

Marin County Office of Education, Special Education

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

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

California School Dashboard



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

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.

2021-22 School Contact Information

School Name	Marin County Office of Education, Special Education
Street	1111 Las Gallinas Avenue
City, State, Zip	San Rafael, CA
Phone Number	415-491-6612
Principal	Janelle Campbell, Assistant Superintendent
Email Address	jcampbell@marinschools.org
School Website	https://www.marinschools.org/
County-District-School (CDS) Code	21102156069504

2021-22 District Contact Information

District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
Email Address	mjburke@marinschools.org
District Website Address	www.marinschools.org

2021-22 School Overview

The Marin County Office of Education (MCOE) and all districts located in Marin County are members of the Marin County Special Education Local Plan Area (SELPA). MCOE provides regionalized Special Education programs and coordinated services to students with disabilities residing in Marin County ages birth through 22. The Marin County SELPA works collaboratively with 17 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. 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 adult transition education - offering community-based instruction that facilitates independent living skills. Kristi Dahlstrom is the Director of Special Education programs and oversees all Marin County Office of Education special education programs.

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 programs and/or services for students with mild disabilities, there are many other disabling conditions that necessitate a more 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 35 Special Day Classes, two Resource Specialist Programs and several itinerant services to meet the needs of children with disabilities. Our classes are located on 17 different school campus sites around the county, with an emphasis on placing classes in age-appropriate settings that 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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	12
Grade 2	12
Grade 3	13
Grade 4	16
Grade 5	17
Grade 6	9
Grade 7	6
Grade 8	12
Grade 9	11
Grade 10	8
Grade 11	15
Grade 12	61
Total Enrollment	212

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.5
Male	67.5
Asian	7.1
Black or African American	6.6
Filipino	0.9
Hispanic or Latino	35.4
Two or More Races	7.1
White	41
English Learners	15.1
Foster Youth	0.9
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	27.4
Students with Disabilities	99.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1
Unknown	0
Total Teaching Positions	31

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	2
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	2

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	0
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November, 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Learning Ally Reading Milestones Unique Learning Systems, 2013 Acellus, 2014 STAR, 2014 Fontace & Pinnell, 2017 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 The Soday System, W Winsor Learning, 2015	Yes	0
Mathematics	Equal Math, 2021 Touch Math, 2018 Acellus, 2014 EveryDay Math, 2015 Unique Learning Systems, 2013 Keys to Mathematics, 2014 Prentice-Hall Middle School Math Courses	Yes	0
Science	Mystery Science, 2019 Generation Genius, 2021 Unique Learning Systems, 2013 Book Flip Chart, Kindergarten Scott Foresman, California Science, 2008 Acellus, 2014 Teacher made materials	Yes	0
History-Social Science	Unique Learning Systems World Geography, Houghton Mifflin/Harcourt, 2013 World History, Houghton Mifflin/Harcourt, 2014 Acellus, 2014		0
Foreign Language	Acellus, Spanish, 2013	Yes	0
Health	Spark Inclusive Physical Education Curriculum, 2021	Yes	0

	Sexuality for All Abilities, 2021 Globe Health, Holt Globe Fearon, 2004 Positive Prevention Plus - Sexual Health, 2016		
Visual and Performing Arts	Young Imaginations Teacher made materials		0
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements

MCOE has several sites that the Facilities Inspection Tool (FIT) was used to assess facility conditions. All school sites were assessed as being "Exemplary" or "Good" in status. The Marindale site inspection will be used for the purposes of this reporting for the school of special education. All other FIT reports can be found: www.marinschools.org

In an effort to ensure the health and safety of our staff and students as the highest priority, the work and school environments, practices, and standard operating procedures have been modified. A three-phase plan has been implemented in coordination with Public Health for a sequential, cautious and deliberate approach to a return to site-based classroom instruction in the Fall of 2020, with a focus on student learning and success. All phases are being implemented with an understanding that this is an evolving situation that will require close and ongoing coordination with all stakeholders to design a flexible plan that works for our students, families, teachers, and community - with Public Health partners as our guiding light.

Leading up to the 2020-21 school year, several mandates, orders and measures were directed by the Governor's Office, California Department of Public Health and Marin Public Health. The MCOE is committed to following all state and local guidance and will update procedures as necessary to remain consistent with any future guidance received. Information regarding the operation of each of the MCOE programs can be found here:

<https://sites.google.com/marinschools.org/mcoerethinkingschools/back-to-school/special-educatio>

Year and month of the most recent FIT report	November, 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	56	60.87	39.13	3.64
Female	28	18	64.29	35.71	0
Male	64	38	59.38	40.62	5.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	22	57.89	42.11	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	27	75	25	3.85
English Learners	18	10	55.56	44.44	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	13	56.52	43.48	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	56	60.87	39.13	3.64

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	45	48.91	51.09	0.00
Female	28	17	60.71	39.29	0.00
Male	64	28	43.75	56.25	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	17	44.74	55.26	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	21	58.33	41.67	0.00
English Learners	18	7	38.89	61.11	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	9	39.13	60.87	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	45	48.91	51.09	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	3	18.75	81.25	--
Female	--	--	--	--	--
Male	15	3	20.00	80.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	2	16.67	83.33	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	3	18.75	81.25	--

2020-21 Career Technical Education Programs

Career Technical Education (CTE) provided by the Marin County Office of Education to students in the regionalized special education programs is not consistent with a traditional CTE program operated by a school district. When students are enrolled in elementary programs, vocational interests are identified. Upon reaching high school, student vocational interests are further developed. By the age of 16, an individual transition plan is developed with students, families, and adult services agencies to facilitate student transitions from school. Vocational skill development including but not limited to, resume writing, interviewing, and areas of vocational interest are available through the Transition Partnership and Workability programs.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	30.8	81.8	83.6	70.7	55.8	9.0	8.9	9.4
Graduation Rate	--	7.7	0.0	12.7	12.1	18.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	0	0.0
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	233	226	78	34.5
Female	73	73	27	37.0
Male	160	153	51	33.3
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	4	26.7
Black or African American	16	15	5	33.3
Filipino	2	2	1	50.0
Hispanic or Latino	83	81	30	37.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	15	5	33.3
White	97	93	30	32.3
English Learners	40	38	13	34.2
Foster Youth	3	3	1	33.3
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	67	66	26	39.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	232	225	78	34.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.38	3.00	12.21	1.90	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.76	6.19	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.00	0.00
Female	0.00	0.00
Male	4.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	3.09	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.02	0.00

2021-22 School Safety Plan

Every Fall, as a component of Back to School activities, staff from Marin's Community School/Phoenix, and all of our Special Education Campuses (Grant Grover, Marindale, Magnolia Park, Compass Academy, Indian Valley College) review and discuss the Comprehensive School Safety Plan and address any changes needed to implement the plan to enhance school safety.

Administrators from each site complete an annual update evaluation form which includes any support needed to implement the plan, and specific modifications that may be needed. Some of the key elements of the plan include child abuse reporting procedures, disaster preparedness, policies leading to suspension or expulsion, procedures to notify teachers of dangerous pupils, sexual and gender-based harassment, bullying prevention, dress code, safe ingress and egress, rules on school discipline.

Evaluations and updates are compiled and reported to the Board of Education at their February meeting on an annual basis. In an effort to ensure the health and safety of our staff and students as the highest priority, the work and school environments, practices, and standard operating procedures have been modified. A three-phase plan has been implemented in coordination with Public Health for a sequential, cautious and deliberate approach to a return to site-based classroom instruction in the Fall of 2020, with a focus on student learning and success. All phases are being implemented with an understanding that this is an evolving situation that will require close and ongoing coordination with all stakeholders to design a flexible plan that works for our students, families, teachers, and community - with Public Health partners as our guiding light.

Leading up to the 2020-21 school year, several mandates, orders and measures were directed by the Governor's Office, California Department of Public Health, and Marin Public Health. The MCOE is committed to following all state and local guidance and will update procedures as necessary to remain consistent with any future guidance received. Information regarding the operation of each of the MCOE programs can be found here: <https://sites.google.com/marinschools.org/mcoerethinkingschools/back-to-school/special-education>. Additional health and safety measures have been put into place during the COVID-19 pandemic. All activities and mitigation strategies are consistent with guidance from California Public Health, Marin Health and Human Services guidance for schools.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	3		
1				
2	8	1		
3	9	1		
4				
5	8	2		
6				
Other	7	5		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	3		
1				
2				
3				
4				
5				
6	2	10		
Other	7	13		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2		
1				
2				
3				
4				
5				
6	3	10		
Other	7	12		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	6		
Mathematics	5	4		
Science	3	4		
Social Science	4	4		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	7		
Mathematics	4	4		
Science	6	2		
Social Science	4	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	7		
Mathematics	3	4		
Science	3	4		
Social Science	3	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3.3
Social Worker	0
Speech/Language/Hearing Specialist	7
Resource Specialist (non-teaching)	1
Other	7.6

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Professional development opportunities are provided at the start of each school year and throughout the academic year. Health and safety, evidenced based practices, inclusion and equity and trauma informed practices are the topics that we have been targeting with our staff specific to working with students with unique needs. Additionally, we have maintained a training series to specifically support the professional growth of our paraeducators. Topics include communication, language development and use, equity, strategies for working with behavioral challenges are just a few of the topics that our staff engage in as a part of the series.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22

Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7
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Marin County Office of Education

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
Email Address	mjburke@marinschools.org
District Website Address	www.marinschools.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	77	53.47	46.53	7.89
Female	37	19	51.35	48.65	0.00
Male	107	58	54.21	45.79	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	5	27.78	72.22	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	30	50.00	50.00	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	35	72.92	27.08	8.82
English Learners	27	14	51.85	48.15	0.00
Foster Youth	20	12	60.00	40.00	16.67
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	29	45.31	54.69	10.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	70	59.32	40.68	5.80

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	66	46.15	53.85	0.00
Female	37	17	45.95	54.05	0.00
Male	106	49	46.23	53.77	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	7	38.89	61.11	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	26	43.33	56.67	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	26	55.32		0.00
English Learners	27	11	40.74	59.26	0.00
Foster Youth	19	13	68.42	31.58	0.00
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	29	46.03	53.97	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	60	51.28	48.72	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

