

Floyd I. Marchus School

2900 Avon Ave. • Concord, CA, 94520 • (925) 602-3421 • Grades K-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Contra Costa County Office of Education

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Principal's Message

Mission statement: The Marchus School Counseling and Education Program is committed to providing an integrated program that fosters healthy social-emotional development and academic achievement for students with significant behavioral and social-emotional challenges. Students will be educated in the least restrictive environment with the aim of transitioning them to the community as responsible individuals.

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 150 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 8 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. High school students are also expected to pass the CAHSEE but may waive this requirement in order to receive diplomas from their home school district upon graduation. 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.

About the SARC

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	4
Grade 3	1
Grade 4	12
Grade 5	11
Grade 6	7
Grade 7	12
Grade 8	7
Grade 9	8
Grade 10	7
Grade 11	10
Grade 12	21
Ungraded Secondary	6
Total Enrollment	109

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.4
American Indian or Alaska Native	0
Asian	1.8
Filipino	1.8
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.9
White	59.6
Two or More Races	0.9
Socioeconomically Disadvantaged	39.4
English Learners	3.7
Students with Disabilities	100
Foster Youth	0

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			
Floyd I. Marchus School	15-16	16-17	17-18
With Full Credential	19	16	16
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0
Contra Costa County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	69
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Floyd I. Marchus School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The textbooks and instructional materials for the Court, Community, and Marchus Schools are adopted and approved by the local Board. Every student, including English Learners, within these programs has access to the adopted textbooks for use both in the classroom and at home.

In addition to core adopted textbooks, teachers also use supplemental and remedial instructional materials to address the specific needs of students and to accommodate their various instructional levels. All students have access to the instructional materials they need.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Journeys, Houghton Mifflin, 2017 (K-5) Adopted 2017</p> <p>Collections, Houghton Mifflin, 2017 (6-12) Adopted 2017</p> <p>Character Based Literacy, Santa Clara University (9-12) Adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Go Math, Houghton Mifflin 2017 (K-8) Adopted 2017</p> <p>Larson Big Ideas, 2015, Algebra1, Geometry Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>CA Science, Scott Foresman, 2008 (K-5) Adopted 2010</p> <p>Earth, Holt, Rinehart & Winston, 2001 (6) Adopted 2010</p> <p>Life, Holt, Rinehart & Winston, 2001 (7) Adopted 2010</p> <p>Physical, Holt, Rinehart & Winston, 2001 (8) Adopted 2010</p> <p>Biology and Everyday Experience, Glencoe, 2003 (9-12) Adopted 2010</p> <p>General Science Life Units: 3-4, American Guidance Service, 2004 (6-12) Adopted 2010</p> <p>General Science Physical Units: 1-2, American Guidance Service, 2004 (6-12) Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Reflections: California Series, Harcourt School, 2007 (K-5) Adopted 2010</p> <p>Glencoe: Discovering our Past, Glencoe/McGraw Hill, 2006 (6-8) Adopted 2010</p> <p>United States History: Survey Edition, Prentice Hall, 2008 (9-12) Adopted 2010</p> <p>United States History, American Guidance Services, 2001 (6-12) Adopted 2010</p> <p>World History, American Guidance Services, 2001 (6-12) Adopted 2010</p> <p>World History Connections to Today, Prentice Hall, 2005 (9-12) Adopted 2010</p> <p>American Government Continuity & Change, Pearson, 2004 (9-12) Adopted 2010</p> <p>Civics and Economics Units 1-4 GOV, Prentice Hall, 2003 (9-12) Adopted 2010</p> <p>Civics and Economics Units 5-8 ECON, Prentice Hall, 2003 (9-12) Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	Teen Health, Glencoe 2003 (9-12)
Visual and Performing Arts	<p>Exploring Art, Glencoe McGraw Hill 2007 (9-12)</p> <p>Arttalk, Glencoe McGraw Hill, 2005 (9-12)</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Poor building hygiene, Dusty. Unfinished painting. Damaged door frames and threshold.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical			X	Inoperable lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Play structures unkept
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	9	8	46	49	48	48
Math	4	4	32	30	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	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
Hispanic or Latino	15	15	100.0	6.7
White	19	18	94.7	33.3
Socioeconomically Disadvantaged	33	31	93.9	16.1
Students with Disabilities	29	27	93.1	25.9

* 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. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	17	14	57	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	81.8	9.1	

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	51	79.69	8
Male	56	46	82.14	8.89
Female	--	--	--	--
Black or African American	14	11	78.57	9.09
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.67	9.09
White	31	24	77.42	8.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	23	76.67	8.7
English Learners	--	--	--	--
Students with Disabilities	64	51	79.69	8
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	53	82.81	3.77
Male	56	47	83.93	2.13
Female	--	--	--	--
Black or African American	14	11	78.57	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.67	0
White	31	25	80.65	4
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	25	83.33	0
English Learners	--	--	--	--
Students with Disabilities	64	53	82.81	3.77
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 2017-18)

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.

Parents have an opportunity to volunteer at various school 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.

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.

School Safety Plan

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 September 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	25.0	18.6	19.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.3	4.5	4.7
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	2
Nurse	.8
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	4			1								
4		9			1							
5	7	8	7	1	1	1						
6		5	1		1	1						
Other	9	7	8	2	2	3						

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	8	8	7	7	6	6						
Mathematics	7	8	7	7	6	6						
Science	6	8	6	6	6	5						
Social Science	7	8	6	7	6	6						

* 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.

Professional Development provided for Teachers

Certificated staff receive four 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, 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 CCCOET Teacher Induction Program provides a collaborative model of support providing a pathway for teachers to clear their 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 four 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$49,439	\$49,422	\$17	\$87,268
District	♦	♦		
State	♦	♦	\$6,574	
Percent Difference: School Site/District			-35.9	-1.3
Percent Difference: School Site/ State			-99.7	

* Cells with ♦ do not require data.

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 Nursing Services
- Free and Reduced cost Breakfast and Lunch for students who qualify

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Floyd I. Marchus School	2013-14	2014-15	2015-16
Dropout Rate	6.7	0	0
Graduation Rate	0	0	0
Contra Costa County Office of	2013-14	2014-15	2015-16
Dropout Rate	31.4	31.1	42.6
Graduation Rate	12	14.39	19.75
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	80
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Career Technical Education Programs

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 transition specialist, 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. Students also have an opportunity to apply to be "lunch workers" at our on campus restaurant.

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.