



School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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.

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.

I. Access

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 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 Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Mardan Center of Educational Therapy	District Name	N/A (NPS)
Street	1 Osborn	Phone Number	
City, State, Zip	Irvine, CA 92604	Web Site	www.mardancenter.org
Phone Number	(949) 733-1500	Superintendent	
Exec. Director	David Eisenman	E-mail Address	
E-mail Address	info@mardancenter.org	CDS Code	N/A

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The Mardan Center of Educational Therapy ("Mardan Center") is a private, non-profit special education day school. The Mardan Center 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 Center was founded in 1962 by David Eisenman, who continues as the school's Executive Director.

The purpose of the Mardan Center program is to offer a day school setting that can meet the educational, social, and emotional needs of Pre-Kindergarten through 12th grade students who have learning disabilities, behavior, and/or emotional problems. Mardan Center 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 Center 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.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parents are invited to participate in Back-to-School Night held in September 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. Throughout the year, there may be opportunities to support field trips and participate in fund-raising activities.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	8	Grade 8	6
Grade 1	6	Ungraded Elementary	
Grade 2	6	Grade 9	6
Grade 3	3	Grade 10	4
Grade 4	2	Grade 11	11
Grade 5	7	Grade 12	13
Grade 6	9	Ungraded Secondary	
Grade 7	8	Total Enrollment	89

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4%	White (not Hispanic)	77%
American Indian or Alaska Native	0%	Multiple or No Response	3%
Asian	3%	Socioeconomically Disadvantaged	Not tracked
Filipino	1%	English Learners	2%
Hispanic or Latino	12%	Students with Disabilities	96%
Pacific Islander	0%	n/a	n/a

[Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	8	2			10	2			9	2		
3-4	9	1			9	1			5	1		
4-8	10	3			10	3			11	3		
9-12	10	3			10	3			11	3		

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Mardan Center 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The overall behavior management philosophy at Mardan follows concepts of positive behavior support (PBS), and is intended to support students' achievement of important social and learning outcomes, while preventing problem behavior. Within a framework of positive behavior supports, the school strives to instill higher order attributes such as responsibility and respect towards self and others. The behavior management at the classroom and school-wide level incorporates a balanced approach that can be described in three parts:

1. Providing a clear structure that emphasizes certain non-negotiable rules, limits, and expectations for behavior. This is to ensure the reasonable safety and security of all individuals.
2. Teaching the skills, attitudes, and knowledge associated with learning how to be responsible, interact with others, develop coping skills, and increase self-esteem and self-confidence. These are taught through direct instruction, group discussions, practice in various situations, and correction and review during spontaneous situations that may arise throughout each day.
3. Encouraging students to independently make responsible choices and learn from personal experience. Guidance is provided to help students identify appropriate choices, and understand and handle the consequences of their choices.

Each classroom develops its own specific classroom rules and classroom management procedures according to the age-level and particular needs of the students, within the framework described above. Mardan Center's positive behavior support system complies with the provisions outlined in the California Code of Regulations, Title 5, Section 3052 regarding behavior interventions and positive programming. Various strategies and techniques are employed to elicit and support positive behaviors, including the use of incentives, ignoring undesired behavior, redirections, verbal feedback, and pre-established consequences.

It is expected that each student will become increasingly accountable for his/her own learning, subject to realistic expectations according to age, emotional functioning and social skill level and subject to appropriate instruction by Mardan staff. The instructional process encourages a student to have a sense of community and the responsibility to respect the rights of other community members. Problem resolution is encouraged within the classroom with teacher and staff support.

Positive behavioral supports shall be used whenever and wherever possible. Verbal engagement, proximity control, modeling, distraction, substitution, token or point system, contracting, positive peer pressure and rewards shall be employed by Mardan Center staff prior to the use of specific behavior interventions. Behavioral intervention will be employed on a fair, consistent basis, reasonably administered, without humiliation, intimidation, psychological trauma or injury. Training and inservice is provided as necessary for Mardan Center staff to assist them to implement positive behavioral strategies on a regular basis.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2	1	1	N/A		
Expulsions	0	1	0			

IV. School Facilities

School Facility Conditions and Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Mardan Center 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 administration/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. 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 (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	14	14	N/A
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	N/A	

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	n/a
Resource Center Coordinator (Librarian)	1	n/a
Clinical Psychologist	0.2	n/a
School Psychologist	1	n/a
Speech/Language/Hearing Specialist	0.4	n/a
Floating/Resource Support	2	n/a
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<i>All textbooks were selected from the CDE list for adopted curriculum. There is a sufficient quantity for each student to have his/her own materials in all areas.</i>	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		n/a

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 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.*

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 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.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School		
	2005-06	2006-07	2007-08
English-Language Arts	100%	100%	100%
Mathematics	100%	100%	100%

IX. Accountability

Academic Performance Index

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

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

X. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

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

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0 Dropouts for all years. Graduations are accounted for within the placing districts.								
Graduation Rate									

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	100%		
Students with Disabilities	100%		

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Mardan students in secondary grades who are or about to turn 16, work with their teachers and counseling staff to develop Individual Transition Plans. 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. 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 options a district-placed student may have for additional career counseling, access to ROP classes, or Workability programs within the district.

XI. 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.

All teaching and program staff attend regularly scheduled meetings and in-services designed to address instructional, behavioral, and therapeutic strategies and approaches endorsed by the school. Teachers are sponsored to attend outside workshops and seminars on relevant topics, and encouraged to 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. Particular teachers may attain Mentor Teacher status, and as part of their responsibilities work to mentor and guide newer teaching staff.

Regular staff meetings occurred biweekly for the most recent three- year period (21 school days annually), with at least one of the meetings each month devoted to training on a specific topic.

During the 2007-08 school year, staff underwent ProACT (Professional Assault Crisis Training) which focuses upon dealing with and de-escalation of crisis situations with students. The Program Director underwent 5 days of training in order to train and certify the majority of the program staff. Training of staff was conducted over two separate 2 ½ day sessions. In all, 80 hours of training were devoted to ProACT certification.