

Floyd I. Marchus

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

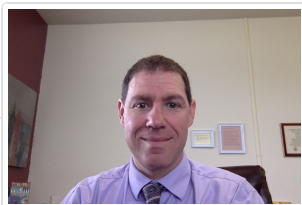
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

DataQuest

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

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.



Dave Fendel, Principal

Principal, Floyd I. Marchus

About Our School

Welcome! Under the direction of the Contra Costa County Superintendent of Schools, The Floyd I. Marchus School Counseling and Education Program (CEP) provides:

- Special Education classes for K-12 students
- A dynamic small structured and supportive community
- Help for each student to meet academic, social-emotional and behavioral goals
- A safe, positive school culture and experience for students
- A highly structured integrateed counseling and education program
- A small group classroom setting (5:1 student-to-staff ratio)

Contact

Floyd I. Marchus
2900 Avon Ave.
Concord, CA 94520-5404

Phone: 925-602-3421
E-mail: dfendel@cccoc.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccoe.k12.ca.us
Web Site	www.cocoschools.org

School Contact Information (School Year 2016-17)	
School Name	Floyd I. Marchus
Street	2900 Avon Ave.
City, State, Zip	Concord, Ca, 94520-5404
Phone Number	925-602-3421
Principal	Dave Fendel, Principal
E-mail Address	dfendel@cccoe.k12.ca.us
Web Site	www.cccoe.k12.ca.us/marchus
County-District-School (CDS) Code	07100746077168

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

School motto: BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

The Floyd I. Marchus School Counseling and Education Program (CEP) provides Grades K-12 special education classes for approximately 120 elementary, middle and secondary school students who present a wide range of emotional and behavioral challenges. The program is based at the Floyd I. Marchus School. Students are referred to the CEP program from the school districts within the Contra Costa Special Education Local Planning Area (SELPA) as well as Mt. Diablo and San Ramon Valley SELPAs. Approximately 110 students attend the 13 classes at the central campus in Concord and another 10 students are enrolled in the LMC transition program located in Antioch.

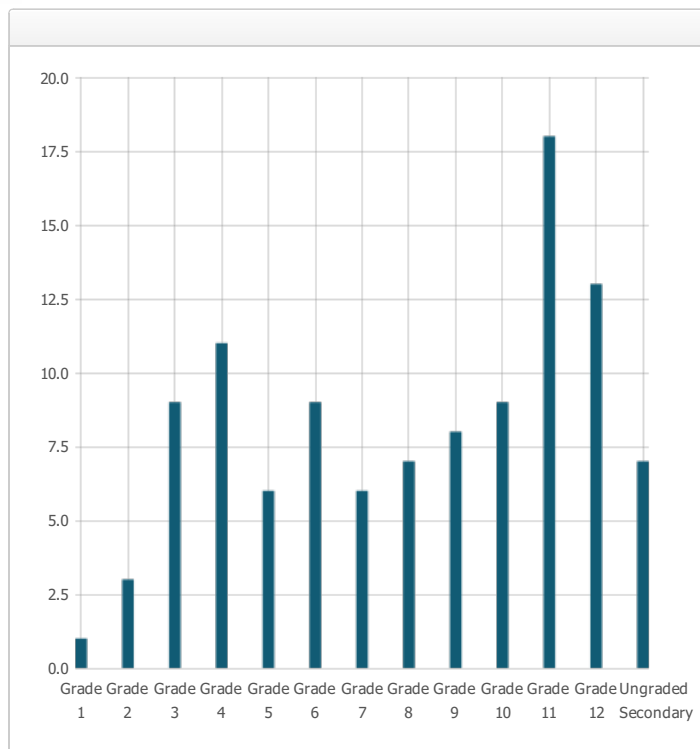
The intent of the CEP is to help students address their challenges and change their behavior so that they may return to a less restrictive educational (LRE) setting when appropriate. To that end, the CEP teaches academic, social, and conflict resolution skills that foster healthy emotional development and academic achievement. The CEP utilizes a variety of behavior management strategies and techniques. Assessment is ongoing and as students progress they are recommended for transition to LRE settings through the Individual Education Program (IEP) process.

IEP development and academic instruction is based upon state standards and students are expected to participate in state mandated testing. Additionally, two Regional Occupation Programs (ROP Food Services and Hotel Services) are based on the Marchus campus and open to Marchus secondary students based on individual interest.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 1	1
Grade 2	3
Grade 3	9
Grade 4	11
Grade 5	6
Grade 6	9
Grade 7	6
Grade 8	7
Grade 9	8
Grade 10	9
Grade 11	18
Grade 12	13
Ungraded Secondary	7
Total Enrollment	107



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	17.8 %
American Indian or Alaska Native	0.9 %
Asian	2.8 %
Filipino	0.9 %
Hispanic or Latino	16.8 %
Native Hawaiian or Pacific Islander	0.9 %
White	58.9 %
Two or More Races	0.0 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.6 %
English Learners	4.7 %
Students with Disabilities	100.0 %
Foster Youth	0.0 %

Last updated: 1/31/2017

A. Conditions of Learning

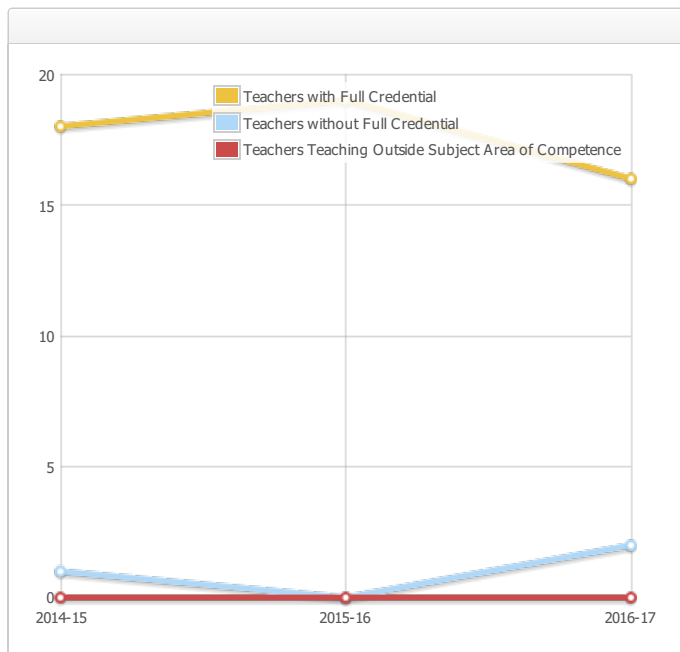
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	19	16	59
Without Full Credential	1	0	2	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ALegacy of Literacy, Houghton Mifflin, 2003 (k-5) Adopted 2010</p> <p>Keys to Learning, Longman California Keystone, (4-8) Adopted 2010</p> <p>Write Ahead, Great Source/Houghton Mifflin Co., 2004, (9-12) Adopted 2010</p> <p>Timeless Voices, Timeless Themes, Prentice Hall, 2005 (9-12) Adopted 2010</p> <p>Basic English Composition, AGS, 2003 (6-12) Adopted 2010</p> <p>BAsic English Grammer, AGS, 2003, (6-12) Adopted 2010</p> <p>Character Based Literacy, Santa Clara University (9-12) Adopted 2010</p>	Yes	0.0 %
Mathematics	<p>SRA REal Math, SRA/ McGraw Hill, 2009 (K-5) Adopted 2010</p> <p>Momentum Math Intervention Programs, Kaplan K12 Learning Seervices (4-8)</p> <p>Holt California Course 1,2, and 3, Holt Rinehart and Winston (6,7,8) Adopted 2010</p> <p>Go Math, Houghton Mifflin Harcourt, (6-8) Adopted 2016</p> <p>Hybrid Package, Houghton, Mifflin Harcourt (6-8) Adopted 2016</p> <p>Renaissance Place On-Line Software, Renaissance Learning (9-12) Adopted 2010</p> <p>Pre-Algebra, Pearson, 2009 (6-12) Adopted 2010</p> <p>Algebra, Pearson, 2009 (6-12) Adopted 2010</p> <p>Life Skills Math 2001 & 2003, AGS, 2003 (6-12) Adopted 2010</p> <p>Basic Skills Math, AGS, 2003 (6-12) Adopted 2010</p> <p>Consumer Math, Revised 2001 & 2003 AGS, (6-12) Adopted 2010</p> <p>Intervention Kit, Prentice Hall, 2003 (6-12) Adopted 2010</p> <p>AGS Geometry- Revised, Pearson, 2000 & 2003 (7-12) Adopted 2010</p> <p>Larson Big Ideas - Algebra I, Houghton Mifflin Harcourt (9-12) Adopted 2016</p> <p>Larson Big Ideas - Geometry, Houghton Mifflin Harcourt (9-12) Adopted 2016</p>	Yes	0.0 %
Science	<p>CA Science, Scott Foresman, 2008 (K-5)</p> <p>Earth, Life and Physical, Holt Rinehard and Winston, 2001 (6,7,8)</p> <p>Biology and Everyday Experience, Glencoe, 2003 (9-12)</p> <p>General Science Life Units 3-4, American Guidance Service, 2003 (6-12)</p> <p>General Science Physical Units 1-2, American Guidance Service, 2004 (6-12)</p>	Yes	0.0 %
History-Social Science	<p>Reflections: California Series, Harcourt School, 2003 (K-5)</p> <p>Reflections: California Series, Harcourt School, 2007 (K-5)</p>	Yes	0.0 %

Glencoe: Discovering Our Past, Glencoe/McGraw Hill, 2006 (6-8)

History Alive! California Middle School Program, Teachers' Curriculum Institute (6-8)

United States History: Survey Edition, Prentice Hall, 2008 (9-12)

United States History, American Guidance Services, 2001 (6-12)

World History, AGS, 2001 (6-12)

World History Connections to Today, Prentice Hall, 2005 (9-12)

American Government Continuity & Change, Pearson, 2004 (9-12)

Civics and Economics Units 1-4. GOV Prentice Hall, 2003 (9-12)

Foreign Language			0.0 %
Health	Teen Health, Glencoe, 2003 (9-12)		0.0 %
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill, 2007 (9-12) Arttalk, Glencoe McGraw Hill, 2005 (9-12)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

There are 19 classrooms on the Marchus School campus with a student library, counseling spaces, multi-use room, and athletic fields. All students are under direct supervision while in transit to and from school with assistance from transportation personnel. While on school sites, students are under direct supervision from both classified and certificated personnel. Students may be early released only to authorized adults who are required to identify themselves and sign out the student in the main office. Tardy students are required to check in at the main office before going to class with a pass noting their late arrival.

Access to school sites is restricted, requiring all visitors to check in at the main office for clearance and registration. All facilities and grounds are observed and monitored for unauthorized visitors who are reported to the main office for appropriate action. When visitors are approved to be on campus they are given a temporary badge identifying them as a guest. Volunteers are required to be interviewed and approved by site administration and to register with the central office Human Resources Department and receive TB clearance. All regular personnel are provided with picture I.D. badges for their use.

All sites are regularly cleaned and maintained by custodial staff employed by the Contra Costa County Office of Education. Maintenance is ongoing and coordinated with the site principal. More intensive cleaning and maintenance occurs during student break/vacation periods in order to minimize impact to learning environment. All sites are in good repair and free of adverse conditions detrimental to student learning. Facilities have been regularly reconditioned and upgraded with a greater proportion of maintenance funds prioritized for their modernization. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been upgraded to current safety codes

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Unsecured bookcase and overhead storage, damaged shutters, paint in disrepair, privacy panels in disrepair in restrooms, storage room unkept
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Clutter at rear exit of clas
Electrical: Electrical	Fair	HVAC inoperable in gym restroom, inoperable lights in most classrooms.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Landscape reflects low service levels, most doors reflect paint issues, all upper windows reflect no service levels, perimeter gates present entry and exit issues related to security, grafetti and vandalism.

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Fair
----------------	------

Last updated: 1/31/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	9.0%	49.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	7.0%	4.0%	30.0%	32.0%	34.0%	36.0%

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

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	8.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	10	90.9%	10.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	10	83.3%	10.0%
Male	11	9	81.8%	11.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	10	83.3%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	17	94.4%	13.3%
Male	13	12	92.3%	16.7%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	18	17	94.4%	13.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	12	100.0%	8.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	10	90.9%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	10	83.3%	10.0%
Male	11	9	81.8%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	10	83.3%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	17	94.4%	6.3%
Male	13	12	92.3%	8.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	18	17	94.4%	6.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	--	17.0%	9.0%	14.0%	57.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	56	53	94.6%	17.0%
Male	40	38	95.0%	21.1%
Female	16	15	93.8%	6.7%
Black or African American	15	13	86.7%	7.7%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	6.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	19	18	94.7%	33.3%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	33	31	93.9%	16.1%
English Learners	--	--	--	--
Students with Disabilities	29	27	93.1%	25.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

All students, ages 14 and up, have a transition plan as part of their Individualized Education Program (IEP) as required by law. The transition plan, which addresses preparation for the workforce, is developed at the IEP meeting with input from all members of the IEP team. This plan is updated at the annual IEP meeting.

All high schools students are provided the opportunity to get a discount transit card and a California Identification Card. They are assisted in securing other personal documents they may need for employment.

Workforce preparation programs include weekly transition skills classes co-facilitated by the social worker and the school psychologist. Instructional units for all students in special education address career development including work place behaviors, interest inventories, and job interviewing and resume development.

Two regional occupational programs provide vocational education to students in restaurant training and hotel/motel training. The Workability Program provides support and placement in the workplace.

All weekly transition skills' classes are based on study skills, test preparation and test taking strategies. Students are evaluated quarterly with attention given to their progress toward graduation. Students visit community colleges and are referred to the disabled student program.

There is an annual Transition Fair and the "On Your Own" program. Both events emphasize future employment and independent living skills, income, and how it relates to one's adult lifestyle. All seniors are referred to the Department of Rehabilitation and provided guest speakers and visitations by the Job Corp, Conservation Corp and the East Bay Works One Stop Centers.

Last updated: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%
9	0.0%	0.0%	0.0%

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

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

Communication with parents occurs almost daily via student behavioral contracts, email, or direct phone contact. Parents are encouraged to volunteer in areas of the education program such as the library and various student activities/events.

In order to obtain valuable feedback and suggestions for improvement, parents are surveyed annually. Information from the surveys is analyzed and used when developing future program goals. The most recent results of parent surveys show a ninety percent plus satisfaction rate with the Marchus School program and services.

For more information about how parents can be involved, please contact our school office at (925) 602-3421.

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

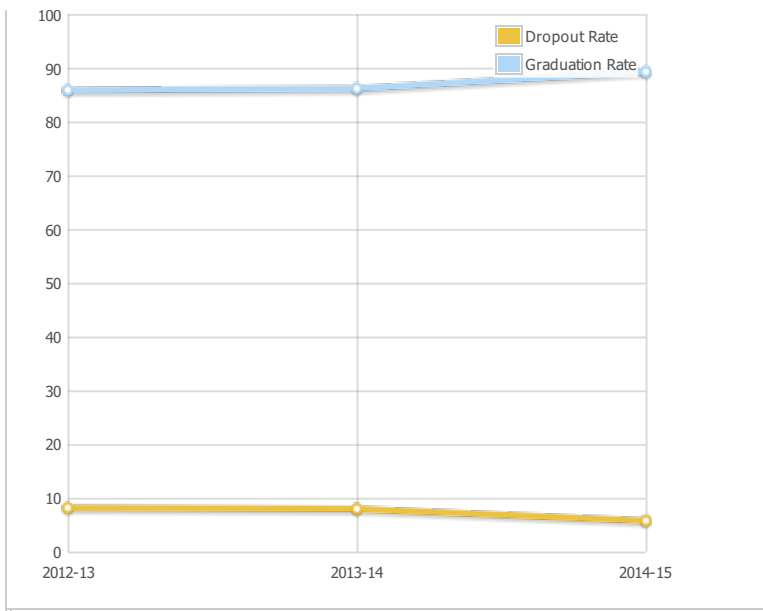
- High school dropout rates; and
- High school graduation rates

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

For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.2%	8.0%	5.8%	8.2%	8.0%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	85.90	86.20	89.30	85.60	86.20	89.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	84	85
Black or African American	--	69	77
American Indian or Alaska Native	--	33	75
Asian	--	89	99
Filipino	--	86	97
Hispanic or Latino	--	83	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	88	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	83	77
English Learners	--	61	51
Students with Disabilities	--	42	68
Foster Youth	--	--	--

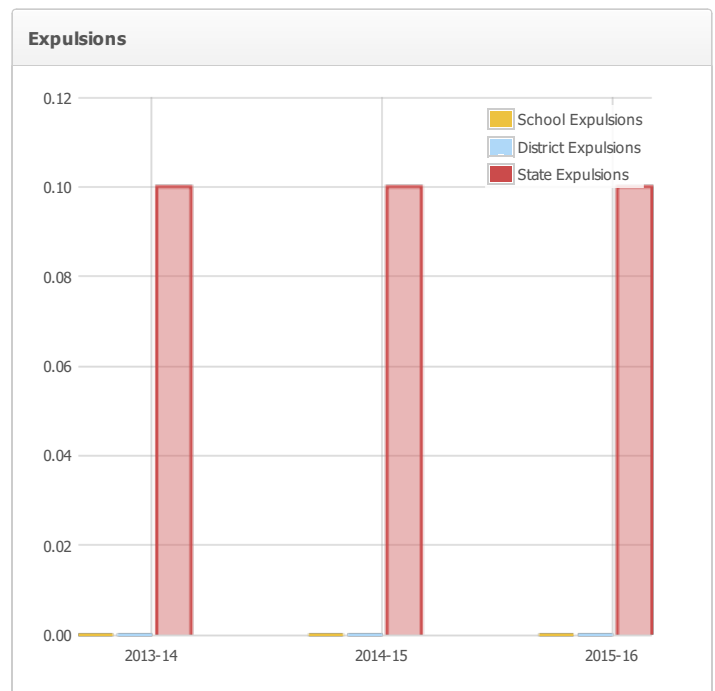
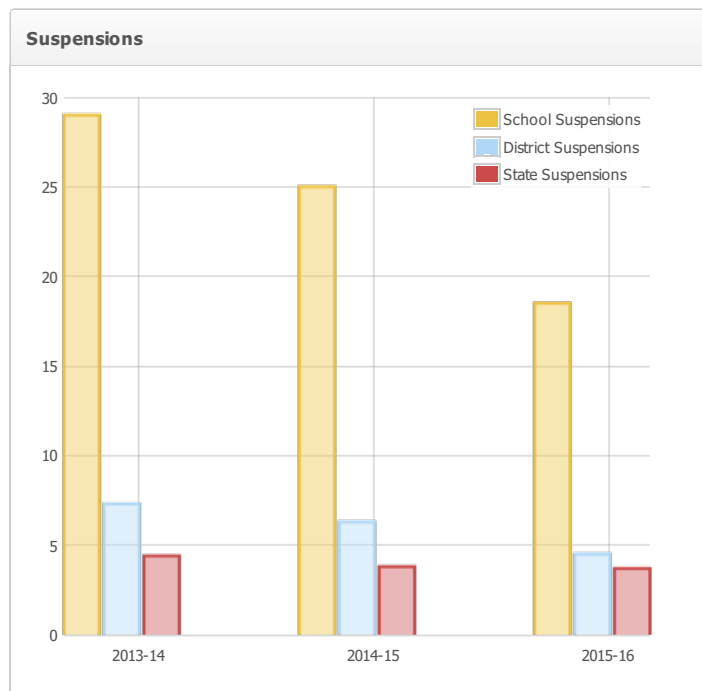
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	29.0	25.0	18.5	7.3	6.3	4.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

The following is a brief description of the key elements included in each plan:

- A staff emergency "phone tree", protocol for emergency contacts.
- Community emergency telephone numbers, specific to each region.
- Emergency teams and duties.
- Ongoing Staff development and minimum day schedules.
- Agency and Site based Safety Committee and Leadership Team participation.
- Discrimination and harassment policies and procedure for staff and students.
- Hate crime reporting procedures.
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school.
- Uniform complaint procedures for parents.
- Vandalism reporting forms and procedures.
- Child abuse laws and reporting forms and procedures.
- "Safe School" initiative information and mission statement.
- Crisis response checklist.
- Safety inspection classroom checklist.
- List of disaster/first aid supplies in classrooms.
- Policies pursuant to student suspension and expulsion.
- Rules and procedures on school discipline.
- Procedures for staff notification of "intruder on campus."
- Dress code policies and enforcement.
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December 2016.

Last updated: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	4.0	1	0	0	0.0	0	0	0
3	10.0	1	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	9.0	2	0	0	7.0	1	0	0	0.0	0	0	0
6	1.0	1	0	0	0.0	0	0	0	0.0	0	0	0
Other	6.0	1	0	0	9.0	2	0	0	7.0	8	8	0

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

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.0	8	0	0	8.0	7	0	0	9.0	6	0	0
Mathematics	8.0	8	0	0	7.0	7	0	0	9.2	6	0	0
Science	8.0	8	0	0	6.0	6	0	0	9.2	6	0	0
Social Science	8.0	8	0	0	7.0	7	0	0	9.2	6	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.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	3.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

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

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	\$0.0	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

Types of Services Funded:

Services provided to students at Marchus School are driven by each student's IEP. Services available at Marchus include:

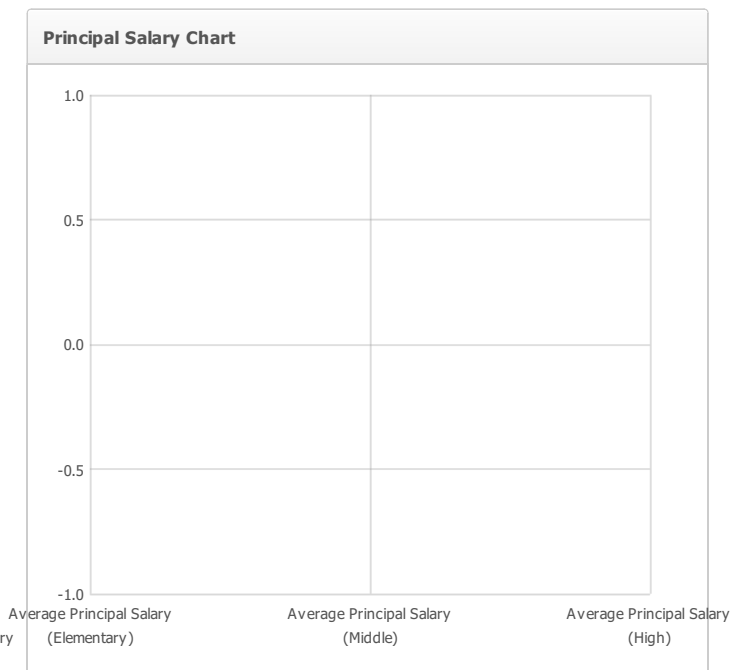
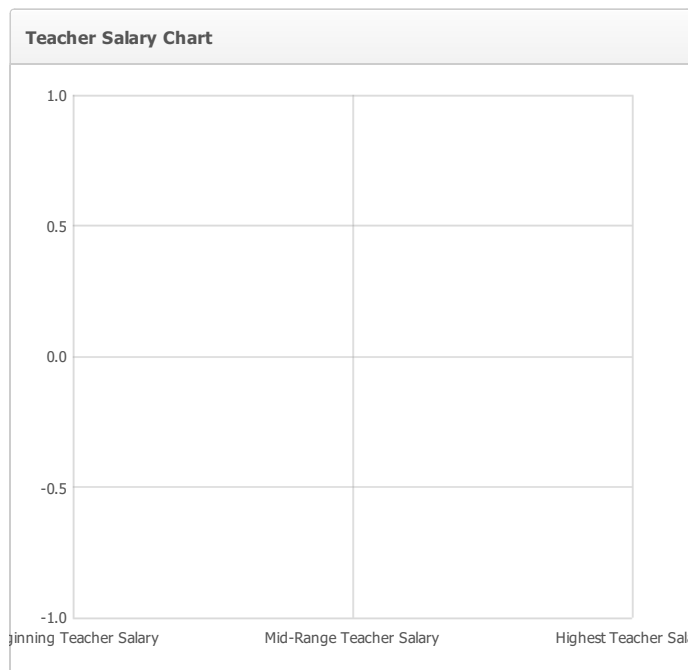
- Individualized Academic Instruction
- Weekly Group Counseling
- Individual Counseling through ERMHS
- Crisis Counseling
- Occupational Therapy
- Speech Therapy
- Adapted Physical Education
- School Nurse
- Free and Reduced cost Breakfast and Lunch for students who qualify

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$
Mid-Range Teacher Salary	--	\$
Highest Teacher Salary	--	\$
Average Principal Salary (Elementary)	--	\$
Average Principal Salary (Middle)	--	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	--	\$
Percent of Budget for Teacher Salaries	11.5%	0.0%
Percent of Budget for Administrative Salaries	9.7%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2017

Professional Development

Certificated staff receive three full days of staff development and classified receive one full day of staff development under the California Department of Education's Instructional Time and Staff Development Reform Program. Content includes instructional methods, classroom management, and training designed to improve academic instruction in the core curriculum or social-emotional development.

The CCCOE provides 36 half-days of staff development related to instructional methods, classroom management, social-emotional learning, teacher directed work days, mandated trainings such as CPR and First Aide and training to address the core curriculum. The content is a direct reflection of the Special Education Program goals, parent survey feedback, state mandated test data and staff needs assessments as related to student performance.

The CCCOE offers support to teachers through a variety of programs, as determined by need. The CCCOE/Saint Mary's College Teacher Induction program provides a collaborative model of support providing a pathway for teachers to clear their credential. Intern teachers participate in the Solano/North Bay/Contra Costa Teacher Intern Program, and are generally referred to the Teacher Induction program once they receive their preliminary credential. Another relatively new teacher support program was created for those teachers who may be new to their assignment. This program is called the New Assignment Mentor Support (NAMS) program and both veteran and new teachers may be eligible. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program as a result of an unsatisfactory evaluation. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development may include after school workshops individual conferences, peer coaching, classroom visitations, veteran teacher observation and attendance at professional development conferences and meetings.

All certificated instructional staff participates in at least three full day trainings and follow-up training/mentoring throughout the year. Additionally, there are 36 minimum days of training available within the year to provide the necessary support and training for staff. Additionally, new certificated teachers are partnered with mentor (buddy) teachers to assist with their individual concerns and provide ongoing support and coaching.

Topics for 2015-16 include:

- Math and Common Core
- Assessment and the WJIV
- Sensory integration tools
- Ongoing SEIS training
- Social Emotional Learning and PBIS program refresher
- CPI and diffusing anger and aggression
- Mental Health Diagnosis with a focus on personality disorders and school implications
- First aid/CPR
- CAASPP

Last updated: 1/31/2017