

# School Accountability Report Card Reported for School Year 2009-10

*Published During 2010-11*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### **Contact Information (School Year 2010-11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Marin County Special Education	<b>District Name</b>	Marin County Office of Education
<b>Street</b>	1111 Las Gallinas Ave.	<b>Phone Number</b>	415-472-4110
<b>City, State, Zip</b>	San Rafael, CA 94913	<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>Phone Number</b>	415-499-5803	<b>Superintendent</b>	Mary Jane Burke
<b>Principal</b>	Karen Steele	<b>E-mail Address</b>	<a href="mailto:mjburke@marin.k12.ca.us">mjburke@marin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:ksteele@marin.k12.ca.us">ksteele@marin.k12.ca.us</a>	<b>CDS Code</b>	21-10215-6069504

### **School Description and Mission Statement (School Year 2009-10)**

This section provides information about the school, its programs and its goals.

The Marin County Office of Education and all school districts are members of the Marin Special Education Local Plan Area (SELPA). The purpose of the Marin SELPA is to provide coordinated programs and services to all disabled students residing Marin County. Services are provided to special education students in five settings. Students in Special Day Classes (SDC) spend the majority of the day in a Special Education class. In the Resource Specialist Program (RSP), Designated Instruction and Services (DIS) programs and full inclusion, students spend the majority of the day in regular education classes and may be pulled out for specialized instruction. When no appropriate public school program is available to meet the needs of a special education student, placement is made in a certified nonpublic school (NPS). The Marin County Office of Education serves special education students from all Marin County school districts.

## Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents can be involved in their child's program in several ways. Volunteering on a regularly scheduled basis or intermittently (e.g., field trips) is encouraged. Parents may also join the parent organization at the school site their children attend. The community advisory committee (SEAC) for the SELPA is another opportunity for parental involvement. Parents are also actively involved in the development of the Individualized Education Plan (IEP) for their children and attend an IEP meeting at least annually.

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	18	Grade 8	12
Grade 1	19	Ungraded Elementary	0
Grade 2	10	Grade 9	18
Grade 3	9	Grade 10	14
Grade 4	15	Grade 11	12
Grade 5	13	Grade 12	21
Grade 6	8	Ungraded Secondary	48
Grade 7	13	Total Enrollment	230

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9.09 %	White (not Hispanic)	60.61 %
American Indian or Alaska Native	0.43 %	Multiple or No Response	0.43%
Asian	6.49 %	Socioeconomically Disadvantaged	31.00 %
Filipino	0.0 %	English Learners	13.00 %
Hispanic or Latino	22.08 %	Students with Disabilities	100.00 %
Pacific Islander	0.0%	n/a	n/a

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.7	6	0		8.7	6	0		7	7*	0	
Mathematics	6.7	7			6.3	7			7	7*		
Science	9.8	5			6.6	5			7	7*		
Social Science	7.8	5			7.0	5			7	7*		

\*Special Education classrooms are self-contained. Each assigned teacher is responsible for teaching all content/subject matter.

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update	August/October 2010	Date Last Reviewed with Staff	August/October, 2010
Providing a safe environment that meets state standards for school programs is a high priority for each of the Marin County Office of Education programs. 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.			

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	73.5	68.1	18.3	75.3	71.2	41.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

<p>Providing a safe environment that meets the state standards for school programs is a priority for Marin County Office of Education. Students are met at the bus and escorted back to the bus by classroom personnel. Visitors at all school sites are required to check in at the main office.</p> <p>The scope of facility use for Special Education services includes operating programs and providing services at 79 different locations within 19 districts for ~1,264 students, birth through 22 years of age. These programs include Special Day Classes (SDC), Resource Specialist programs (RSP), and Designated Instruction and Services, such as speech and occupational therapy. All school sites provide full-size classrooms. Isolated sites have their own play yards. Integrated sites utilize regular playgrounds. Most of the buildings in which our programs operate are being remodeled or modernized.</p> <p>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 each evening. All classrooms are inspected regularly to ensure safe conditions and the proper use of equipment.</p> <p>For the 2010-2011 school year, Marin County office of Education budgeted \$2,006,853.00 for the deferred maintenance program. This represents .0357% of the district's general fund budget.</p>
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## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date Items Inspected: 11-2-09	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
Interior: Interior Surfaces		X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			N/A
Safety: Fire Safety, Hazardous Materials		X			N/A
Structural: Structural Damage, Roofs		X			Roof replaced at Grant Grover site – August, 2010
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
<b>Overall Rating</b>	<b>Good</b>				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	26	26	25	25
<b>Without Full Credential</b>	3	2	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### 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). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	2	0	0
<b>Total Teacher Misassignments</b>	2	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	80%	20%
<b>All Schools in District</b>	90.2 %	9.7%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Library Media Teacher (librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>	5.69	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	2.898	N/A
<b>Speech/Language/Hearing Specialist</b>	6.25	N/A
<b>Resource Specialist (non-teaching)</b>	.5	N/A
<b>Other</b>		

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>	SRA/Open Court, 2002 Prentice Hall Literature Series, 2002 McGraw-Hill Grammar and Composition, 2002 Write Source, Houghton Mifflin, 2005 Writers Inc., Houghton Mifflin, 2005 Novels, state and local board approved, 2005 Multicultural Reader, Perfection Learning, 2005 Snapshots, Perfection Learning, 2005	0.0
<b>Mathematics</b>	Success with Math Coach, CSL Associates, 2001 Houghton Mifflin Mathematics, CA Edition, 2002 Prentice Hall Middle School Math Courses, 2002 Algebra I, McDougal Littell, 2005 Keys to Algebra, Key Curriculum, 2005	0.0
<b>Science</b>	Discovery Works, Houghton Mifflin, 2000 Holt Science and Technology, Holt, 2000 Science Explorer, Pearson/Prentice Hall, 2002 Glencoe McGraw-Hill Science Voyages Series, 2002 Scott Foresman California Science Big Book Flip Chart, Kindergarten, 2008 Scott Foresman California Science, Grades K-1, 2008	0.0
<b>History-Social Science</b>	U.S. History, Globe Fearon Foundation Series, 1999 A Message from Ancient Days, Houghton Mifflin, 1999 Across the Centuries, Houghton Mifflin, 1999 A More Perfect Union, Houghton Mifflin, 1999 California, Harcourt Brace, 2000 World Geography, Holt Rinehart, 2005 World History, Holt Rinehart, 2005 History Alive! The Medieval World and Beyond, Teachers Curriculum Institute, 2005 World History, Legavcy, Houghton Mifflin, 2008 Differentiated Instruction, Modern World History, Legacy, Houghton Mifflin, 2008 Quiz Game CD, Modern World History, 2008 World History Outline Maps, Legacy 2008	0.0
<b>Foreign Language</b>	N/A	0.0
<b>Health</b>	Globe Health, Holt Globe Fearon, 2004	0.0
<b>Visual and Performing Arts</b>	N/A	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>		0.0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

County offices of education are not required to report average teacher and administrative salaries for schools operated by the county office of education.

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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 2009-2010 was \$6,698,768.00. The cost of providing special education services for the same period was \$11,090,270.00. Funds were used to provide staff, instructional materials and implementation of program goals. The excess of expenditure over revenue received of \$4,391,502.00 is billed to participating school districts as excess costs.

Special Education provides programs and services designed to meet the individual needs of the students as required by Federal Law. The scope of services includes operating programs at 79 different locations within 19 districts for approximately 1,253 students, birth through 22 years of age. The instructional programs range from the provision of preschool through post secondary programs. The Marin County Office of Education operates special day classes along with designated instruction and services to address speech and language delay, visual impairments/blindness, deaf and hard of hearing, among others.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	62	64	*	34	35	12	46	50	n/a
Mathematics	54	42	*	37	29	7	43	46	n/a
Science	*	43	*	10	27	17	46	50	n/a
History-Social Science	*	21	*	8	14	13	36	41	n/a

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year- CST

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*	*	
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male				
Female				*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year - CAPA

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 9-11	Level V Grades 9-11
<b>English Language Arts</b>					
Students Tested	10	6	9	9	16
Mean Scaled Score	*	*	*		36.3
% At or Above Proficient	*	*	*		56%
<b>Mathematics</b>					
Students Tested	9	6	9	9	16
Mean Scaled Score	*	*	*	*	33.4
% At or Above Proficient					38%
<b>Science</b>					
Students Tested	4	0	6	4	3
Mean Scaled Score	*	0	*	*	*
% At or Above Proficient	*	0	*	*	*

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*	*	13.3	26.9	17	52.9	52.0	54
Mathematics	*	*	*	0.0	29.6	11	51.3	53.3	54

## California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2009-10)\*\*

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7			
9			

\*\*Results of the 2009-2010 administration of the California Physical Fitness Test were not available at the time of this report. The CDE will notify districts when results are posted.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	C	C	C
Similar Schools	C	C	C

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an Local Education Agency or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	-3	*	-20	703
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	-99	-46	-15	693
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	-167	-54	-20	703

"N/A" means a number is not applicable or not available due to missing data.

\*\*\* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (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.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Pending	Pending

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

#### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	3.4	2.1	.86	7.8	13.8	15.3	4.4	3.9	tbd
Graduation Rate	87.5	66.7	50	23	57	86	80.6	80.2	tbd

#### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010		
	School	District	State
All Students	.05	.91	N/A
African American	*	*	
American Indian or Alaska Native	*	*	
Asian	*	*	
Filipino	*	*	
Hispanic or Latino	*	*	
Pacific Islander	*	*	
White (not Hispanic)	*	*	
Socioeconomically Disadvantaged	*	*	
English Learners	*	*	
Students with Disabilities	*	*	

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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. An individual transition plan is developed with students' families and adult services agencies to facilitate students' transitions from school. Job developers from Project Workability provide pre-employment service 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 academic courses outside of their special day class placement. The majority of students get their vocational needs addressed through Project Workability which conducts its own internal evaluation process annually.

## Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

#### **Special E**

Education teachers and DIS staff participate in a broad range of professional development activities provided both internally as well as through outside agencies and organizations. The Marin SELPA assists in facilitating the annual Region I Conference that many staff members attend.

A staff development interest survey was completed in the 2009-10 school year which provided direction for the activities and events of the staff development plan. Teachers are supported to attend workshops and conferences by offering release time, peer coaching and administrator feedback. Four non-student staff development day opportunities were provided in 2009-10, as well as workshops on other dates throughout the school year.