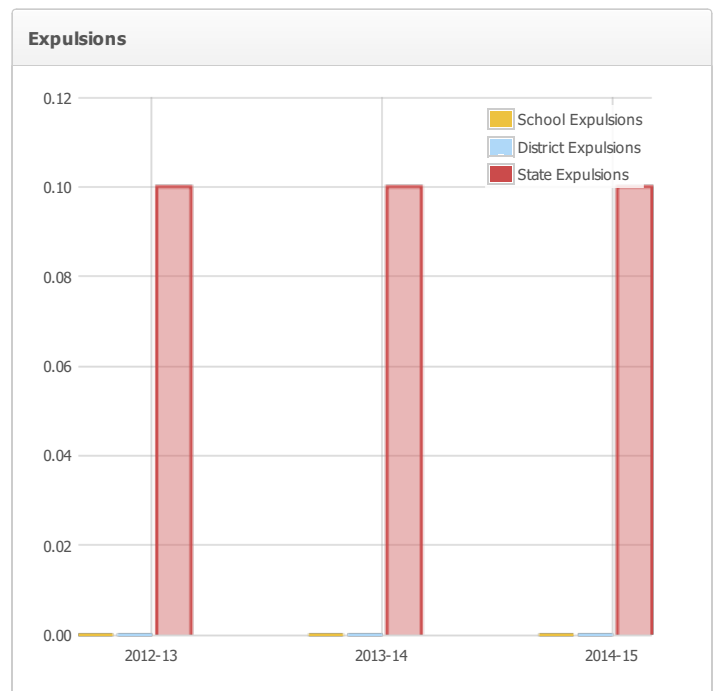
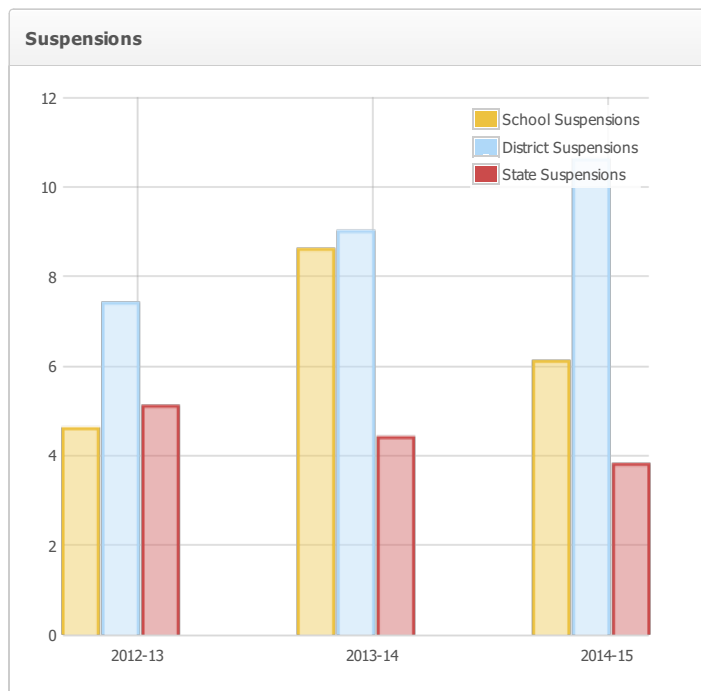
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.6	8.6	6.1	7.4	9.0	10.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

School Safety Plan - Most Recent Year

Providing a safe environment that meets state standards continues to be a high priority for each Marin County Office of Education program. Programs meet state requirements for total acreage and square footage per pupil. The Marin County Office of Education has a Comprehensive School Safety Plan that provides for an assessment of the current status of school crime. The Plan also covers the following areas with strategies and programs: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; and, h) rules and procedures on school discipline.

Our 2014-2015 LCAP identifies goals specific to both staff training in the areas of ongoing health and safety as well as providing a safe, well organized classroom environment that encourages effective communication.

Last updated: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

All classrooms are multi-grade and therefore the average class size distribution by grade level may not necessarily be an accurate reflection of true class size for our special day classes.

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	3			7.0	3			6.0	2		
1												
2												
3												
4					6.0	1						
5	9.0	3			8.0	2			5.0	2		
6	5.0	2			1.0	1			2.0	1		
Other	7.0	3			7.0	2			7.0	5		

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

Last updated: 1/6/2016
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Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6.0	7		5.0	8		5.0	6				
Mathematics	4.0	4		2.0	6		3.0	3				
Science	7.0	1		6.0	2		5.0	2				
Social Science	5.0	3		7.0	2		3.0	5				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

MCOE provides a number of different services to our districts on a contract basis. These services include those provided by Designated Instruction Services (Vision/Orientation and Mobility, Deaf and Hard of Hearing, Speech and Language Therapists) and nursing services. The numbers reflected here represent only those that serve MCOE operated classrooms and is not a comprehensive staff accounting.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.7	N/A
Social Worker	0.0	N/A
Nurse	1.6	N/A
Speech/Language/Hearing Specialist	3.4	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.4	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/6/2016

Types of Services Funded (Fiscal Year 2014-15)

The basic funding for Special Education is provided by revenue limit state aid and local property taxes. The total amount of state and local funding that the Marin County Office of Education received for Special Education programs in fiscal year 2014-2015 was \$5,428,735.76. The cost of providing special education services for the same period was \$9,847,929.08. Funds were used to provide staff, instructional materials and implementation of program goals. The excess of expenditure over revenue received is billed to participating school districts as excess costs.

The Special Education services provided by the Marin County Office of Education is designed to meet the individual needs of the students with Individualized Education Programs (IEPs) as required by state and federal laws. The scope of services includes the operation of education programs at locations across the 19 school districts in Marin County for students, birth through 22 years of age. The instructional programs are provided to students with IEPs in preschool through post-secondary programs. The Marin County Office of Education operates special day classes along with designated instruction and services to address the education needs of students with moderate to severe disabilities.

Last updated: 1/29/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/5/2016

Professional Development – Most Recent Three Years

Through our LCAP process MCOE staff, both certificated and classified, provided insight on targeted goal development and how to best serve students effectively and efficiently. Health and safety, communication, behavior management and curriculum development were included as areas where professional growth was indicated. Trainings were planned as a result of this input and put in to place prior to the end of the 2015-2016 school year. Our three year plan includes the ongoing development in the areas listed above.

MCOE provides non-student days to be used for professional growth/development. Additionally, staff and team meeting times are used as needed to provide ongoing training. This is particularly noted for health and safety trainings.

Last updated: 1/29/2016