



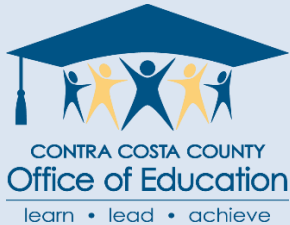
Floyd I. Marchus School

2900 Avon Ave. • Concord, CA, 94520 • (925) 602-6150 • Grades K-12

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<https://www.cccoe.k12.ca.us/cms/One.aspx?portalId=1077397&pageId=2981194>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Contra Costa COE

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Tom Scruggs

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Director, Student Programs

School Description

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 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 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	2
Grade 3	3
Grade 4	1
Grade 5	5
Grade 6	6
Grade 7	9
Grade 8	7
Grade 9	4
Grade 10	9
Grade 11	6
Grade 12	8
Total Enrollment	60

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	26.7
Asian	3.3
Filipino	1.7
Hispanic or Latino	18.3
White	46.7
Socioeconomically Disadvantaged	60
English Learners	8.3
Students with Disabilities	98.3
Foster Youth	5

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 for Floyd I. Marchus	18-19	19-20	20-21
With Full Credential	12	12	8
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Contra Costa COE	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Floyd I. Marchus School

Indicator	18-19	19-20	20-21
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 2020-21)

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
<p>Reading/Language Arts</p>	<p>Jouneys Houghton Mifflin, 2017 (K-5) Adopted 2019</p> <p>CA Science, Scott Foresman, 2018 (K-5) Adopted 2019</p> <p>Reflections: California Series, Harcourt, 2007 (K-5) Adopted 2019</p> <p>Collections, Houghton Mifflin Harcourt, 2017 (6-8 & 9-12)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>Go Math, Houghton Mifflin 2017 (K-8) Adopted 2017</p> <p>Larson Big Ideas, Houghton Mifflin, 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>
<p>Science</p>	<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>

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>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>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	AGS Life Skills Health, Pearson, 2007 (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>

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)

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

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

Year and month in which data were collected: 12-14-2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CARPET IS TORN AND LIFTING. CABINET VENT COVERS ARE MISSING. CABINET DOORS AND DRAWER ARE MISSING. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	WEBBING IN CORNERS OF A ROOM GRAFITTI ON STALL DOOR (BOYS RESTROOM)
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 FAUCET LEAKS AT HANDLE. FLOOR TILES ARE BROKEN AT ENTRY. FLOOR TILES ARE MISSING (GIRLS RESTROOM)
Safety: Fire Safety, Hazardous Materials	Fair	FIRE SPRINKLER CAP IS MISSING FLAMMABLE MATERIALS (GASOLINE) ARE IMPROPERLY STORED EVACUATION MAP IS NOT POSTED
Structural: Structural Damage, Roofs	Good	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	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	9	N/A	52	N/A	50	N/A
Math	2	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	6	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-21)

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.

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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	30.6	28.7	4.1	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	28.3		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
4	5	1										
5	9	2			6	2						
6									2	3		
Other**	3	1			5	1			6	2		

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	8	5			9	4			4	7		
Mathematics	6	6			4	9			3	8		
Science	6	5			6	5			5	4		
Social Science	6	6			6	6			4	7		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22

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 only 11 half-days of staff development related to instructional methods, classroom management, mandated trainings such as 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 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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	69,095	69,095		90,470
District	N/A	N/A		
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.9	-1.3
School Site/ State	-99.7	

Note: Cells with N/A values 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
- Group Counseling
- Individual Counseling
- Crisis Counseling
- Occupational Therapy
- Speech Therapy
- School Nursing Services
- Free and Reduced cost Breakfast and Lunch for students who qualify
- Physical Therapy

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). 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.

Students and families engage in the "On Your Own" curriculum which emphasize future employment and independent living skills, income, and how it relates to one's adult lifestyle.

DataQuest

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

California School Dashboard

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