



# FLOYD I. MARCHUS SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-12

2900 Avon Avenue Concord, CA 94520  
Phone: (925) 602-6150 Fax: (925) 689-9128

Peter Simack  
Principal

## Principal's Message

The Floyd I. Marchus School Counseling and Education Program (CEP) provides Grades K-12 special education classes for approximately 145 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 and extends to district campuses throughout Contra Costa County through a limited network of satellite classes. Students are referred to the CEP program from the school districts within the Contra Costa Special Education Local Planning Area (SELPA) as well as Mt. Diablo and San Ramon Valley SELPAs. Approximately 120 students attend the 11 classes at the central campus in Concord and another 35-40 students are enrolled in the four satellite classes located throughout the 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 uses 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 IEP process.

Academic instruction is based upon state standards and students are expected to participate in state mandated STAR testing. High school students are also expected to pass the CAHSEE but may waive this requirement in order to receive diplomas from their home school district upon graduation. Additionally, two Regional Occupation Programs (ROP Food Services and Hotel Services) are based on the Marchus campus and open to Marchus secondary students based on individual interest.

## Parental Involvement

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

Communication with parents occurs almost daily via student behavioral contracts, email, or direct phone contact. Parents are also encouraged to volunteer in areas of the education program such as the library and various student activities/events. Parents have also been actively recruited to serve on the School Site Council that was recently formed.

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

For more information on how to become involved, contact Peter Simack, Principal, at (925) 602-6150.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Contra Costa County Office of Education



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Joseph A. Ovick, Ed.D.  
Superintendent

## Belief Statement

We believe a quality education is the foundation of a thriving democratic society in an everchanging world.

## Vision

All learners are reaching their maximum potential.

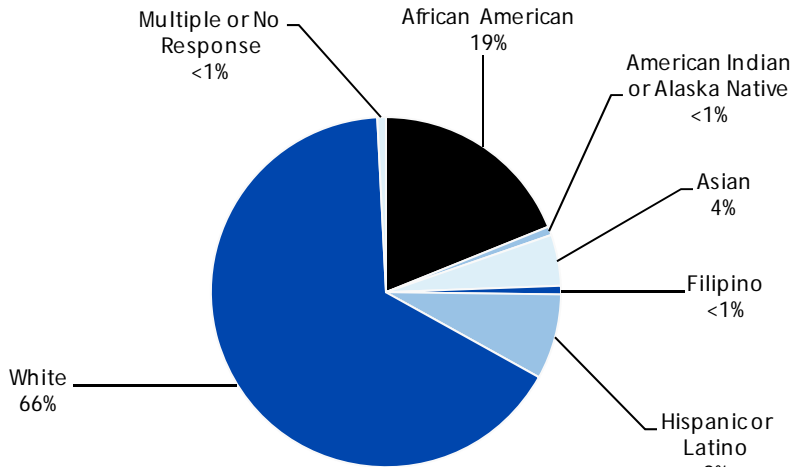
## Core Values

- Respect
- Integrity
- Diversity
- Teamwork
- Ethical Leadership
- Creativity/Innovation
- Advocacy for all learners



### Enrollment and Demographics

The total enrollment at the school was 127 students for the 2008-09 school year.



### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Floyd I. Marchus School			Contra Costa COE			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	100.0%	100.0%	◆	88.9%	85.7%	84.1%	83.4%	80.6%	80.2%
1-year Dropout Rate	◆	4.2%	◆	◆	8.0%	6.8%	3.5%	4.4%	3.9%

◆ Information not available.

### Textbooks and Instructional Materials: K-5\*

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>A Legacy of Literacy</i> , Houghton Mifflin, 2003 (K-5)	2003
Mathematics	<i>SRA Real Math</i> , SRA/McGraw-Hill, 2009 (K-5)	2009
Science	<i>CA Science</i> , Scott Foresman, 2008 (K-5)	2008
History-Social Science	<i>Reflections: California Series</i> , Harcourt School, 2003 (K-5)	2003
History-Social Science	<i>Reflections: California Series</i> , Harcourt School, 2007 (K-5)	2007

\* The textbooks and instructional materials listed are for our Court, Community and Marchus Schools. A standards aligned functional skills curriculum is used for our special education programs at Heritage, East County, Far East County, and Central County.

### Class Size

No information is available for Floyd I. Marchus School regarding the three-year data for average class size.



### Textbooks and Instructional Materials

The textbooks and instructional materials for our Court, Community and Marchus Schools are adopted and approved by our 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, we also use supplemental and remedial instructional materials to address the specific needs of our students and their various instructional levels.

For our special education programs at Heritage, East County, Far East County, and Central County, a standards aligned functional skills curriculum is in place. All students have access to the instructional materials they need.

**Textbooks and Instructional Materials: 6-8\***

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Bridges to Literature</i> , McDougal, Littell & Co., 2002 (6-8)	2002
English-Language Arts	<i>Character Based Literacy</i> , Santa Clara University (6-8)	2007
English-Language Arts	<i>Keys to Learning</i> , Longman California Keystone, 2009 (4-8)	2009
English-Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall, 2005 (6-8)	2005
English-Language Arts	<i>All Write</i> , Great Source/ Houghton Mifflin Co., 2003 (6-8)	2003
Mathematics	<i>Momentum Math Intervention Programs</i> , Kaplan K12 Learning Services (4-8)	2006
Mathematics	<i>Holt California Course 1</i> , Holt, Rinehart, and Winston (6)	2006
Mathematics	<i>Holt California Course 2</i> , Holt, Rinehart, and Winston (7)	2006
Mathematics	<i>Holt California Algebra 1</i> , Holt, Rinehart, and Winston (8)	2006
Mathematics	<i>Intervention Kit</i> , Prentice Hall, 2003 (6-12)	2003
History	<i>Glencoe: Discovering our Past</i> , Glencoe/McGraw Hill, 2006 (6-8)	2006
History	<i>History Alive! California Middle School Program</i> , Teachers' Curriculum Institute (6-8)	2006
History	<i>A History of Us Books 6, 7</i> , Oxford University Press, 2005 (6-8)	2005
Science	<i>Earth</i> , Holt, Rinehart & Winston, 2001 (6)	2001
Science	<i>Life</i> , Holt, Rinehart & Winston, 2001 (7)	2001
Science	<i>Physical</i> , Holt, Rinehart & Winston, 2001 (8)	2001
Science	<i>Focus on Life Science (explorations)</i> , Prentice Hall, 2008 (6-8)	2008

\* The textbooks and instructional materials listed are for our Court, Community and Marchus Schools. A standards aligned functional skills curriculum is used for our special education programs at Heritage, East County, Far East County, and Central County.

**Textbooks and Instructional Materials: 9-12\***

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall, 2002 (9-12)	2002
English-Language Arts	<i>Timeless Voices, Timeless Themes II - The American Experience</i> , Prentice Hall, 2005 (9-12)	2005
English-Language Arts	<i>Write Ahead</i> , Great Source/ Houghton Mifflin Co., 2004 (9-12)	2004
English-Language Arts	<i>Keys to Learning</i> , Longman California Keystone (9-12)	2009
English-Language Arts	<i>Character Based Literacy</i> , Santa Clara University (9-12)	2007

\* The textbooks and instructional materials listed are for our Court, Community and Marchus Schools. A standards aligned functional skills curriculum is used for our special education programs at Heritage, East County, Far East County, and Central County.

**Availability of Textbooks and Instructional Materials**

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

**Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials**

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	0%
Science Laboratory Equipment (Grades 9-12)	◇

◇ Not applicable.

Note: This data was most recently collected and verified in September 2009.



## Textbooks and Instructional Materials: 9-12\*

Continued from page 3

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall, 2005 (9-12)	2005
English-Language Arts	<i>Basic English Composition</i> , AGS, 2003 (6-12)	2003
English-Language Arts	<i>Basic English Grammar</i> , AGS, 2003 (6-12)	2003
Mathematics	<i>Renaissance Place On-Line Software</i> , Renaissance Learning (9-12)	2007
Mathematics	<i>Pre-Algebra</i> , Pearson, 2009 (6-12)	2009
Mathematics	<i>Algebra</i> , Pearson, 2009 (6-12)	2009
Mathematics	<i>Life Skills Math 2003</i> , American Guidance Services, 2003 (6-12)	2003
Mathematics	<i>Basic Skills Math</i> , American Guidance Services, 2003 (6-12)	2003
Mathematics	<i>Consumer Math Revised 2003</i> , American Guidance Services, 2003 (6-12)	2003
Mathematics	<i>Intervention Kit</i> , Prentice Hall, 2003 (6-12)	2003
Mathematics	<i>AGS Geometry - Revised</i> , Pearson, 2005 (7-12)	2005
Mathematics	<i>AGS Algebra II - Revised</i> , Pearson, 2004 (7-12)	2004
Science	<i>Biology and Everyday Experience</i> , Glencoe, 2003 (9-12)	2003
Science	<i>Biology</i> , Globe, 1999 (9-12)	1999
Science	<i>General Science Life Units: 3-4</i> , American Guidance Service, 2004 (6-12)	2004
Science	<i>Biology</i> , Prentice Hall, 2006 (9-12)	2006
Science	<i>Focus on Life Science (explorer)</i> , Prentice Hall, 2008 (9-12)	2008
Science	<i>Concepts and Challenges in Life Science</i> , Globe Fearon, 2003 (6-12)	2003
Science	<i>Focus on Earth Science (explorer)</i> , Prentice Hall, 2008 (9-12)	2008
Science	<i>Concepts and Challenges in Earth Science</i> , Globe Fearon, 2003 (6-12)	2003
Science	<i>General Science Physical Units: 1-2</i> , American Guidance Service, 2004 (6-12)	2004
U.S. History	<i>United States History: Survey Edition</i> , Prentice Hall, 2008 (9-12)	2008
U.S. History	<i>A History of Us Books 8, 9, 10</i> , Oxford University Press, 2002 (9-12)	2002
U.S. History	<i>United States History</i> , American Guidance Services, 2001 (6-12)	2001
World History	<i>World History</i> , American Guidance Services, 2001 (6-12)	2001
World History	<i>World History Connections to Today</i> , Prentice Hall, 2005 (9-12)	2005
World History	<i>World Cultures and Geography</i> , McDougal Littell, 2003 (9-12)	2003

\* The textbooks and instructional materials listed are for our Court, Community and Marchus Schools. A standards aligned functional skills curriculum is used for our special education programs at Heritage, East County, Far East County, and Central County.

## School Safety

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.
- Staff development and minimum day schedules.
- Safety Committee and Leadership Team composition and members.
- Assessment of the status of school crime committed on campus.
- 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 October 2008.

## School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Carpeting was in ill repair. All carpet was replaced in Nov 2009.		✓		
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs <u>Repair Needed and Action Taken or Planned:</u> The roof is in need of repair pending modernization and/or deferred maintenance money released.		✓		
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>		✓		

Note: The most recent school site inspection occurred on August 21, 2009, and the inspection form was most recently completed on August 21, 2009.

## School Facilities

There are 16 classrooms on the central campus with a student library, computer lab, multi-use room and athletic fields.

All students are under direct staff 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.

## School Facilities

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All sites are regularly cleaned and maintained by custodial and gardening staff. Facilities maintenance is ongoing and coordinated with site principals through the central office facilities department. More intensive cleaning and maintenance occurs during student break/vacation periods in order to minimize impact to learning environment. All sites are in good repair and free of adverse conditions detrimental to student learning. The main site facilities range in age from new (built within last five years) to 40 years old. Older facilities have been regularly reconditioned and upgraded with a greater proportion of maintenance funds prioritized for their modernization. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been recently upgraded to present level safety codes. Specialized equipment is accessible for use by students with special needs. Work space and break/lounge areas for staff have been designated.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$271,606 for the Deferred Maintenance Program. This represents one third of the District's general fund budget.



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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

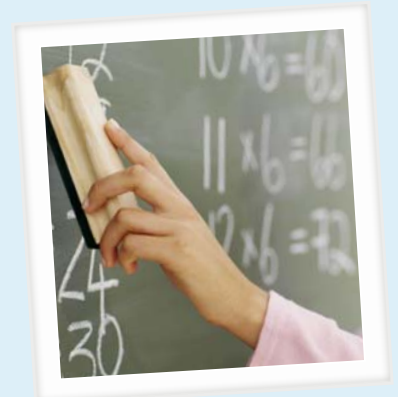
### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

### Advanced Placement Courses

No information is available for Floyd I. Marchus School regarding advanced placement (AP) courses offered.



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Floyd I. Marchus School			Contra Costa COE			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	24%	28%	30%	10%	27%	33%	43%	46%	50%
Mathematics	11%	21%	22%	6%	28%	27%	40%	43%	46%
Science	24%	18%	32%	8%	16%	25%	38%	46%	50%
History-Social Science	20%	20%	31%	4%	4%	9%	33%	36%	41%



### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	32%	23%	34%	39%
Female	21%	14%	❖	❖
Economically Disadvantaged	9%	11%	0%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	30%	22%	32%	31%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	12%	0%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	38%	29%	38%	37%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

\* Floyd I. Marchus School is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-10	9	30	540*
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	558
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	540

■ Data are reported only for numerically significant groups.

\* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Floyd I. Marchus School		Contra Costa COE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	No
Percent Proficient	No	No	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

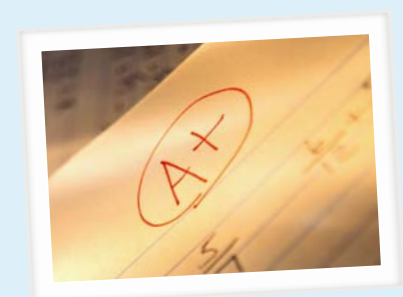
Federal Intervention Program		
	Floyd I. Marchus School	Contra Costa COE
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	2	
Percent of Schools Identified for Program Improvement	25.0%	

✧ Not applicable.

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Floyd I. Marchus School			
06-07	07-08	08-09	
117.1%	99.3%	59.1%	
Contra Costa COE			
06-07	07-08	08-09	
37.1%	40.4%	23.2%	
Expulsion Rate			
Floyd I. Marchus School			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	
Contra Costa COE			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	



### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	◆
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆

◆ Information not available.

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	08-09
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	0.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%

### 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 the annual IEP meeting.

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

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

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

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

There is an annual transition fair and the, "On Your Own" program. Both events emphasize the job, income and how it relates to your 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.

### Courses Required for UC/CSU Admission

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).



## California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Floyd I. Marchus School	◆	❖	30.8%	◆	❖	7.7%
Contra Costa COE	◆	14.3%	7.7%	◆	2.9%	10.5%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

◆ Information not available.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	69.2%	15.4%	15.4%
Male	72.7%	9.1%	18.2%
Female	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	69.2%	15.4%	15.4%
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	72.7%	9.1%	18.2%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Completion of High School Graduation Requirements

Students (that began the 2008-09 school year in the 12th grade) must meet all state and local graduation requirements to receive a high school diploma, including having passed both the English-language arts and mathematics portions of the CAHSEE or receive a local waiver or state exemption.

At Contra Costa County Office of Education, students do not graduate from these schools because they are on a non-graduation track, life skills curriculum. Students who attend Floyd I. Marchus School, Contra Costa County Court Schools, and Golden Gate Community School return to and graduate from their home district. Students attending Central County Special Education Programs, East County Student Programs, Far East County Programs School, and Heritage CCCOE Special Education Programs receive a "certificate of completion" at the end of their program and not a diploma, usually when they reach 18 years of age. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

## Professional Development

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

The CCCOE provides nineteen half-days of staff development related to instructional methods, classroom management 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.

*Continued on page 12*

## CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	92.3%	7.7%	0.0%
Male	100.0%	0.0%	0.0%
Female	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	92.3%	7.7%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	100.0%	0.0%	0.0%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results			
Grade	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	❖	❖	❖
7	46.2%	7.7%	7.7%
9	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Professional Development

*Continued from page 11*

The CCCOE offers support to teachers through the Beginning Teacher Support and Assessment (B TSA) program and the Peer Assistance and Review Program (PAR). Both programs provide mentors to teachers in need. As mentioned previously, the PAR program is a teacher support program that allows for peer support and/or review for teachers that either volunteer or are referred for participation as a result of an unsatisfactory evaluation. The PAR program and the Teacher Incubator Grant ensure that any teacher, whether new or veteran, can receive mentoring in instructional practices, curriculum and classroom management. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development include after school workshops, individual conferences, peer coaching, classroom visitation and observation and attendance at professional conferences and meetings.

The primary area of focus for staff development this year has been in the training of B.E.S.T. (Building Effective Schools Together) positive behavioral programming. Emphasis has been placed on developing and maintaining a positive school climate and culture for all students, with regular reinforcement of our school code of "Be Safe, Be Respectful, Be Responsible." Instructional strategies in how to best develop student social skills has also been explored within this area.

Curriculum trainings in math and English language arts were attended as well as a number of workshops in the safety realm

All certificated instructional staff participates in at least three full day trainings and follow-up training/mentoring throughout the year. Additionally, there are nineteen minimum days of training available within the year to provide the necessary support and training for staff.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Contra Costa COE	Floyd I. Marchus School		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	83	12	13	13
Without Full Credential	28	6	4	2
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Floyd I. Marchus School		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Floyd I. Marchus School	71.9%	28.1%
All Schools in District	58.0%	42.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	



### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.00
Psychologist	2.80
Social Worker	2.00
Nurse	0.65
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00
Other	0.00

### District Financial Data

District Salary Data		
Category	Contra Costa COE	Similar Sized District
Beginning Teacher Salary	◆	◆
Mid-Range Teacher Salary	◆	◆
Highest Teacher Salary	◆	◆
Average Principal Salary (Middle School)	◆	◆
Average Principal Salary (High School)	◆	◆
Superintendent Salary	◆	◆
Teacher Salaries – Percent of Budget	◆	◆
Administrative Salaries – Percent of Budget	◆	◆

◆ Information not available.

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Floyd I. Marchus School
Total Expenditures Per Pupil	\$29,319
Expenditures Per Pupil From Restricted Sources	\$29,145
Expenditures Per Pupil From Unrestricted Sources	\$174
Average Teacher Salary	\$73,242



### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Floyd I. Marchus School	\$174	\$73,242
Contra Costa COE	\$374	\$69,254
California	\$5,512	◆
School and District – Percent Difference	-115.2%	+5.4%
School and California – Percent Difference	-3,074.0%	*

◆ Information not available.

\* A percentage cannot be calculate.

### Types of Services Funded

Floyd I. Marchus School receives funding for school safety and violence prevention, library site block grant money and instructional materials realignment money in addition to the regular program budget.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).