Floyd I. Marchus School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Floyd I. Marchus School
Street	2900 Avon Ave.
City, State, Zip	Concord, CA, 94520
Phone Number	(925) 602-6150
Principal	Ricky Mendoza
Email Address	rmendoza@cccoe.k12.ca.us
School Website	https://www.cccoe.k12.ca.us/cms/One.aspx?portalId=1077397&pageId=2981194
County-District-School (CDS) Code	07100746077168

2021-22 District Contact Information

District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website Address	www.cocoschools.org

2021-22 School Overview

Mission statement: The Marchus School Counseling and Education Program is committed to providing an integrated program that fosters healthy social-emotional development and rigorous and relevant 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 back to their school of residence as is appropriate.

School motto: PRIDE - Positive, Respectful, In Control, Dependable and Engaged

The Floyd I. Marchus School Counseling and Education Program (CEP) provides Grades K-12 special education classes for approximately 55 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 in Concord where there are 9 classrooms, total. Students are referred to the CEP program from the school districts within the Contra Costa Special Education Local Planning Area (SELPA) as well as the Mt. Diablo SELPA, San Ramon Valley SELPA, West Contra Costa SELPA and several districts located within Alameda County.

The intent of the CEP is to help students address their challenges and build capacity and coping skills to reduce negative behavior so that they may return to a less restrictive educational (LRE) setting when appropriate. To that end, the Marchus school teaches rigorous and relevant academic, social, and conflict resolution skills that foster healthy emotional development and academic achievement. Marchus 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.

Academic instruction is based upon the California Common Core state standards and students are expected to participate in state mandated testing. High school students are expected meet the diploma requirements of their district of residence in order to receive diplomas from their home school district upon graduation.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	3
Grade 4	2
Grade 5	1
Grade 6	6
Grade 7	7
Grade 8	10
Grade 9	9
Grade 10	5
Grade 11	7
Grade 12	9
Total Enrollment	59

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	3.4
Black or African American	22
Filipino	1.7
Hispanic or Latino	28.8
White	42.4
English Learners	10.2
Foster Youth	3.4
Socioeconomically Disadvantaged	44.1
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

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)	3.4	34.7	161.3	52.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	18.4	6.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	20.0	69.5	22.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	7.5	33.7	11.1	12115.8	4.4
Unknown	3.7	37.7	21.9	7.2	18854.3	6.9
Total Teaching Positions	9.9	100.0	305.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.7
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

The textbooks and instructional materials for the Court, Community, and Marchus School have been 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.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Houghton Mifflin, 2017 (K-5) Adopted 2019 CA Science, Scott Foresman, 2018 (K-5) Adopted 2019 Reflections: California Series, Harcourt, 2007 (K-5) Adopted 2019 Collections, Houghton Mifflin Harcourt, 2017 (6-8 & 9-12)	Yes	0%
Mathematics	Go Math, Houghton Mifflin 2017 (K-8) Adopted 2017 Larson Big Ideas, Houghton Mifflin, 2015, Algebra1 & Geometry Adopted 2016	Yes	0%
Science	CA Science, Scott Foresman, 2008 (K-5) Adopted 2010 Earth, Holt, Rinehart & Winston, 2001 (6) Adopted 2010 Life, Holt, Rinehart & Winston, 2001 (7) Adopted 2010 Physical, Holt, Rinehart & Winston, 2001 (8) Adopted 2010 Biology and Everyday Experience, Glencoe, 2003 (9-12) Adopted 2010 General Science Life Units: 3-4, American Guidance Service, 2004 (6-12) Adopted 2010	Yes	0%

	General Science Physical Units: 1-2, American Guidance Service, 2004 (6-12) Adopted 2010 StemScopes NGSS 3D (9-12) Adopted 2019		
History-Social Science	Reflections: California Series, Harcourt School, 2007 (K-5) Adopted 2010 Glencoe: Discovering our Past, Glencoe/McGraw Hill, 2006 (6-8) Adopted 2010 Teachers' Curriculum Institute, History Alive! Middle School Program, (6-8), Adopted 2019 United States History: Survey Edition, Prentice Hall, 2008 (9-12) Adopted 2010 United States History, American Guidance Services, 2001 (9-12) Adopted 2010 World History, American Guidance Services, 2001 (9-12) Adopted 2010 American Government Continuity & Change, Pearson, 2004 (9-12) Adopted 2010 Civics and Economics Units 1-4 GOV, Prentice Hall, 2003 (9-12) Adopted 2010 Civics and Economics Units 5-8 ECON, Prentice Hall, 2003 (9-12) Adopted 2010	Yes	0%
Foreign Language			
Health	AGS Life Skills Health, Pearson, 2007 (9-12) Positive Prevention Plus, 2016 (9-12)		
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill 2007 (9-12) Arttalk, Glencoe McGraw Hill, 2005 (9-12)		
Science Laboratory Equipment (grades 9-12)			

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 site 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. 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.

Year and month of the most recent FIT report	11-17-2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CARPET IS TORN AND LIFTING IN SOME AREAS SOME LIGHT FIXTURES ARE OUT (WORK ORDER 13303) PAINT IS PEELING IN SOME AREAS WATER DAMAGE TO WALL AND CELILING WALL AND FLOOR TILES ARE MISSING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			WEBBING IN CORNERS OF A ROOM
Electrical		X		ACCESS TO ELECTRICAL PANELS IS BLOCKED A FEW LIGHT PANELS ARE OUT (WOPO 13303)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1 FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials		X		IMPROPERLY STORED CLEANING SUPPLIES PAINT IS PEELING IN WALL AND SOME DOORS FIRE SPRINKLER CAP IS MISSING
Structural: Structural Damage, Roofs	X			DRY ROT ON FACIA BOARD, CRACKS IN ENTRY WALL TO MPR HOLES CUT FOR GUTTER DOWN SPOUT HAVE NOT BEEN PATCHED (ENTIRE WING). PAINT IS PEELING ON EXTERIOR WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	NT	NT	NT	NT

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

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

Renaissance Star Student Groups	Renaissance Star Total Enrollment	Renaissance Star Number Tested	Renaissance Star Percent Tested	Renaissance Star Percent Not Tested	Renaissance Star Percent At or Above Grade Level
All Students	35	32	91	9	34
Female	7	6	86	14	*
Male	28	26	93	7	32
American Indian or Alaska Native	0				

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Asian	0				
Black or African American	11	10	91	9	*
Filipino	0				
Hispanic or Latino	13	11	85	15	15
Native Hawaiian or Pacific Islander	0				
Two or More Races	0				
White	11	11	100	0	6
English Learners	3	3	100	0	*
Foster Youth	1	1	100	0	*
Homeless	0				
Military	0				
Socioeconomically Disadvantaged	18	17	1	6	33
Students Receiving Migrant Education Services	0				
Students with Disabilities	35	32	91	9	34

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

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

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

Renaissance Star Student Groups	Renaissance Star Total Enrollment	Renaissance Star Number Tested	Renaissance Star Percent Tested	Renaissance Star Percent Not Tested	Renaissance Star Percent At or Above Grade Level
All Students	35	30	86	14	17
Female	7	6	86	14	14
Male	28	24	86	14	21
American Indian or Alaska Native	0				
Asian	0				
Black or African American	11	8	73	27	*
Filipino	0				
Hispanic or Latino	13	11	85	15	15
Native Hawaiian or Pacific Islander	0				
Two or More Races	0				
White	11	11	100	0	27
English Learners	3	3	100	0	*
Foster Youth	1	1	100	0	*
Homeless	0				
Military	0				
Socioeconomically Disadvantaged	18	15	83	17	17

Students Receiving Migrant Education Services	0				
Students with Disabilities	35	30	86	14	17

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	NT	NT	NT	NT
Female	--	NT	NT		
Male	13	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

2020-21 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 each student's annual IEP meeting.

All high schools students are provided the opportunity to obtain a discount transit card. Students are assisted in securing other personal documents which may be required for employment.

Students have the opportunity throughout the year to apply for Workforce preparation programs, which include weekly transition skills classes (co-facilitated by a transition specialist, a school social worker and a school psychologist, and Special Education Teacher). Instructional units for all students in special education address career development including work place behaviors, interest inventories, and job interviewing and resume development.

The Workability Program provides support in the areas of job preparation as well as placement in and support in the workplace environment, including our summer work program.

All high school students in grades 11 and 12 participate in weekly transition skills classes, 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 each colleges disabled student services department.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents 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 regularly via student behavioral contracts, email, or direct phone contact, newsletters and the school's webpage.

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 are analyzed and used when developing future program goals.

School Plan and Budget is driven by the School Site Council, which includes parent and community input.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	--	9.6	8.9	5.4	9.0	8.9	9.4
Graduation Rate	--	--	--	85.1	84.0	87.9	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
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	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	65	64	30	46.9
Female	14	14	8	57.1
Male	51	50	22	44.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	14	14	7	50.0
Filipino	1	1	1	100.0
Hispanic or Latino	19	19	11	57.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	28	27	10	37.0
English Learners	6	6	3	50.0
Foster Youth	2	2	2	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	29	29	16	55.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	30	46.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	28.72	1.54	4.66	0.11	3.47	0.20
Expulsions	0.00	0.00	0.03	0.03	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	24.64	2.96	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.54	0.00
Female	0.00	0.00
Male	1.96	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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

2021-22 School Safety 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.
- Locking gates, and updated pickup drop-off procedures

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on January 5th, 2022.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	4		
Mathematics	4	9		
Science	6	5		
Social Science	6	6		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	7		
Mathematics	3	8		
Science	5	4		
Social Science	4	7		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	7		
Mathematics	3	9		
Science	5	6		
Social Science	5	6		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	69,095	69,095		90,470
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	-35.9	-1.3
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-99.7	

2020-21 Types of Services Funded

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

- Specialized Academic Instruction
- Group Counseling
- Individual Counseling
- Crisis Counseling
- Occupational Therapy
- Speech Therapy
- School Nursing Services
- Free and Reduced cost Breakfast and Lunch
- Physical Therapy
- Career Readiness

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

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

Professional Development

Certificated staff only receive three full days of staff development and classified receive one full day of staff development per negotiated union contracts. Content includes instructional methods, classroom management, and training designed to improve academic instruction in the core curriculum or social-emotional development.

The CCCOE provides 11 half-days of staff development related to instructional methods, classroom management, mandated trainings such as CPI, CPR and First Aide and training to address the core curriculum again based on the union contracts. 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 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 TIPS 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22

Contra Costa County Office of Education
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website Address	www.cocoschools.org

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	NT	NT	NT	NT
Female	30	NT	NT	NT	NT
Male	99	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	33	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	NT	NT	NT	NT
Female	30	NT	NT	NT	NT
Male	99	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	33	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	32	NT	NT		NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	NT	NT	NT	NT

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

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

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

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