



# Floyd I. Marchus School

2900 Avon Ave. • Concord, CA, 94520 • (925) 602-6150 • Grades

Vanessa Horeis, Principal

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[https://www.cccoe.k12.ca.us/cccoe\\_schools/special\\_education/marchus\\_school](https://www.cccoe.k12.ca.us/cccoe_schools/special_education/marchus_school)

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Contra Costa COE**

77 Santa Barbara Road  
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### **District Governing Board**

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Sarah Butler

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Mike Maxwell

Annette Lewis

### **District Administration**

Lynn Mackey

**Superintendent**

Lindy Khan

**Senior Director of Student Programs**

Tom Scruggs

**Director, Student Programs**

Rebecca Vichiquis

**Director, Student Programs**

### **School Description**

#### **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 90 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 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 expected meet the diploma requirements of their district of residence in order to receive diplomas from their home school district upon graduation.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 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	16-17	17-18	18-19
With Full Credential	16	16	12
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	0	0
Contra Costa COE	16-17	17-18	18-19
With Full Credential	♦	♦	56
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Floyd I. Marchus School	16-17	17-18	18-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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: September 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Jouneys Houghton Mifflin, 2017 (K-5) Adopted 2017</p> <p>Collections, Houghton Mifflin, 2017 (6-12) Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Go Math, Houghton Mifflin 2017 (K-8) Adopted 2017</p> <p>Larson Big Ideas, Houghton Mifflin, 2015, Algebra1 &amp; Geometry Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>CA Science, Scott Foresman, 2008 (K-5) Adopted 2010</p> <p>Earth, Holt, Rinehart &amp; Winston, 2001 (6) Adopted 2010</p> <p>Life, Holt, Rinehart &amp; Winston, 2001 (7) Adopted 2010</p> <p>Physical, Holt, Rinehart &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<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>Teachers' Curriculum Institute, History Alive! Middle School Program, (6-8), Adopted 2019</p> <p>United States History: Survey Edition, Prentice Hall, 2008 (9-12) Adopted 2010</p> <p>United States History, American Guidance Services, 2001 (9-12) Adopted 2010</p> <p>World History, American Guidance Services, 2001 (9-12) Adopted 2010</p> <p>World History Connections to Today, Prentice Hall, 2005 (9-12) Adopted 2010</p> <p>American Government Continuity &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Teen Health, Glencoe 2003 (9-12)</p>
<b>Visual and Performing Arts</b>	<p>Exploring Art, Glencoe McGraw Hill 2007 (9-12)</p> <p>Arttalk, Glencoe McGraw Hill, 2005 (9-12)</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. 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: 1/08/20		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	hole on ceiling, Water damage to wall & ceiling, floor cap/cover missing, formica counter top lifting, paint peeling on door and ceiling, Boys bathroom stall broken, threshold missing, plaster chipping, ceiling & wall tiles missing/loose,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high
<b>Electrical:</b> Electrical	Poor	Light diffusers missing/broken, outlet covers missing, switch plate missing in locker room
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Girls restroom door unable to lock, boys restroom sink broken, extension cords used to daisy chain, faucets slow drip/ low flow
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Girls restroom fire sprinkler cap missing, improperly stored cleaning supplies, Rm#11 wooden siding broken, Floor outlet covers missing, Rm#19 Fire extinguisher tag outdated,
<b>Structural:</b> Structural Damage, Roofs	Good	Window in door loose, drywall damage downspouts
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rm#5 back door has large gap when closed, Storage door is separated/broken, Rm#1 window in door is loose, restroom door unable to lock, Thresholds missing door in boys/girls restroom, paint peeling on exterior walls and eaves, Section of gutter pipe is missing, Pieces of glass cube wall are broken, Blinds damaged,
<b>Overall Rating</b>	<b>Good</b>	

## 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. 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); 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested

in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	8.3	
7	**	**	**
9	**	**	**

\* 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.

## 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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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 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 are 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 2019.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	18.6	19.1	30.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	4.7	4.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

**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	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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.

### 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 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 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 teachers to assist with their individual concerns and provide ongoing support and coaching.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	62586	62586		87902
District	◆	◆		
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-35.9	-1.3
Percent Difference: School Site/ State			-99.7	

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### 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
- Physical Therapy

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

### **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 and a California Identification Card. Students are assisted in securing other personal documents which may be required for employment.

Students have the opportunity 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). 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.

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.

Students and families are invited to attend an annual Transition Fair within the County as well as 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **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.