

School Accountability Report Card

Reported Using Data from the 2016–17 School Year

Published During 2017–18

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 or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that may contain additional information about this school, as well as comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information

School Information	
School Name	Irene M. Hunt School of Marin / Sunny Hills Services
Director	Jolene Yee
Street	300 Sunny Hills Drive
City, State, Zip	San Anselmo, CA 94960
Phone Number	415-457-3135
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Web Site	www.sunnyhillsservices.org
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CDS Code	21-65318-6910046

School Description and Mission Statement

Information about the school, its programs, and its goals:

Based in San Anselmo, the Hunt School of Marin (HSM) is a California certified nonpublic school for students experiencing educational and behavioral challenges in traditional public school environments. The Hunt School serves elementary and high school grade students, as well as their families, living in Marin, Sonoma, West Contra Costa, and

Alameda Counties. Students, ages 5 to 18, meet eligibility requirements for a nonpublic school placement to increase their academic and social/emotional success with the goal of reintegrating back into less restrictive educational environments.

This goal is accomplished by providing a high-quality, individualized educational approach to address and build upon each student's individual needs, interests and fundamental desire to learn and grow. The highly individualized school program meets this variety of student needs with intense academic and behavioral remediation as presented in the student's individual education plan (IEP). The plans include agreed upon services in core academic classes, Educationally Related Mental Health Services (ERMHS enhanced therapeutic services), sensory-motor integration activities, speech and language therapy, occupational therapy, positive behavioral interventions, and comprehensive family support. It is also standardized so that each student has the opportunity to gain access to standards-based core curriculum.

The Hunt School's program is recognized as collaborative in that academic staff and administration have the opportunity to work with parents, family members, guardians, caregivers, private and school district clinical and/or treatment personnel to plan and coordinate instruction and behavioral management practices. This collaboration is built around the Hunt School's core value of establishing a community of acceptance, created by a dedicated school staff, and provided to all students regardless of individual differences and/or disabilities.

To help ensure a positive behavioral intervention structure, the development of combined behavioral management systems and incentive plans are consistently utilized throughout the Hunt School. These behavior management programs emphasize positive, strength-based interventions. In addition, the balanced approach of the academic and behavioral management process works in conjunction with individualized incentive plans. These plans tie into an overall positive behavioral intervention program structure, and are accomplished in part by following a school wide level system.

The school wide positive behavioral structure consists of five levels. Each level is built upon the previous level's responsibilities and privileges. This reinforces the expectation that the child is able to handle increased responsibilities and privileges by displaying a greater ability to maintain sustained appropriate behavioral choices within the school setting.

The basic fundamentals of the school wide approach is to focus on specific target behavior(s) with immediate, short term, and clearly defined interventions and/or neutral consequence responses. These clearly understandable responses students receive avoids a punitive approach in nature or delivery. The pre-determined manner of providing structured, consistent, and non-personalized responses, with an added sense of nurturing, allows greater intrinsic and prosocial behavioral awareness to grow while promoting internalization of positive or appropriate behavioral responses by a child.

Therapeutic tools such as natural consequences for behavioral choices, limit setting, de-escalation, alert program interventions, life-space interventions, reality evaluations, and redirection are implemented by school staff as indicated in IEPs and/or behavior support plans. Other therapeutic tools include awards and/or recognition for positive behavioral choices and/or achievement of individual goals. These ongoing approaches are again reflected in the school wide level system, Special Friday incentive programs, clubs, assemblies, and a wide variety of creative methods to express and reinforce positive regard for students.

The great majority of students at the Hunt School exhibit behaviors that impede their learning or the learning of others. Therefore, in accordance with Federal Law (IDEA), most students have individualized Functional Behavioral Assessments and/or Behavioral Intervention Plans incorporated into their IEPs that prescribe systematic and frequent applications of positive behavioral interventions. In addition, for students with pervasive maladaptive behaviors of such severity that they pose a danger to self or others and so lead to the application of physical restraints (at least 1X), a Functional Behavioral Assessment, and Systematic Positive Behavioral Plan may be developed complying with the California Hughes Statutes of 1990. In general, the procedures followed at the Hunt School adhere to the guidelines developed by the Marin County Office of Education (MCOE) in compliance with IDEA, as well as, the California State Education Code.

The Hunt School is a Marin County based program of Sunny Hills Services. Sunny Hills is a private, non-profit organization serving vulnerable youth and their families and was originally founded in 1895 as a Marin County orphanage and farm. It is now a regional child welfare organization dedicated to protecting, serving, nurturing, and healing at-risk children and adolescents. For more than a century, the agency has remained at the forefront of best practices in child welfare. This year Sunny Hills will serve more than 1850 young people and another 3700 family members through an array of programs focused on the educational, mental health, housing and developmental needs of vulnerable youth. Sunny Hills earned The Joint Commission's Gold Seal of Approval® in 2016.

The mission of Sunny Hills Services is to help vulnerable children and youth use their strengths to develop healthy relationships and fulfilling lives.

K	1	1			0	0			2	1		
1	0	1			4	1			0	0		
2	1	1			0	0			4	1		
3	4	1			2	1			1	1		
4	4	1			4	1			2	1		
5	6	1			4	1			5	1		
6	5	1			4	1			6	1		
Other	0	0			0	0			0	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	1			10	1			10	1		
Mathematics	9	1			10	1			10	1		
Science	9	1			10	1			10	1		
Social Science	9	1			10	1			10	1		

II. School Safety and Climate for Learning

School Safety Plan (School Year 2014–15)

The Hunt School of Marin
School Safety Plan

The correlation between academic achievement and learning environments in which students feel safe, secure, and connected is clear. The school safety plan description below is designed to address these needs in the area of school safety and violence prevention.

The Hunt School shall review and update the comprehensive school safety plan by March 1 of each year. Every July the Hunt School shall report on the status of its school safety plan, including a description of its key elements in the annual SARC prepared pursuant to EC sections 33126 and 35256. Several areas of school safety are addressed in staff trainings and student lessons throughout the school year as described below.

Staff and student presentation addressing School Community Violence Prevention is to address violence-prevention needs, including gang prevention and intervention. The Sunny Hills Services Community Engagement/Youth Development (CEYD) program is designed to meet the growing need for gang prevention and intervention services in Sonoma County. The Program Director will present the CEYD program that helps youth ages 13 to 18 to develop the assets and competencies that have been demonstrated to reduce risk for delinquency and promote engagement as productive members of family, school and community. These youth groups, held weekly at local schools and other community settings, follow an established curriculum embedded in a cognitive behavioral framework that addresses distortions and deficits in thinking which can lead to negative developmental pathways. The CEYD youth have the opportunity to participate in cultural and recreational outings and overnight wilderness trips to practice and apply lessons learned in a real life setting. Training and educational forums are also offered to parents and other community members to learn about what they can do to prevent the impact of gangs in their community and the resources available to them.

Safe school planning, crisis preparedness and response, bullying and cyber bullying prevention and intervention are supported by the Pro-Act training all school staff receives at least annually, as well as ongoing staff training throughout the school year. This training is conducted by the agency Pro-Act trainers that are also school staff administrators, the Behavioral Specialist/Supervisor and Educational Behavior Analyst. The school safety and violence prevention includes implementation of a violence-prevention program (Positive Behavioral Intervention Structure), personnel trained in conflict resolution, on-campus communication devices, and forming cooperative arrangements with local and county law enforcement along with the established staff training program in violence prevention.

High School lessons are presented around teen dating abuse prevention of physical, sexual, verbal, emotional, or technological conduct by a person to harm, threaten, intimidate, or control a dating partner, regardless of whether that

relationship is continuing or has concluded. It covers that the number of interactions between the individuals involved is insignificant. Examples of increasing awareness around the four types of dating abuse are available upon request.

The plan details are sectioned into the following areas: working with students; working with parents; working with community residents and working with law enforcement. These are also available upon request.

Suspensions and Expulsions

Rate*	School 2014–15	School 2015–16	School 2016–17	District 2012–13	District 2013–14	District 2014–15
Suspensions	0	1	1	--	--	--
Expulsions	0	0	0	--	--	--

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2014–15)

The school is in good repair for students to safely be on school grounds before, during, and after school. There is sufficient classroom, playground and staff spaces to support teaching and learning that includes three large classroom spaces (one newly constructed), separate areas for staff, supervised student offices, therapy rooms, two play structures with a youth climbing wall, outdoor basketball court, swimming pool, large playing fields with a marked baseball diamond, and an indoor gym for a school census of approximately 30 students. The general condition of the school is excellent with access to open space on three sides of the property.

The school and agency makes great efforts to ensure the school is a clean, safe and functional learning environment. For additional information on the condition of the school's facilities around safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms please review data below.

In September 2012 the architectural planning and renovation of the two school buildings had been finalized. This completed school facilities improvement project included a new classroom in school building two; installation of a new water permeable fire road; extensive ADA and earthquake upgrades to both school buildings and selected walkways.

In August 2014, the architectural planning and renovation of one of the school buildings had been finalized. This completed school facilities improvement project including a new classroom in school building one.

There is an efficient school and SHS agency process to ensure that the maintenance, upkeep, and repairs necessary to keep the school in good repair and working order are completed in a timely manner. Whenever an urgent safety issue occurs and is communicated to the SHS maintenance department, it is attended to immediately so that emergency repairs are given the highest priority. Other non-urgent building requests are generally handled in 24 to 72 hours. There is janitorial cleaning that occurs daily to clean the bathrooms and classrooms of the school buildings.

School Facility Good Repair Status (School Year 2014–15)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	*X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2014–15
With Full Credential	4	4	4	--
Without Full Credential	0	0	0	--
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	--	--	--
Total Teacher Misassignments*	--	--	--
Vacant Teacher Positions	--	--	--

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016–17)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100%	0%
All Schools in District	--	--
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	--	--

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	N/A	
Social Worker	N/A	
Nurse	.1	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	N/A	
Other	.2	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Hunt School of Marin is engaged in the process of curriculum adoption in alignment with new Common Core standards. This is a multi-year process as purchasing of textbooks and instructional materials occur after California Department of Education approves standards, curricula, and makes public their designated curricula lists as well as districts make public their curriculum adoptions. Hunt School of Marin curriculum is adopted from CDE approved lists and in alignment with district of residence and designated high school district.

Year and month in which data were collected: New Adoptions August 2015; in process, August 2017

VIII. School Finances

Teacher and Administrative Salaries Specific Requirements:

Each school district, except for school districts maintaining a single school to serve kindergarten or any of grades one through twelve.

Note: Citation from School Accountability Report Card; Data Element Definitions and Sources 2008-09; California Department of Education Policy and Evaluation Division, July 2009.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	--	--		
District				

Percent Difference – School Site and District			
State			
Percent Difference – School Site and State			

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2016–17)

N/A
Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	
Mid-Range Teacher Salary	--	
Highest Teacher Salary	--	
Average Principal Salary (Elementary)	--	
Average Principal Salary (Middle)	--	
Average Principal Salary (High)	--	
Superintendent Salary	--	
Percent of Budget for Teacher Salaries	--	
Percent of Budget for Administrative Salaries	--	

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

California students in grades three through eight and eleven will take a new test spring 2016 that is part of a comprehensive plan for high-quality teaching and learning in every school to prepare our students for the challenges of the future. The plan includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and to students with the greatest needs.

The 2016 California Assessment of Student Performance and Progress (CAASPP) System paper-based test results for schools, counties, districts, and the state are available at <https://caaspp.cde.ca.gov/caaspp2016>. Test results are reported for the four components of the CAASPP System:

- California Standards Test (CST) for Science
- California Modified Assessment (CMA) for Science
- California Alternate Performance Assessment (CAPA) for Science
- Standards-based Tests in Spanish (STS)

The Smarter Balanced assessments, computer-based tests, measure student knowledge of California's English language arts/literacy and mathematics standards. These assessments replace the former paper-based, multiple-choice

assessments for students in grades three through eight and eleven. The first statewide administration of these assessments took place in the spring of 2015. Smarter Balanced Assessments are part of a testing program called the California Assessment of Student Performance and Progress (CAASPP), which replaces the Standardized Testing and Reporting Program (STAR) that expired on July 1, 2013.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
English-Language Arts			n/a			n/a			n/a
Mathematics			n/a			n/a			n/a
Science			n/a			n/a			n/a
History-Social Science			n/a			n/a			n/a

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	--	--	--	--
All Students at the School	--	--	--	--
Male	--	--	--	--
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	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

California Physical Fitness Test Results (School Year 2016–17)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	--	--
7	--	--	--
9	--	--	--

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched similar schools. A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2014	2015	2016
Statewide	--	--	--
Similar Schools	--	--	--

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2014–15	Actual API Change 2015–16	Actual API Change 2016–17
All Students at the School	--	--	--
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	--	--	--

Note: %N/D+ means that no data were available to the CDE or LEA to report. %B+ means the school did not have a valid API Base and there is no Growth or target information. %C+ means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2016 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2014 Growth API at the school, LEA, and state level.

Group	2016 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	--	--	--	--	--	--
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	--	--	--	--	--	--

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2016–17)

AYP Criteria	School	District
Made AYP Overall	--	--
Met Participation Rate - English-Language Arts	--	--
Met Participation Rate - Mathematics	--	--
Met Percent Proficient - English-Language Arts	--	--
Met Percent Proficient - Mathematics	--	--
Met API Criteria	--	--
Met Graduation Rate	--	--

Federal Intervention Program (School Year 2016–17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	--	--
First Year of Program Improvement	--	--
Year in Program Improvement	--	--
Number of Schools Currently in Program Improvement		--
Percent of Schools Currently in Program Improvement		--

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

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 course 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 general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Dropout Rate (1-year)	n/a	n/a	n/a	--	--	--	--	--	--
Graduation Rate	n/a	n/a	n/a	--	--	--	--	--	--

Note: The 2014-15 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2012-13 and 2014-15 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2014. 15 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.

Group	Graduating Class of 2016		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

Note: %N/D+ means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2016–17)

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Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of pupils participating in CTE	--
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2016–17)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are 9 Staff Development Days/Non-student attendance days annually.

Staff may participate in relevant professional conferences such as those of the Marin County Office of Education, California Association For Behavior Analysis, Council for Exceptional Children, the Association for Children and Adults with Learning Disabilities, and the California Association of Private Special Education Schools. Staff may also attend trainings offered at other sites.

Within the SHS agency as a whole, opportunities for professional growth are available via various in-service seminars that occur regularly throughout the year. Topics covered by these seminars during the year include: Pro-Act Refresher, Adolescent Development, Crisis De-escalation, Cultural Competence, and Theory of Change. Other topics covered include: California Child Abuse Reporting Laws, Violence and Intimidation, Procedures for Administering Medications, and Ergonomics. All SHS staff receive Pro-Act Training, First Aid and CPR Training, and Basic Water Rescue.

Training also occurs during the Hunt School of Marin staff in-service meetings. Topics covered may include: Expectations and Procedures (outings, supervision breaks, ongoing safety protocol, nutrition, incident reports, disaster preparedness, etc.), Positive School Behavior Management Program, How to Relate to Kids Therapeutically in the School Setting, Daily Lesson Plans, Implementation Reports, Common Core State Standards, Pro-Act Refreshers, Food Safety and Sanitation, Illness and Injury Prevention, and IEP Issues.

The Hunt School of Marin teachers continue to expand personal teaching practices and methodology by obtaining additional university credits and/or to meet credentialing / licensing requirements.