

Marin County Special Education

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 35 Special Day Classes, two Resource Specialist Programs, and several itinerant services to meet the needs of children with disabilities. Our classes are located on 18 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

Principal's Comment

Marin County Office of Education operates a myriad of special education programs on behalf of the students and districts

of Marin. Janelle Campbell and Kristi Dahlstrom are the Directors of Special Education that oversee all Marin County Office of Education special education programs.

Contact

*Marin County Special Education
1111 Las Gallinas Ave.
San Rafael, CA 94903-1843*

Phone: 415-499-5850

E-mail: jcampbell@marinschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Marin County Special Education
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, Ca, 94903-1843
Phone Number	415-499-5850
Principal	Janelle Campbell, Director
E-mail Address	jcampbell@marinschools.org
Web Site	www.marinschools.org
County-District-School (CDS) Code	21102156069504

Last updated: 12/20/2018

School Description and Mission Statement (School Year 2018—19)

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 18 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.

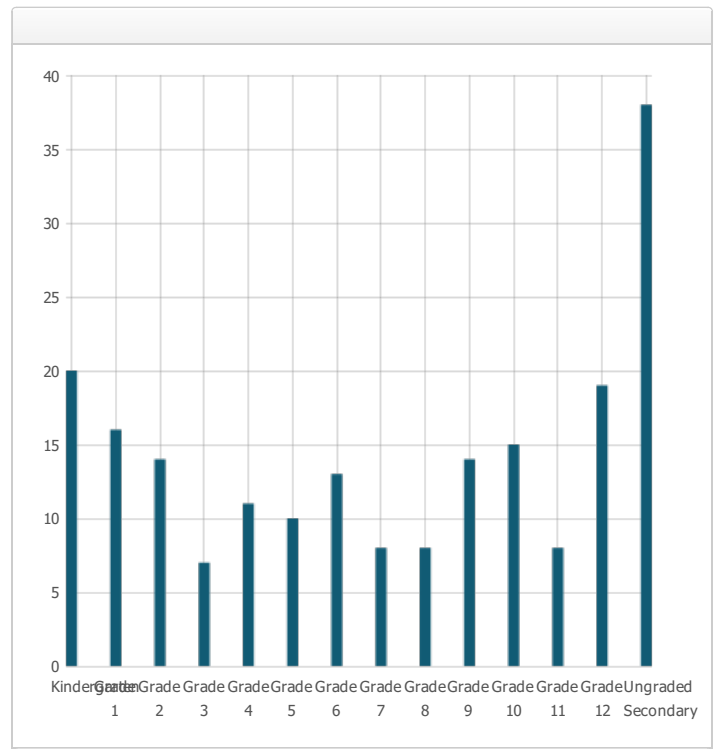
MCOE provides regionalized Special Education programs and coordinated services to students with disabilities residing in Marin County ages birth through 22. Students are referred to Special Education programs by their districts of residence based upon their individual needs. In addition to the comprehensive 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: 12/20/2018

Student Enrollment by Grade Level (School Year 2017–18)

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	16
Grade 2	14
Grade 3	7
Grade 4	11
Grade 5	10
Grade 6	13
Grade 7	8
Grade 8	8
Grade 9	14
Grade 10	15
Grade 11	8
Grade 12	19
Ungraded Secondary	38
Total Enrollment	201



Last updated: 12/18/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	1.0 %
Asian	8.0 %
Filipino	1.0 %
Hispanic or Latino	31.3 %
Native Hawaiian or Pacific Islander	%
White	51.7 %
Two or More Races	2.5 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.4 %
English Learners	13.9 %
Students with Disabilities	100.0 %
Foster Youth	0.5 %

A. Conditions of Learning

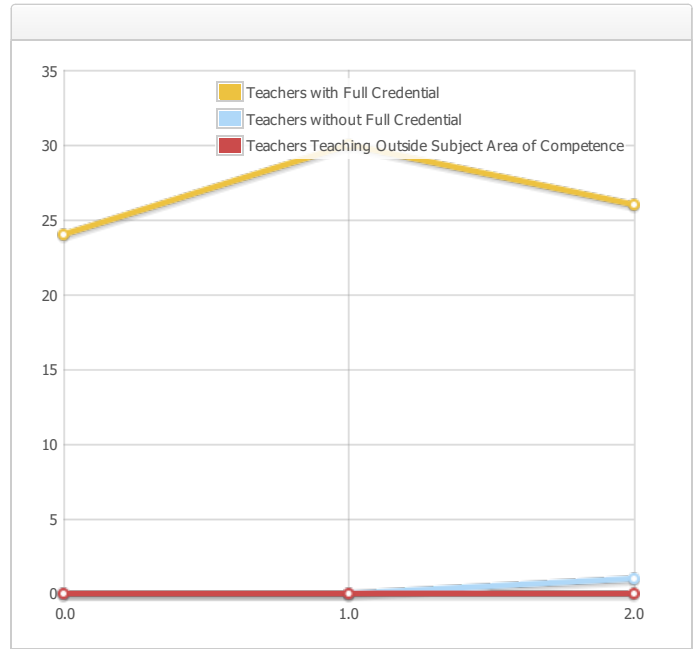
State Priority: Basic

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

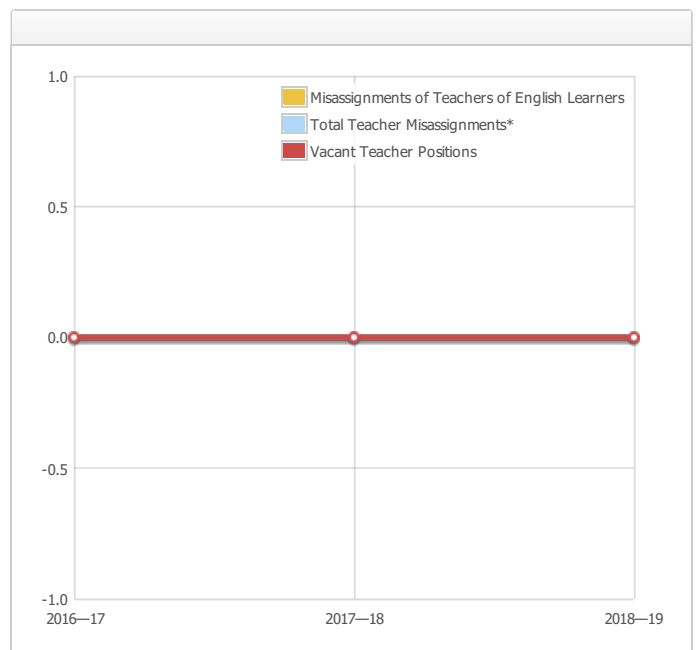
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	30	26	31
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 12/18/2018

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

Regionalized special day class programs serving 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 the data were collected: December 2018

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 • Fontace & Pinnell • 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 Sunday System, W insor Learning, 2015 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> • Acellus, 2014 • Everyday Math, 2015 • Unique Learning Systems, 2013 • Keys to Mathematics, 2014 • Prentice Hall Middle School Math Courses 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • Unique Learning Systems, 2013 • Book Flip Chart, Kindergarten • Scott Foresman, California Science, 2008 • Acellus, 2014 <p>MCOE Special Education programs will be investigating Science materials in light of Next Generation Science Standards in 2019-2020.</p>	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 • Acellus, 2014 <p>MCOE will be investigating History Social Science materials in 2019-2020.</p>	No	0.0 %
Foreign Language	<ul style="list-style-type: none"> • Acellus, Spanish, 2013 	Yes	0.0 %
Health	<ul style="list-style-type: none"> • Globe Health, Holt Globe Fearon, 2004 • Positive Prevention Plus - Sexual Health, 2016 	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Young Imaginations • Teacher made materials 		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2018

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 districts in Marin County. In addition the MCOE owns 3 facilities that operate programs. 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: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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 2018

Overall Rating	Exemplary
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Last updated: 12/18/2018

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

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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	13.0%	9.0%	7.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	6.0%	17.0%	5.0%	8.0%	37.0%	38.0%

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.

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.

Last updated: 12/18/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	15	75.00%	13.33%
Male	14	--	71.43%	--
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	19	15	78.95%	13.33%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 12/18/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	12	34.29%	16.67%
Male	19	--	42.11%	25.00%
Female	16	--	25.00%	
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	11	--	36.36%	
Native Hawaiian or Pacific Islander				
White	18	--	38.89%	28.57%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	34	12	35.29%	16.67%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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: 12/18/2018

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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 12/18/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education (CTE) provided by the Marin County Office of Education to students in the regionalized special education programs is not consistent with a traditional CTE program operated by a school district. When students are enrolled in elementary programs, vocational interests are identified. Upon reaching high school, student vocational interests are further developed. By the age of 16, an individual transition plan is developed with students, families and adult services agencies to facilitate student transitions from school. Vocational skill development including but not limited to, resume writing, interviewing, and areas of vocational interest are available through the Transition Partnership and Workability programs.

Last updated: 12/18/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

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: 12/18/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 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 2017—18)

Many of the students enrolled in Marin County Office of Education regionalized special education programs are unable to fully engage in the physical tasks required to complete the California Physical Fitness Test. To that end, too few students overall participated in testing to derive percentile ranks for the 17-18 school year.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 12/18/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Parents 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.

State Priority: Pupil Engagement

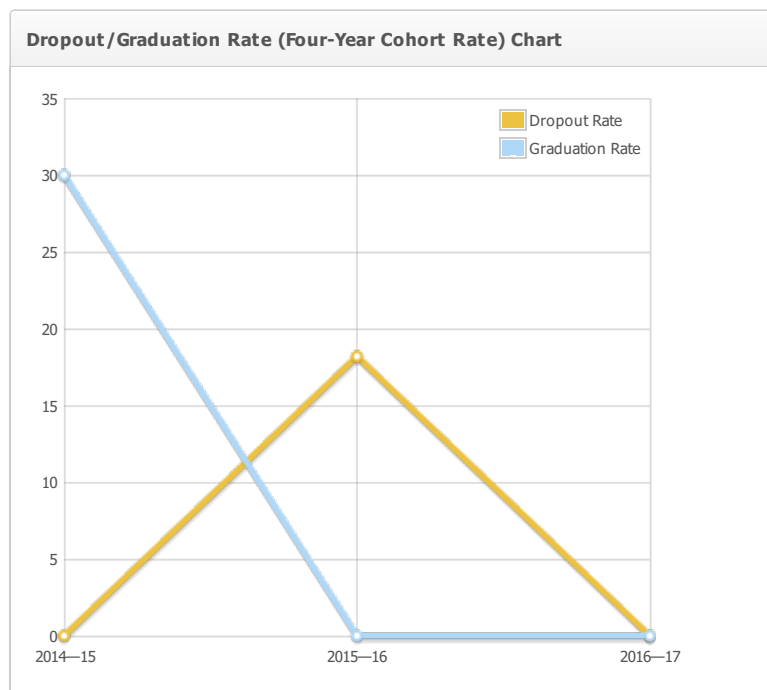
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	18.2%	48.1%	31.7%	10.7%	9.7%
Graduation Rate	30.0%	0.0%	26.9%	17.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	37.0%	9.1%
Graduation Rate	0.0%	29.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	0.0%	46.0%	--
Black or African American	0.0%	0.0%	--
American Indian or Alaska Native	0.0%	0.0%	--
Asian	0.0%	0.0%	--
Filipino	0.0%	0.0%	--
Hispanic or Latino	0.0%	0.0%	--
Native Hawaiian or Pacific Islander	--	0.0%	--
White	0.0%	0.0%	--
Two or More Races	0.0%	0.0%	--
Socioeconomically Disadvantaged	0.0%	0.0%	--
English Learners	0.0%	0.0%	--
Students with Disabilities	0.0%	0.0%	--
Foster Youth	0.0%	0.0%	--

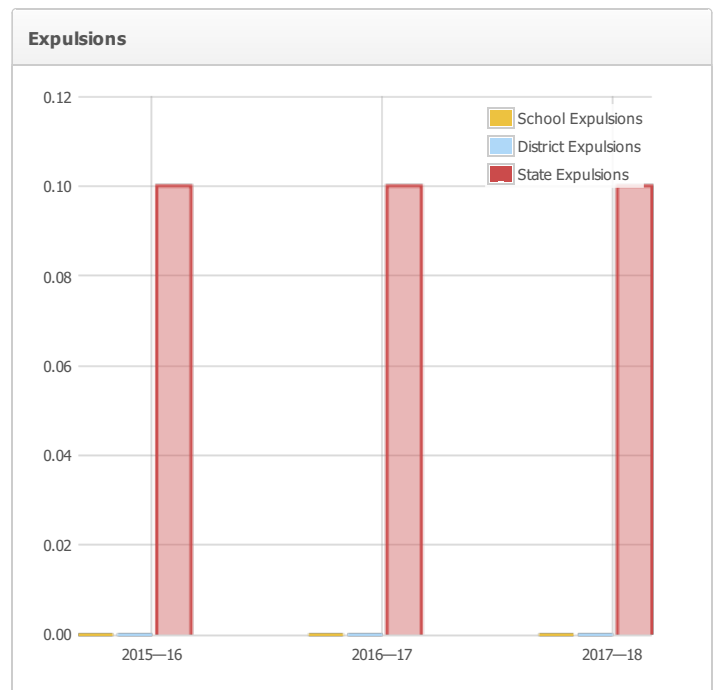
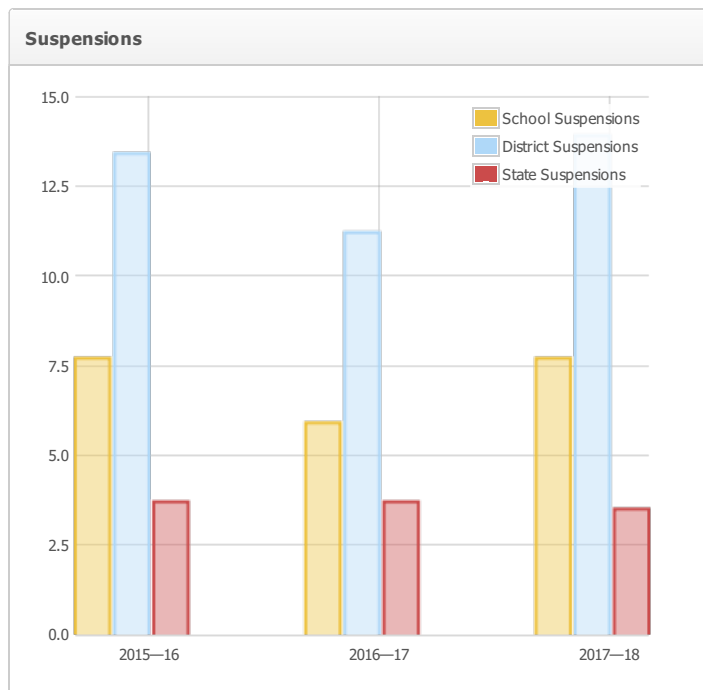
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	7.7%	5.9%	7.7%	13.4%	11.2%	13.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/20/2018

School Safety Plan (School Year 2018—19)

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:

- child abuse reporting procedures;
- disaster procedures;
- policies regarding actions leading to suspension and/or expulsion;
- notification to teachers of dangerous pupils;
- sexual harassment policy;
- school-wide dress code;
- procedures for safe ingress and egress of pupils;
- rules and procedures on school discipline;
- suicide awareness

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.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	6.0	2		
1				
2				
3	5.0	1		
4				
5	7.0	1		
6	1.0	1		
Other**	6.0	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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.0	4		
1				
2				
3				
4				
5	7.0	1		
6				
Other**	8.0	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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	3.0	3		
1				
2	8.0	1		
3				
4				
5	4.0	1		
6				
Other**	6.0	7		

* 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) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	5		
Mathematics	3.0	4		
Science	4.0	3		
Social Science	4.0	3		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	5		
Mathematics	3.0	5		
Science	4.0	4		
Social Science	8.0	2		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	6		
Mathematics	5.0	3		
Science	8.0	2		
Social Science	4.0	5		

* 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: 12/18/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

MCOE provides services to school districts on a contract basis. These services include but are not limited to Vision/Orientation & Mobility, Speech and Language, Deaf and Hard of Hearing and nursing services.

The FTE indicated below is reflective of those services that are provided to MCOE operated programs and do not reflect those provided to districts.

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	4.1	N/A
Social Worker	0.0	N/A
Nurse	1.6	N/A
Speech/Language/Hearing Specialist	4.5	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.0	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: 12/18/2018

Types of Services Funded (Fiscal Year 2017—18)

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 18 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 educational needs of students with moderate to severe educational needs.

Last updated: 12/18/2018

Professional Development

Marin County Office of Education provides non-student days to be used for professional growth/development. Classified staff members are provided 5 days of professional development, with Certificated staff members being provided 7 days annually as well. New certificated staff are provided 2 additional days to support new learning. Staff development occurs during non-student days, regularly scheduled staff meetings and team meetings on an ongoing basis.

Last updated: 12/18/2018