



California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2015–16 School Year**  
*Published During 2016–17*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal.

***Please note: Mardan is a private, state-certified non-public special education school, serving district-placed students as well as those from the private sector. Although included in much of our general data, the private students are not subject to the testing and data reporting requirements of those students who are publicly funded. In addition, all data from state testing that some of the district-placed students participate in is rolled into and reported at their district level, not at the non-public school level.***

## About This School

### School Contact Information (Most Recent Year)

<b>Name</b>	Mardan School
<b>Street</b>	1 Osborn
<b>City, State, Zip</b>	Irvine, CA 92604
<b>Phone Number</b>	(949) 733-1500
<b>Executive Director</b>	David Eisenman
<b>E-mail Address</b>	contactus@mardanschool.org
<b>Web Site</b>	www.mardanschool.org

### School Description and Mission Statement (Most Recent Year)

The Mardan School is a private, non-profit special education day school. The school is operated by The Mardan Foundation of Educational Therapy, Inc. which is governed by a volunteer Board of Trustees, comprised of professionals, business people and community leaders from throughout Orange County. The Mardan School was founded in 1962 by David Eisenman, who continues as the school's Executive Director.

The purpose of the Mardan School program is to offer a day school setting that can meet the educational, social, and emotional needs of Kindergarten through 12th grade students who have learning disabilities, behavior, and/or social-emotional problems. Mardan School is a structured, carefully supervised school environment, which provides a rich academic program that meets or exceeds California state academic standards, and provides therapeutic supports and remediation for students with special learning needs. The goal of the Mardan School program is to provide these children with enough enhancements of basic academic skills, self-confidence, and coping strategies so that they can return successfully to less restrictive private or public school programs.

Mardan School's mission is to improve the academic and emotional well-being of any child who struggles with learning, social, and/or emotional challenges. Mardan provides a safe, therapeutic learning environment that teaches and supports the necessary academic, social, and coping skills needed for students to experience success.

### Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	9
Grade 3	6
Grade 4	6
Grade 5	5
Grade 6	8
Grade 7	7
Grade 8	0
Ungraded Elementary	0
Grade 9	7
Grade 10	4
Grade 11	4
Grade 12	6
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>63</b>

### Student Enrollment by Student Group (School Year 2015–16)

Group	Percent of Total Enrollment
Black or African American	5%
American Indian or Alaska Native	2%
Asian	5%
Filipino	0%
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	0%
White	64%
Two or More Races	8%

<b>Socioeconomically Disadvantaged</b>	Not tracked
<b>English Learners</b>	0%
<b>Students with Disabilities</b>	100%
<b>Foster Youth</b>	0%

## 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

<b>Teachers</b>	<b>School 2013–14</b>	<b>School 2014–15</b>	<b>School 2015–16</b>
<b>With Full Credential</b>	10	10	9
<b>Without Full Credential</b>	0	0	.5
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

<b>Indicator</b>	<b>2013–14</b>	<b>2014–15</b>	<b>2015–16</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	.5

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

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

*Year and month in which data were collected: November 2016*

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	<b>All textbooks were selected from the CDE list for adopted curriculum at that time. There is a sufficient quantity for each student to have his/her own materials in all areas.</b>		0%
<b>Mathematics</b>			0%
<b>Science</b>			0%
<b>History-Social Science</b>			0%
<b>Foreign Language</b>			0%

<b>Health</b>		0%
<b>Visual and Performing Arts</b>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>		N/A

### School Facility Conditions and Planned Improvements

Mardan School is housed in a beautiful custom-built school campus facility in the center of Irvine, CA. This facility houses 12 classrooms, a large resource center/computer lab, a full-size gymnasium, student kitchen, industrial arts room, nurses office, counseling and meeting rooms, and various administrative/ clerical and support staff offices and work areas. Mardan moved into the new facilities in January 1990, and has maintained a regular schedule of conscientious maintenance since that time. The school employs a full-time custodian as well as contracts for additional cleaning and maintenance services as needed. Mardan is committed to maintaining the facility to the highest standards, providing a clean, bright, and safe environment that positively supports the teaching and learning that takes place.

### School Facility Good Repair Status

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

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

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

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	✓			

## B. Pupil Outcomes

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

***State testing results are not currently reported at the non-public school level, only at the students' districts.***

***API scores are only calculated for public schools within districts at this time.***

### Completion of High School Graduation Requirements

This table displays the percent of students who began the 2015–16 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

#### Graduating Class of 2016

Group	School	District	State
All Students	100%	N/A	
Students with Disabilities	100%	N/A	

Note: Cells shaded in black do not require data.

### Career Technical Education Programs (School Year 2015–16)

Mardan students in secondary grades, who are or are about to turn 16, work with their teachers and counseling staff to develop Individual Transition Plans (ITPs). Upper secondary classes incorporate units that address helping students identify interests, explore career options, and practice skills such as filling out applications, writing resumes, and interviewing. Classes are offered that explore other life skills including social and community-based activities. Post-secondary education options are also explored, and students participate in field trips to community college campuses to meet with admissions and support counselors. Mardan also works closely with district personnel to explore a wider variety of options that district-placed students may access for additional career counseling, ROP classes, or Workability programs offered within the district.

## C. Engagement

### Opportunities for Parental Involvement (Most Recent School Year)

Parents are invited to participate in Back-to-School Night held at the beginning of the school year to meet with teaching staff and learn about the classroom program presented by their child's teacher. Parents are also invited to the Talent Show and Awards Night at the end of the year. Individual classrooms may invite their parents to come see a special presentation or project, such as a science fair.

The Mardan Parent Network was formed by a group of parents in 2011 and continues today. The purpose of this group is twofold. Parents meet on a regular basis for opportunities to network and provide one another with support in the experience of raising children with special needs, and share resources. The group also works closely with Mardan administration to develop fundraising projects and schoolwide activities to further the sense of community within the school and to inform outside stakeholders of the school's mission.

Throughout the year, there may be additional opportunities to support field trips and participate in fundraising activities. Potential volunteer opportunities are communicated via our website and e-mails.

## State Priority: School Climate

### Suspensions and Expulsions

Number	School 2013–14	School 2014–15	School 2015–16	District 2013–14	District 2014–15	District 2015–16
Suspensions	1	1	4	N/A		
Expulsions	0	0	0			

### School Safety Plan (School Year 2016–17)

Mardan School has comprehensive Safety and Emergency Response Plans. The plans are evaluated yearly and amended, as needed, by the school safety committee. The coordinator of the school Emergency Response Plan is also a member of the Orange County Emergency Management Organization (OCEMO), organized through the OC Department of Education. The Emergency Response procedures address such contingencies as: 1. Accidents, 2. Armed Student, 3. Bomb Threat, 4. Earthquake, 5. Fire or Explosion, 6. Flood or Heavy Rains, 7. Gang Fight/Neighborhood Incident, 8. Hazardous Material Spill, 9. Homicide or Attempted Homicide, 10. Hostage Situation, 11. Intruders on Campus, 12. Kidnapping/Lost Children, 13. Lockdown Procedures, 14. Shooting, 15. Suicide/Death. The school's Policy and Procedures Manual also addresses school safety elements such as: Child Abuse Reporting Procedures, Policies for Suspension and Expulsion, Sexual Harassment Policies, School Dress Code Policy, and School Discipline rules and procedures.

The entire staff is regularly trained in disaster preparedness, and staff and classrooms regularly practice fire, earthquake, and emergency disaster drills.

## 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.

### Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-2	8	2			10	1			10	1		
3-4	10	1			10	1			8	1		
4-8	7	2			8	3			8	3		
9-12	9	3			8	3			9	2		

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

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	17
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	.4	N/A
Speech/Language/Hearing Specialist	.9	N/A
Floating /Resource Support (teaching)	1	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.

### Professional Development

All teaching and program staff attend regularly scheduled meetings and in-service trainings designed to address instructional, behavioral, and therapeutic strategies and approaches endorsed by the school. Regularly scheduled in-services on minimum and/or non-student days are set aside for training. Staff members may be sponsored to attend outside workshops on relevant topics and then return and train their peers or share new knowledge and ideas at the staff meetings. Guest speakers who are experts in their particular field are also invited to share their knowledge and insights with the teaching staff in both formal presentations and informal discussion formats. Staff members who are deemed “mentor teachers” and administrative staff also support teachers through the use of in-class coaching and meetings which are tailored to meet specific teacher needs.