

**Marin County Special Education**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School Year**  
**California Department of Education**

<b>Address:</b>	1111 Las Gallinas Ave. San Rafael, CA , 94903-1843	<b>Principal:</b>	Janelle Campbell, Assistant Superintendent
<b>Phone:</b>	(415) 491-6612	<b>Grade Span:</b>	P-12

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

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

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

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

## 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Janelle Campbell, Assistant Superintendent

📍 Principal, Marin County Special Education

Marin County Office of Education operates a myriad of special education programs on behalf of the students and districts of Marin.

### About Our School

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Janelle Campbell, Assistant Superintendent

[jcampbell@marinschools.org](mailto:jcampbell@marinschools.org)

### Contact

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Marin County Special Education

1111 Las Gallinas Ave.

San Rafael, CA 94903-1843

Phone: [\(415\) 491-6612](tel:(415)491-6612)

Email: [jcampbell@marinschools.org](mailto:jcampbell@marinschools.org)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Marin County Office of Education
<b>Phone Number</b>	(415) 472-4110
<b>Superintendent</b>	Carroll, John
<b>Email Address</b>	<a href="mailto:jcarroll@marinschools.org">jcarroll@marinschools.org</a>
<b>Website</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	Marin County Special Education
<b>Street</b>	1111 Las Gallinas Ave.
<b>City, State, Zip</b>	San Rafael, CA , 94903-1843
<b>Phone Number</b>	(415) 491-6612
<b>Principal</b>	Janelle Campbell, Assistant Superintendent
<b>Email Address</b>	<a href="mailto:jcampbell@marinschools.org">jcampbell@marinschools.org</a>
<b>Website</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>Grade Span</b>	P-12
<b>County-District-School (CDS) Code</b>	21102156069504

## School Description and Mission Statement (School Year 2024–25)

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. Stacey Tachiki 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 33 Special Day Classes, two Resource Specialist Programs and several itinerant services to meet the needs of children with disabilities. Our 33 classrooms are located on 20 different school campus sites (14 single classroom sites and 7 multiple classroom 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:

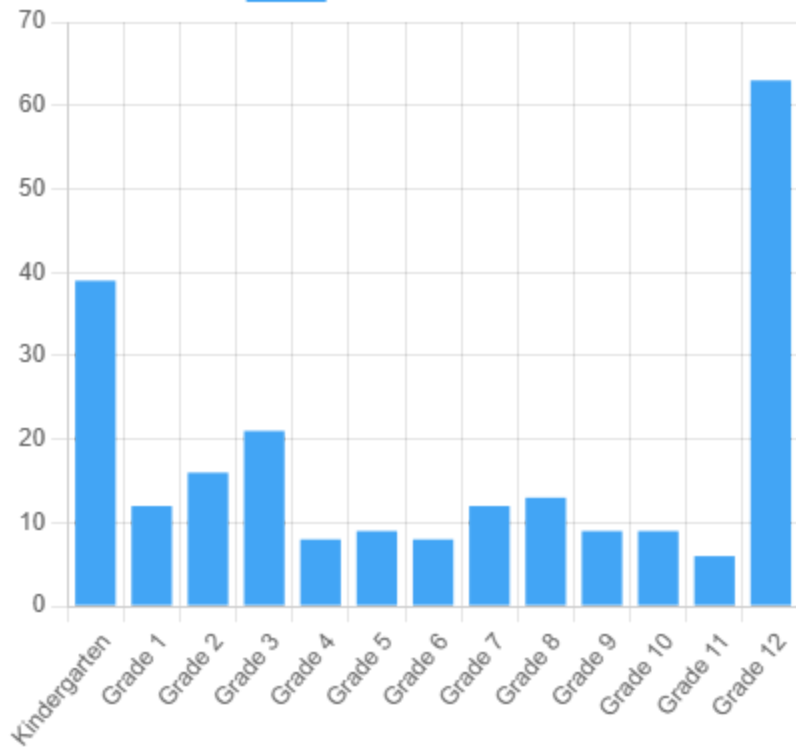
- \*Vision Services
- \*Hearing Services
- \*Orientation and Mobility Services

# Student Enrollment by Grade Level (School Year 2023–24)

Enrollment is inclusive of special education students kindergarten through ungraded post-secondary.

Grade Level	Number of Students
Kindergarten	39
Grade 1	12
Grade 2	16
Grade 3	21
Grade 4	8
Grade 5	9
Grade 6	8
Grade 7	12
Grade 8	13
Grade 9	9
Grade 10	9
Grade 11	6
Grade 12	63
Total Enrollment	225

Number of Students



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	32.40%
Male	67.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	6.20%
Black or African American	6.20%
Filipino	1.80%
Hispanic or Latino	40.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	35.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.10%
Foster Youth	0.90%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	34.20%
Students with Disabilities	100.00%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	53.25%	19.00	47.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.60	1.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.00	23.67%	8.00	20.02%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.30	8.31%	12115.80	4.41%
Unknown/Incomplete/NA	7.70	23.05%	8.90	22.34%	18854.30	6.86%
Total Teaching Positions	33.80	100.00%	39.90	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	49.58%	31.80	61.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.50	1.12%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	5.92%	2.00	4.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.90	3.73%	11953.10	4.28%
Unknown/Incomplete/NA	14.70	44.47%	15.30	29.63%	15831.90	5.67%
Total Teaching Positions	33.10	100.00%	51.70	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	60.33%	30.60	71.77%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.85%	1.00	2.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.77%	2.40	5.69%	11746.90	4.23%
Unknown/Incomplete/NA	8.50	32.05%	8.50	20.11%	14303.80	5.15%
Total Teaching Positions	26.50	100.00%	42.70	100.00%	277698	100%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
Permits and Waivers	1.00	1.90	1
Misassignments	7.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.00	1.90	1

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

# Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.80%	0%	3.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20%	0%	0%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Regionalized special day class programs serving 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 the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Learning Ally Reading Milestones Unique Learning Systems, 2013 Acellus, 2014 STAR, 2014 Fountas & 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, Winsor Learning, 2015 Wonders, McGraw Hill	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	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 CUS SC Inspire Science	0
History-Social Science	Unique Learning Systems United States History, National Edition World Geography, Houghton Mifflin/Harcourt, 2013 World History, Houghton Mifflin/Harcourt, 2014	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	Acellus, 2014 IMPACT Social Studies, U.S. History: Making a New Nation	
Foreign Language	Acellus, Spanish, 2013	0
Health	Spark Inclusive Physical Education Curriculum, 2021 Sexuality for All Abilities, 2021 Globe Health, Holt Globe Fearon, 2004 Positive Prevention Plus - Sexual Health, 2016	0
Visual and Performing Arts	Young Imaginations Teacher made materials Youth In Arts	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## 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](http://www.marinschools.org)

Deferred Maintenance and facilities work at the Marindale School Campus over the past two fiscal years that has supported the positive FIT Report inspection is aligned with 2022 MCOE Facilities Needs Analysis presented to the Marin County Board of Education at their January 10, 2023 meeting. This work includes installation of a new roof coating during the summer of 2023, and completion of the HVAC replacement project during the summer of 2024. As planned in the facilities needs analysis, as part of the HVAC replacement project while the school was closed to program activity, the campus received a fresh coat of interior paint, and new flooring was installed in the classrooms, offices and common areas.

The MCOE Facilities Needs Analysis will be used to develop a five-year facilities master plan, which will be submitted to the Department of General Services, as resolved by the Board of Education at the December 17, 2024 Board meeting, as a component of their application for funding under the School Facility Program.

## School Facility Good Repair Status

Facility is in good repair.

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	<p><b>GAS LEAKS</b></p> <p>Gas systems and pipes appear safe, functional, and free of leaks.</p> <p>a. There is no odor that would indicate a gas leak.</p> <p>b. Gas pipes are not broken and appear to be in good working order.</p> <p><b>MECHANICAL/HVAC</b></p> <p>Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.</p> <p>a. The HVAC system is operable.</p> <p><b>SEWER</b></p> <p>a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
<b>Interior:</b> Interior Surfaces	Good	<p><b>INTERIOR SURFACES</b></p> <p>Interior surfaces appear to be clean, safe, and functional.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	<p><b>OVERALL CLEANLINESS</b></p> <p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.</p> <p><b>PEST/VERMIN INFESTATION</b></p> <p>a. There is no evidence of a major pest or vermin infestation.</p>
<b>Electrical:</b> Electrical	Good	<p><b>ELECTRICAL</b></p> <p>1. There is no evidence that any portion of the school has a power failure.</p> <p>a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	<p style="text-align: center;">RESTROOMS</p> <p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5).</p> <p style="text-align: center;">SINKS/FOUNTAINS</p> <p>Drinking fountains appear to be accessible and functioning as intended.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p style="text-align: center;">FIRE SAFETY</p> <p>a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</p> <p>b. Emergency alarms appear to be functional.</p> <p>c. Emergency exit signs function as designed, exits are unobstructed.</p> <p style="text-align: center;">HAZARDOUS MATERIALS</p> <p>a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
<b>Structural:</b> Structural Damage, Roofs	Good	<p style="text-align: center;">STRUCTURAL DAMAGE</p> <p>a. Severe cracks are not evident.</p> <p>b. Ceilings &amp; floors are not sloping or sagging beyond their intended design.</p> <p>c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p> <p style="text-align: center;">ROOFS</p> <p>Roof systems appear to be functioning properly.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p data-bbox="902 100 1325 128">PLAYGROUND/SCHOOL GROUNDS</p> <p data-bbox="743 155 1484 264">The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.</p> <p data-bbox="902 296 1325 323">WINDOWS/DOORS/GATES/FENCES</p> <p data-bbox="756 350 1471 420">a. There is no exposed broken glass accessible to pupils and staff.</p> <p data-bbox="743 447 1484 516">b. Exterior doors and gates are functioning and do not pose a security risk.</p>

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2024

Overall Rating	Exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Due to the lower number of students participating in the CAASPP assessment, score reports cannot be generated.

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	11%	4%	42%	42%	46%	47%
Mathematics (grades 3-8 and 11)	3%	0%	39%	36%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	48	60.76%	39.24%	4.26%
Female	27	15	55.56%	44.44%	6.67%
Male	52	33	63.46%	36.54%	3.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	22	62.86%	37.14%	9.52%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	9	40.91%	59.09%	--
English Learners	19	11	57.89%	42.11%	9.09%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	19	59.38%	40.62%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	48	60.76%	39.24%	4.26%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	41	51.90%	48.10%	0.00%
Female	27	15	55.56%	44.44%	0.00%
Male	52	26	50.00%	50.00%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	17	48.57%	51.43%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	8	36.36%	63.64%	--
English Learners	19	10	52.63%	47.37%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	17	53.13%	46.87%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	41	51.90%	48.10%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022–23</b>	<b>School 2023–24</b>	<b>District 2022–23</b>	<b>District 2023–24</b>	<b>State 2022–23</b>	<b>State 2023–24</b>
Science (grades 5, 8, and high school)	--	--	--	--	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	13	33.33%	66.67%	0.00%
Female	18	4	22.22%	77.78%	--
Male	21	9	42.86%	57.14%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	5	35.71%	64.29%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	6	33.33%	66.67%	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	6	40.00%	60.00%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	39	13	33.33%	66.67%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Career Technical Education (CTE) Programs (School Year 2023–24)

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.

### Career Technical Education (CTE) Participation (School Year 2023–24)

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 of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# 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

## California Physical Fitness Test Results (School Year 2023–24)

### Percentage of Students Participating in each of the five Fitness Components

?The administration of the PFT requires only participation results for these five fitness areas. 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.?

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
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Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

#### Opportunities for Parental Involvement (School Year 2024–25)

Parents can be involved in their child's education program in several ways. Parents may 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.

### State Priority: Pupil Engagement

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

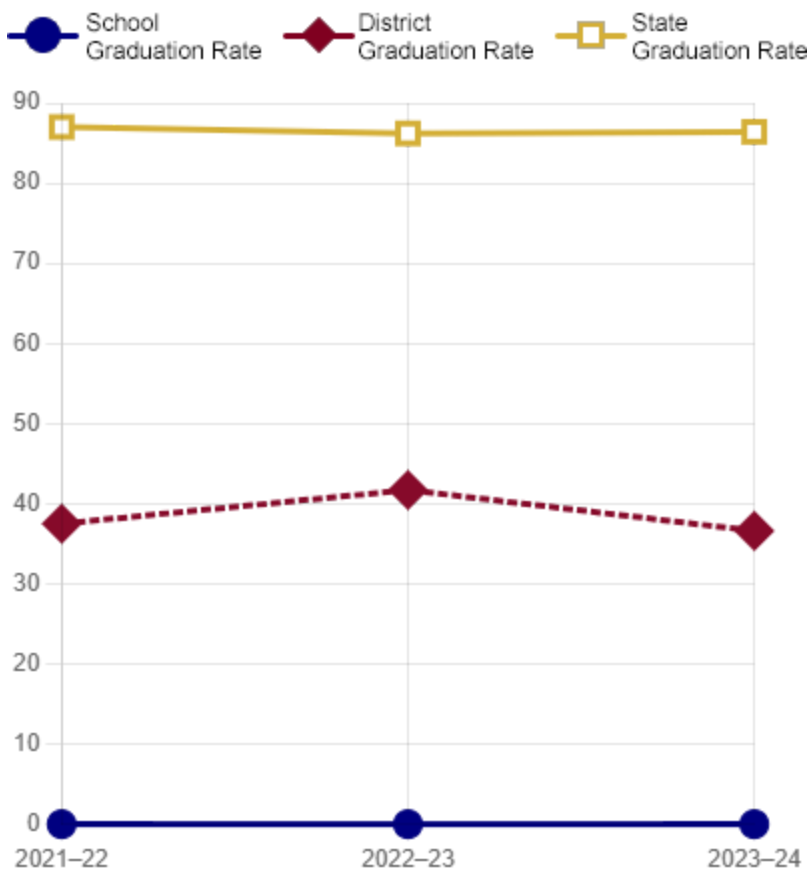
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

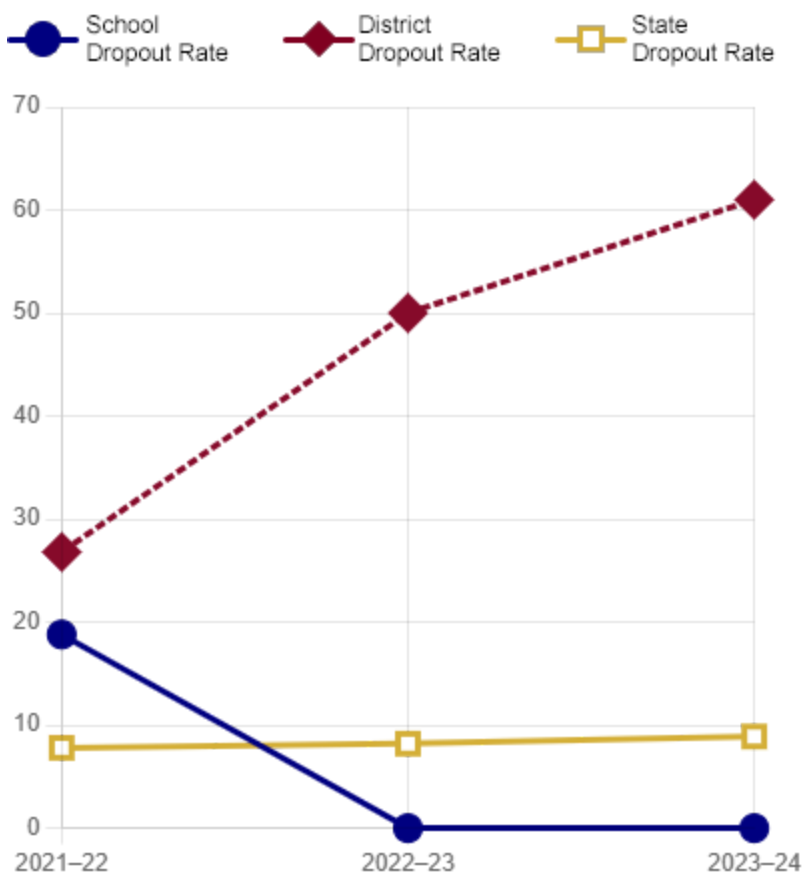
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	0.0%	--	0.0%	37.5%	41.7%	36.6%	87.0%	86.2%	86.4%
Dropout Rate	18.8%	--	0%	26.8%	50.0%	61.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

#### Graduation Rates



# Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	11	0	0.0%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
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	--	--	--
Foster Youth	--	--	--
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%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	248	241	112	46.5%
Female	81	78	42	53.8%
Male	167	163	70	42.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	5	38.5%
Black or African American	17	16	6	37.5%
Filipino	--	--	--	--
Hispanic or Latino	98	95	53	55.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	6	54.5%
White	87	84	30	35.7%
English Learners	49	47	21	44.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	96	92	44	47.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	245	240	111	46.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	5.17%	3.13%	0.81%	3.04%	5.97%	3.01%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81%	0%
Female	0%	0%
Male	1.2%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	5.88%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.04%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0.82%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2024–25)

Every Fall, as a component of Back to School activities, staff from Marin's Community School/Phoenix Academy, 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.

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

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	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	4.00	1		
1				
2				
3				
4				
5	1.00	1		
6	2.00	11		
Other**	7.00	12		

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

**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.**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	3.00	4	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	3.00	9	0	0
Other**	7.00	10	0	0

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

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	9		
1				
2				
3				
4				
5	1.00	1		
6	2.00	4		
Other**	8.00	9		

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	3.00	7		
Mathematics	2.00	5		
Science	2.00	5		
Social Science	2.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	9.00	1	0	0
Mathematics	4.00	2	0	0
Science	9.00	1	0	0
Social Science	3.00	4	0	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	6.00	1		
Mathematics	5.00	1		
Science	4.00	1		
Social Science	2.00	4		

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	0

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

### Student Support Services Staff (School Year 2023–24)

MCOE provides services to school districts on a contract basis. These services include but are not limited to Vision/Orientation & Mobility, Speech and Language, Deaf and Hard of Hearing and nursing services.

The FTE indicated below is reflective of those services that are provided to MCOE operated programs and do not reflect those provided to districts.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	3.30
Social Worker	0.00
Nurse	2.00
Speech/Language/Hearing Specialist	8.90
Resource Specialist (non-teaching)	1.00
Other**	6.60

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

## Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

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

\* Where there are student course enrollments of at least one student.

### Professional Development

Professional development opportunities are provided at the start of each school year and throughout the academic year. Health and safety, curriculum development, 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.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	7