

Marin County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

Janelle Campbell, Director

Principal, Marin County Special Education

About Our School

School districts in California are mandated to provide special education services to children with disabilities from birth through age 22. While the local Marin County School Districts are able to provide many of these services for students with mild disabilities, there are many other disabling conditions which require such an intensive level of support or which have such a low incidence rate that it would be fiscally and programmatically difficult for each district to provide the necessary services.

The Special Education Department operates a total of 32 Special Day Classes, two Resource Specialist Programs, and several itinerant services to meet the needs of children with disabilities. Our classes are located on 19 different school campus sites around the county, with an emphasis on placing classes in age-appropriate settings which allow for the greatest amount of integration possible. The classes which we provide focus upon students with disabilities in the following areas:

- Intellectual Disabilities
- Emotional Disturbances
- Visual Impairments
- Orthopedic Impairments
- Deaf or Hard of Hearing
- Other Health Impairment
- Established Medical Disability (ages 3-5 only)
- Multiple Disabilities
- Autism
- Traumatic Brain Injury

We also provide several itinerant services to eligible students in their home school setting, including:

- Vision Services
- Hearing Services
- Orientation and Mobility Services

Contact

*Marin County Special Education
1111 Las Gallinas Ave.
San Rafael, CA 94913-1843*

Phone: 415-499-5891

E-mail: jcampbell@marinschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
E-mail Address	mjburke@marinschools.org
Web Site	www.marinschools.org

School Contact Information (School Year 2016-17)	
School Name	Marin County Special Education
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, Ca, 94913-1843
Phone Number	415-499-5891
Principal	Janelle Campbell, Director
E-mail Address	jcampbell@marinschools.org
Web Site	www.marinschools.org
County-District-School (CDS) Code	21102156069504

Last updated: 12/20/2016

School Description and Mission Statement (School Year 2016-17)

The Marin County Office of Education (MCOE) and all school districts located in Marin County are members of the Marin County Special Education Local Plan Area (SELPA). The Marin County SELPA works collaboratively with 19 school districts and other public agencies throughout Marin County to make available a full continuum of Special Education services to all students with Individualized Education Programs (IEPs) residing in Marin County. IEP services are provided to students in a variety of settings: Special Day Classes (SDC - students spend the majority of the day in a Special Education classroom); Resource Specialist Program (RSP); Designated Instruction and Services (DIS) programs, Learning Centers and full inclusion students, spend the majority of the school day in general education classrooms and may receive IEP related services outside of the general education setting. When no appropriate public school program is available to meet the educational needs of a student in special education, placement is made in a certified nonpublic school (NPS).

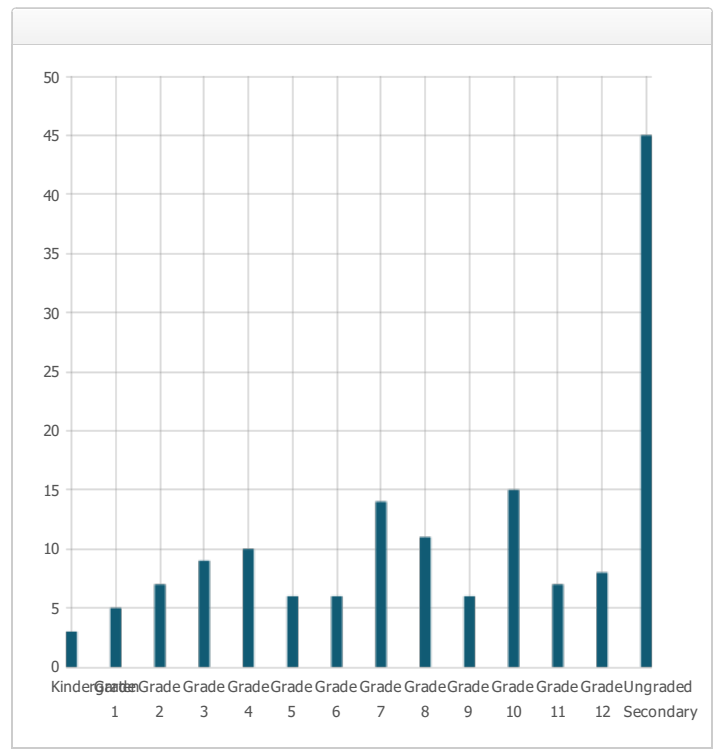
MCOE provides regionalized Special Education programs and coordinated services to students with disabilities residing in Marin County ages birth through 22. Students are referred to Special Education programs by their districts of residence based upon their individual needs. In addition to the comprehensive school age programs, MCOE also provides Early Intervention services for students birth through age 5 and Secondary transition education offering community-based instruction that facilitate independent living skills.

Last updated: 12/20/2016

Student Enrollment by Grade Level (School Year 2015-16)

Enrollment is inclusive of special education students kindergarten through ungraded post-secondary.

Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	7
Grade 3	9
Grade 4	10
Grade 5	6
Grade 6	6
Grade 7	14
Grade 8	11
Grade 9	6
Grade 10	15
Grade 11	7
Grade 12	8
Ungraded Secondary	45
Total Enrollment	152



Last updated: 12/20/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.9 %
American Indian or Alaska Native	0.0 %
Asian	6.6 %
Filipino	2.6 %
Hispanic or Latino	28.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	55.3 %
Two or More Races	1.3 %
Other	1.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.6 %
English Learners	7.2 %
Students with Disabilities	100.0 %
Foster Youth	0.0 %

Last updated: 12/20/2016

A. Conditions of Learning

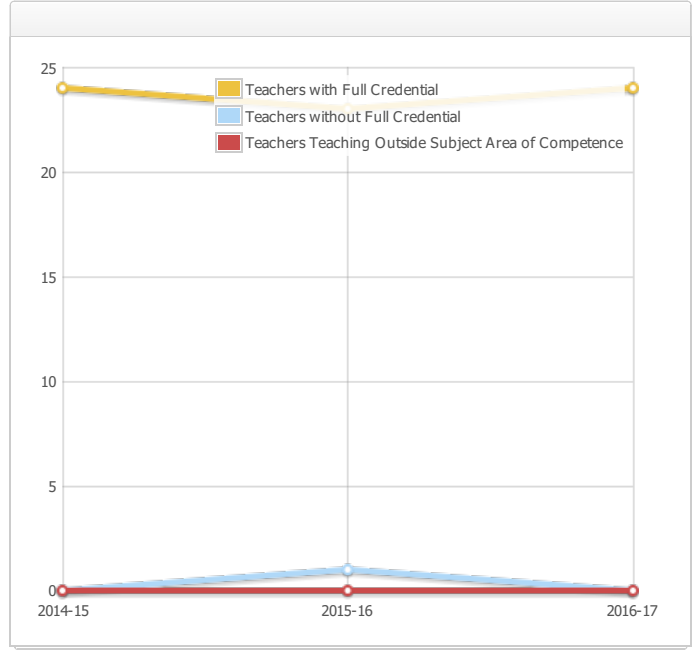
State Priority: Basic

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

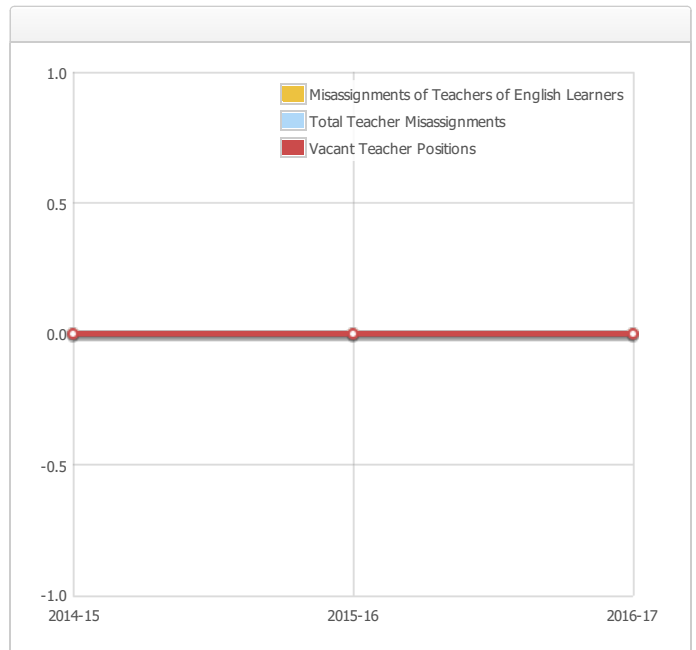
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	23	24	31
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 12/20/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 12/20/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	77.0%	23.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	88.0%	12.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/20/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Regionalized special day class programs serving for students with moderate to severe disabilities utilize curriculum that is targeted toward functional life skill learning/development and is reflected in our students Individualized Education Programs.

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Unique Learning Systems, 2013 Acellus, 2014 STAR, 2014 Write Source, Houghton Mifflin, 2013 Writers Inc., Houghton Mifflin, 2005 Novels, state and local board approved, 2005 Multicultural Reader, Perfection Learning, 2005 Snapshots, Perfection Learning, 2005 The Sondag System, Winsor Learning, 2015 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> Acellus, 2014 Unique Learning Systems, 2013 Keys to Algebra, Key Curriculum, 2005 Prentice Hall Middle School Math Courses Algebra I, McDougal Littell, 2005 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Unique Learning Systems, 2013 Book Flip Chart, Kindergarten Scott Foresman, California Science, Grades k-1, 2008 Acellus, 2014 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> Unique Learning Systems World Geography, Houghton Mifflin/Harcourt, 2013 World History, Houghton Mifflin/Harcourt, 2014 	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> Acellus, Spanish, 2013 		0.0 %
Health	<ul style="list-style-type: none"> Globe Health, Holt Globe Fearon, 2004 	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Providing a safe environment that meets the state standards for school programs is a priority for Marin County Office of Education. The majority of our regionalized special day class programs operate on comprehensive school sites, within and across school district in Marin County. In addition we have 3 owned or leased sites that are operated by MCOE. The Facility Inspection Tool report is reflective of these 3 sites.

Marin County Office of Education maintenance staff and the Marin County school districts' maintenance staffs where Special Education programs are located work in collaboration to ensure that the repairs necessary to keep the schools in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms and restrooms are cleaned regularly. All classrooms are inspected regularly to ensure safe conditions and the proper use of equipment.

Last updated: 12/20/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Exemplary
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Last updated: 12/20/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Due to the lower number of students participating in the CAASPP assessment, score reports cannot be generated.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	--	5.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	4.0%	--	3.0%	--	36.0%	--

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.

Last updated: 12/20/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.9%	--
Male	11	11	100.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2016

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	63.0%	23.0%	7.0%	53.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 12/20/2016

Career Technical Education Programs (School Year 2015-16)

During the elementary years pre-vocational goals are identified for each student. When students reach high school, individualized vocational goals are developed and reviewed at least annually. By the age of 16, an individual transition plan is developed with students, families and adult services agencies to facilitate student transitions from school. Job developers from the Transitional Partnership and Workability programs provide pre-employment services to students and if appropriate, placement in paid employment during the school year. Because of the nature of the disabling conditions for students in Marin County Office of Education Special Education programs, there are no specific classes offered since for the most part students do not participate in traditional academic coursework outside of their special day class placement. The majority of students get their vocational needs addressed through Transitional Partnership and/or Workability programs which conduct their own internal evaluation process annually.

Last updated: 12/20/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/20/2016

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Many of our students enrolled in special day class programs present with important challenges with their ability to participate in many of the physical tasks required to complete the California Physical Fitness Test. Results should be interpreted with caution.

Grade 5 - 3 students tested

Grade 7 - 7 students tested

Grade 9 - 6 students tested

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%
9	0.0%	0.0%	0.0%

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.

Last updated: 12/20/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents can be involved in their child's education program in several ways. Volunteering on a regularly scheduled basis or intermittently (e.g., field trips) is encouraged. Parents may also join and participate in the parent organization at the school site their children attend. The Special Education Advisory Committee, (SEAC) for the Marin County Special Education Local Plan Area (SELPA) offers another opportunity for parental involvement. Lastly, parents are also actively involved in the development of their child's Individualized Education Program (IEP) and attend IEP meetings at least on an annual basis.

Parental engagement continues to be an integral part of all special education programs. Across the 2015-2016 school year, parents, in addition to other relevant stakeholders, participated in direct outreach by MCOE in an effort to continue to understand what is important to them as it relates to the needs of the students served in the regionalized special education programs as well as what needs they have as parents of students with special needs. The process of gathering input enhanced and improved our program goals. Parents provided a unique perspective as to how we were looking at the needs of our students, shaping our goals for student transition and communication among their child's IEP teams.

State Priority: Pupil Engagement

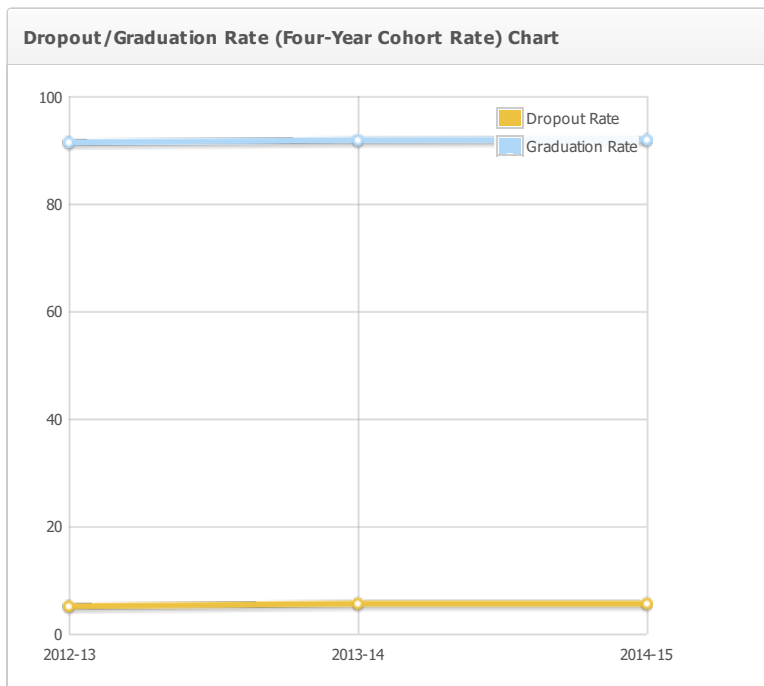
Last updated: 12/20/2016

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.1%	5.6%	5.6%	5.1%	5.6%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	91.40	91.80	91.90	91.40	91.80	91.90	80.44	80.95	82.27



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	25	63	85
Black or African American	0	100	77
American Indian or Alaska Native	0	0	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	20	77	84
Native Hawaiian or Pacific Islander	0	0	85
White	29	31	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	0	63	77
English Learners	0	100	51
Students with Disabilities	25	50	68
Foster Youth	--	--	--

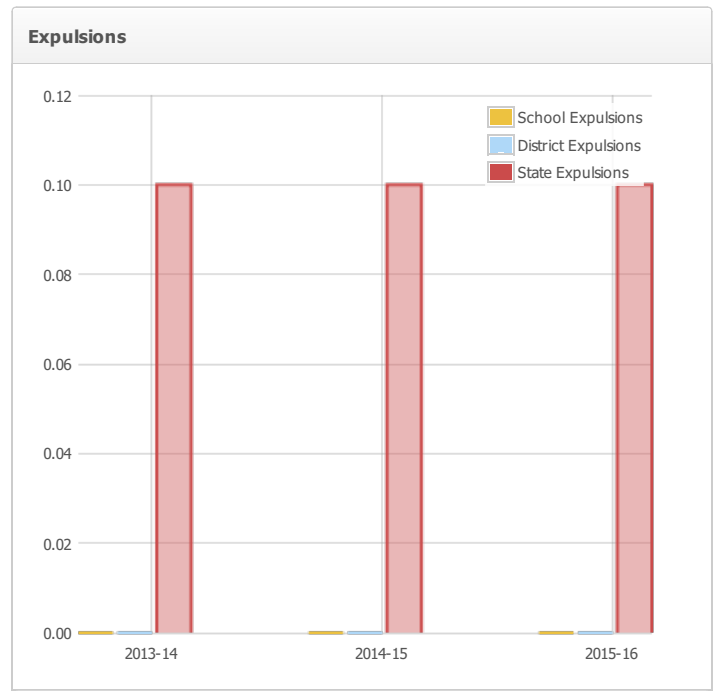
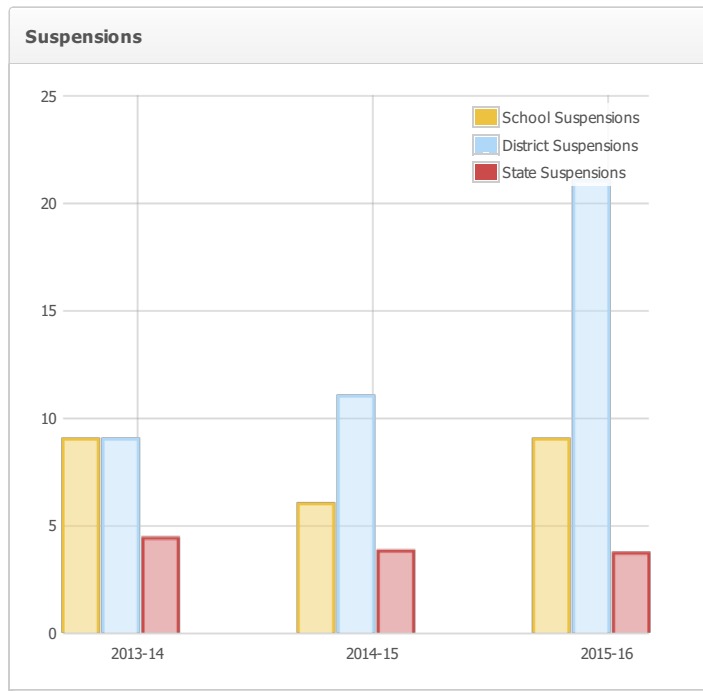
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	6.0	9.0	9.0	11.0	21.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 12/20/2016

School Safety Plan (School Year 2016-17)

Providing a safe environment that meets state standards continues to be a high priority for each Marin County Office of Education program. Programs meet state requirements for total acreage and square footage per pupil. The Marin County Office of Education has a Comprehensive School Safety Plan that provides for an assessment of the current status of school crime. The Plan also covers the following areas with strategies and programs: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; and, h) rules and procedures on school discipline.

Last updated: 12/20/2016

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 12/20/2016

Average Class Size and Class Size Distribution (Elementary)

All classrooms are multi-grade and therefore the average class size distribution by grade level may not necessarily be an accurate reflection of true class size for our special day classes.

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	3	0	0	6.0	2	0	0	8.0	3	0	0
1			0	0			0	0			0	0
2			0	0			0	0			0	0
3			0	0			0	0			0	0
4	6.0	1	0	0			0	0	8.0	4	0	0
5	8.0	2	0	0	5.0	2	0	0	8.0	3	0	0
6	1.0	1	0	0	2.0	1	0	0	6.5	5	0	0
Other	7.0	2	0	0	7.0	5	0	0			0	0

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

Last updated: 12/20/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	8	2	0	5.0	6	0	0	5.0	5	0	0
Mathematics	2.0	8	0	0	3.0	3	0	0	3.0	3	0	0
Science	6.0	6	0	0	3.0	2	0	0	5.0	2	0	0
Social Science	2.0	2	0	0	3.0	5	0	0	3.0	2	0	0

* 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.

Last updated: 12/20/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

MCOE provides a number of different services to our districts on a contract basis. These services include those provided by Designated Instruction Services (Vision/Orientation and Mobility, Deaf and Hard of Hearing, Speech and Language Therapists) and nursing services. The numbers reflected here represent only those that serve MCOE operated classrooms and is not a comprehensive staff accounting.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.7	N/A
Social Worker	0.0	N/A
Nurse	1.6	N/A
Speech/Language/Hearing Specialist	3.4	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.4	N/A

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

*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.

Last updated: 12/20/2016

Types of Services Funded (Fiscal Year 2015-16)

The Special Education services provided by the Marin County Office of Education is designed to meet the individual needs of the students with Individualized Education Programs (IEPs) as required by state and federal laws. The scope of services includes the operation of education programs at locations across the 19 school districts in Marin County for students, birth through 22 years of age. The instructional programs are provided to students with IEPs in preschool through secondary transition programs. The Marin County Office of Education operates special day classes along with designated instruction and services to address the education needs of students with moderate to severe disabilities.

Last updated: 12/20/2016

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 12/20/2016

Professional Development

MCOE staff, both certificated and classified, provided insight on targeted goal development and how to best serve students effectively and efficiently. Health and safety, communication, behavior management and curriculum development were included as areas where professional growth was indicated. Trainings were planned as a result of this input and put in to place prior to the end of the 2015-16 school year.

MCOE provides non-student days to be used for professional growth/development. Additionally, staff and team meeting times are used as needed to provide ongoing training.

Last updated: 12/20/2016