

Marin's Community

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.



Katy Foster

Principal, Marin's Community

About Our School

The Marin County Office of Education Alternative Education programs serve Marin County youth in a variety of programs with the goals of ensuring that students have the knowledge, skills and habits of mind necessary for success after graduation. Marin's Community School is a day program currently serving ~50 student - operating in conjunction with Phoenix Academy. Oracle Independent Study serves students who need a more flexible educational program. Loma Alta serves students in Juvenile Hall. Student goals included graduation from middle or high school; recovering credits through a flexible learning schedule; or passing the California High School Proficiency Exam (CHSPE) or the High School Equivalency Test (HiSET).

Students are referred to our programs by the county probation department, school attendance review boards, local districts or self-referral. Some of our students stay for a shorter period of time - a semester or less; while others find our small, personalized setting more conducive to their learning and social emotional needs. Across the next few years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Our student are mostly from under served communities, and as a result, they need higher levels of support and resources to enable them to have more opportunities for success.

Our academic programs are based on individual student needs and are designed to support student success in a small, alternative setting while providing a variety of therapeutic, social-emotional, and other services to support their personal growth. Relationships are at the center of our program, and our staff-to-student ratio is approximately 4:1. We also offer multiple avenues for parent engagement, involvement and education. Any parent or family member interested in knowing more about how to participate in their child's educational program should reach out directly to Principal, Katy Foster.

This School Accountability Report Card is posted on the MCOE website: <https://www.marinschools.org/> A printed/paper copy of this information can be obtained from the Marin's Community School staff. Please contact Katy Foster - 415-491-0581 to obtain a copy.

Contact

Marin's Community
1111 Las Gallinas Ave.
San Rafael, CA 94903-1843

Phone: 415-499-5804
E-mail: kfoster@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's Community
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, Ca, 94903-1843
Phone Number	415-499-5804
Principal	Katy Foster
E-mail Address	kfoster@marinschools.org
Web Site	www.marinschools.org
County-District-School (CDS) Code	21102152130037

Last updated: 12/20/2018

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

Marin's Community School is a county day program that serves 7th- through 12th-grade students from around the county, and operates in tandem with Phoenix Academy Charter School, Oracle Independent Study, and Loma Alta/Juvenile Hall. Our mission for our program is to empower each other to follow our passions and lead purposeful lives.

Our vision: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

Our academic model blends standards-based, integrated, project-based learning with mastery-based grading. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation. We engage students through helping them build mastery, autonomy, and purpose in their flexible learning opportunities. The culture of high expectations is supported with a deliberate cultivation of relational restorative practices that allow us to support each individual in his or her academic and social-emotional needs. We work with students and families to develop individual pathways for each and every student to meet their goals.

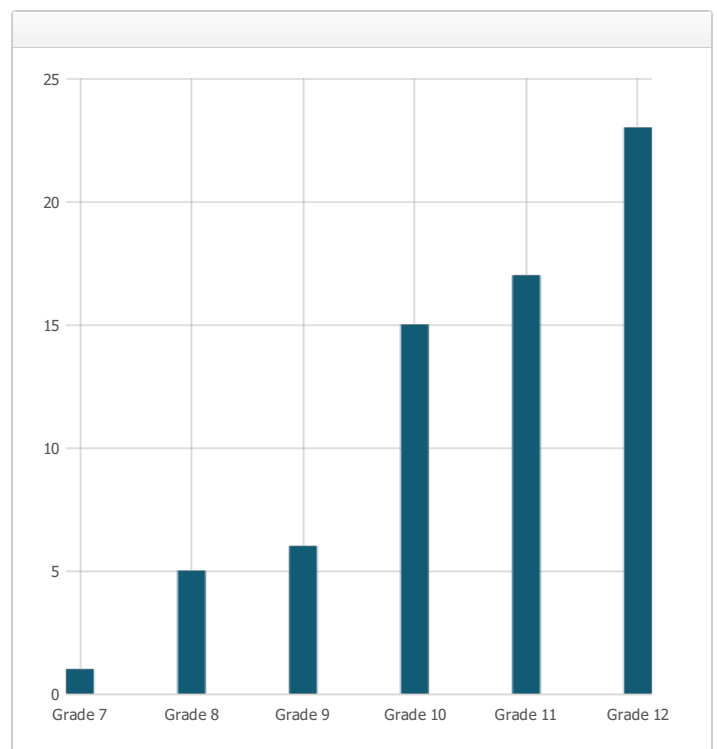
Last updated: 12/20/2018

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

*Note:

These enrollment numbers are reflective of total/cumulative enrollment across the 2016-2017 school year. Actual month to month student enrollment fluctuates. Additionally, due to the nature of the Alternative Education programs, the majority of the students may be co-enrolled in one or all of the Alternative Education programs across the school year.

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	6
Grade 10	15
Grade 11	17
Grade 12	23
Total Enrollment	67



Last updated: 12/20/2018

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

These enrollment numbers are reflective of total/cumulative enrollment across the 2016-2017 school year. Actual month to month student enrollment fluctuates. Additionally, due to the nature of the Alternative Education programs, the majority of the students may be enrolled in one or all of the Alternative Education programs over the course of a school year.

Student Group	Percent of Total Enrollment
Black or African American	10.4 %
American Indian or Alaska Native	%
Asian	3.0 %
Filipino	%
Hispanic or Latino	64.2 %
Native Hawaiian or Pacific Islander	%
White	17.9 %
Two or More Races	4.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.7 %
English Learners	26.9 %
Students with Disabilities	6.0 %
Foster Youth	1.5 %

A. Conditions of Learning

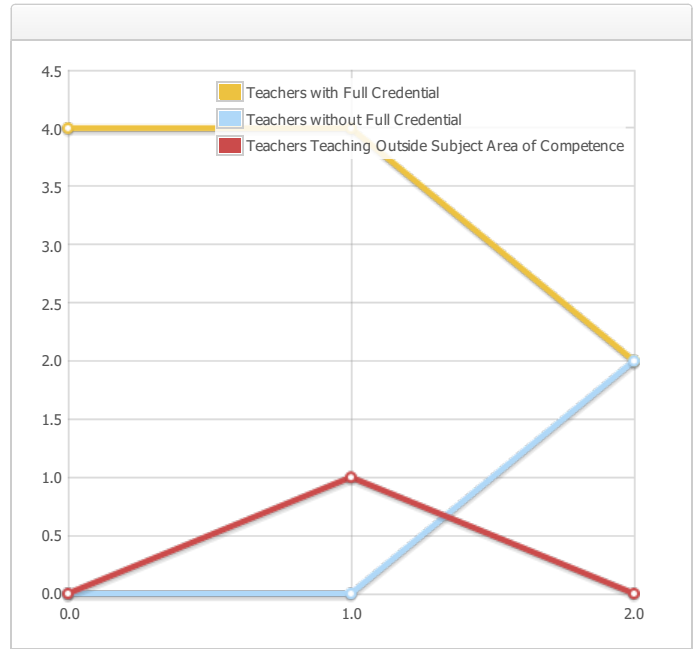
State Priority: Basic

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

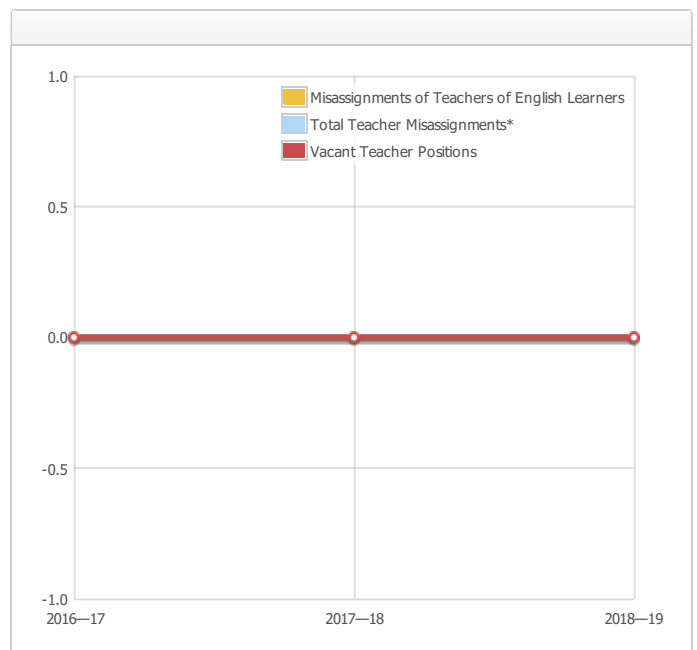
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	4	2	31
Without Full Credential	0	0	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 12/20/2018

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: 12/20/2018

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

Marin County Office of Education Alternative Education programs use a variety of materials to ensure that students enrolled in their programs are engaged and learning. The list of materials includes those that are State adopted and approved as well as those that supplement and extend the learning for this unique population.

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"> • CK-12 Flexbooks, Online • Lightsail Adaptive Reading Platform • Various novels • Teacher created instructional materials 		0.0 %
Mathematics	<ul style="list-style-type: none"> • Big Ideas Mathematics • CK-12 Flexbooks, Online 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • CK-12 Flexbooks, Online • Teacher created instructional materials in line with NGSS <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of science curriculum in line with Next Generation Science Standards in 2019-2020.</p>		0.0 %
History-Social Science	<ul style="list-style-type: none"> • CK-12 Flexbooks, Online • Teacher created materials <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of History Social Science curriculum in 2019-2020.</p>		0.0 %
Foreign Language	n/a		0.0 %
Health	<ul style="list-style-type: none"> • Teacher created materials • Huckleberry Youth presentations 	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Teacher created instruction 		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: 12/20/2018

School Facility Conditions and Planned Improvements

Please note: The 4 year cohort rate does not apply to county community schools as we are open entry/open exit and have rarely had students enrolled for four years.

The Marin's Community School campus is a fairly new campus with a 21st Century Learning design. Each of the four rooms have the most up-to-date safety features - opaque window coverings, motion sensor lighting and interior key-lock doors. The campus is furnished with furniture that is kept clean and in good condition through school's staff care and daily maintenance of the site. There is an on-site recreation area with adjacent access to community fields for physical activities.

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 eligible and participating in the assessment, overall achievement scores cannot be derived.

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)	29.0%	0.0%	9.0%	7.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	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	35	--	25.71%	
Male	23	--	26.09%	
Female	12	--	25.00%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	25	--	32.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	23	--	30.43%	
English Learners	17	--	35.29%	
Students with Disabilities	--	--	--	
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	36	--	22.22%	
Male	24	--	25.00%	
Female	12	--	16.67%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	26	--	23.08%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	24	--	25.00%	
English Learners	18	--	22.22%	
Students with Disabilities	--	--	--	
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)

Alternative Education students in Marin's Community School programs have access to the Marin County Office of Education School to Career program. Students continue to explore possible career pathways by participating in job shadows, college visits, job fairs and internships that align with identified interests.

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)

Students in grades 7, or 9 may not have been able to participate in this assessment and/or were not present during the assessment window.

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)

Our program and philosophy for education places high value on the involvement of parents, guardians and other student advocates - they are an integral part of the team in support of our students. Our School Site Council, which also serves as our English Learner Advisory and LCAP Parent Advisory are integrated to provide opportunities for parent/guardian leadership and decision making. During our meetings, parents have the opportunity to advise program leaders as well as to bring up important issues affecting the success of our students.

Through strong partnership with community organizations, we offer parent education events bi-monthly. Topics include - how to support academics; understanding adolescent health and decision making; preparing for college and career; and others determined by parent and community needs. We continue to develop our parent leadership by including parents in the organization and planning of these events and empowering them to become more involved in our school. We work closely with our community partners to develop parent education events and to reach out to families.

Finally, we hold frequent parent and support team member meetings with individual students who need a stronger holistic support plan. Parents can contact Katy Foster, Principal or Erin Ashley, Instructional Design Leader at 415-491-0581.

State Priority: Pupil Engagement

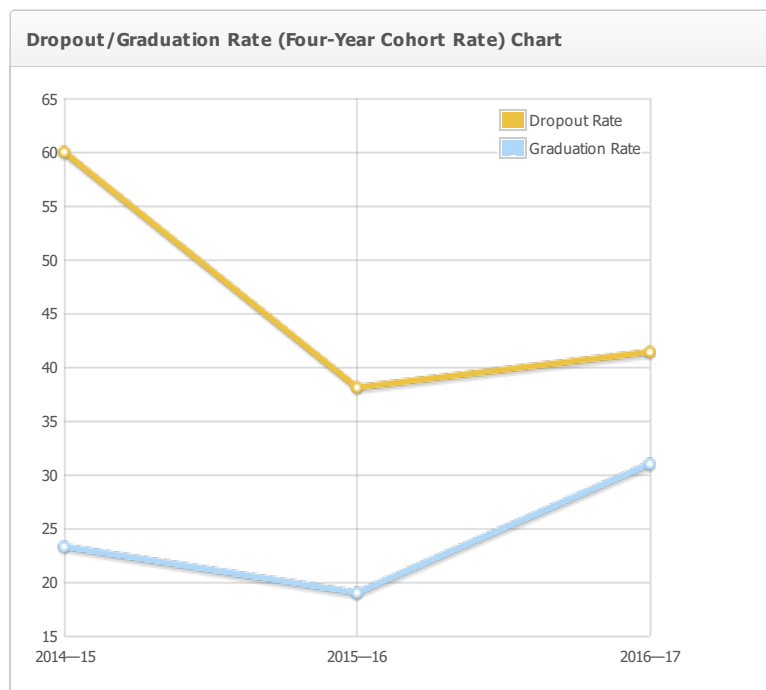
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	60.0%	38.1%	48.1%	31.7%	10.7%	9.7%
Graduation Rate	23.3%	19.0%	26.9%	17.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	41.4%	37.0%	9.1%
Graduation Rate	31.0%	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/>.

Last updated: 12/18/2018

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

Student Group	School	District	State
All Students	94.4%	65.7%	88.7%
Black or African American	0.0%	50.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	61.5%	57.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	80.0%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	69.2%	58.3%	88.6%
English Learners	16.7%	33.3%	56.7%
Students with Disabilities	33.3%	15.4%	67.1%
Foster Youth	100.0%	66.7%	74.1%

State Priority: School Climate

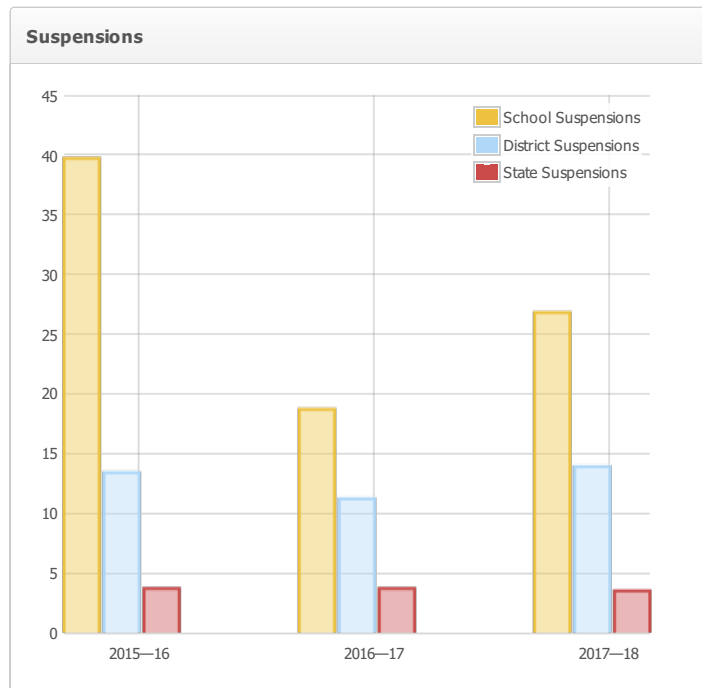
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Please note that suspension percentages listed reflect total enrollment across the year and not a snapshot as indicated on the enrollment page.

	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	39.7%	18.7%	26.8%	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)

Marin County Office of Education ensures that all program sites are clean, safe and functional. Program meet state requirements for total acreage and square footage per pupil. Marin's Community School is a closed campus. To ensure school safety, campus supervision staff monitor the campus and vicinity before school to ensure that students arrive safely. The Marin COE School Safety Plan was updated in September, 2018. The plan also covers the following areas with strategies and programs:

- Child abuse and reporting procedures
- Sexual Health and trafficking
- 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 as appropriate to the setting
- Rules and procedures of school discipline

Last updated: 12/20/2018

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	10		
Mathematics	6.0	8		
Science	9.0	4		
Social Science	11.0	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.

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	8.0	8		
Mathematics	8.0	7		
Science	7.0	3		
Social Science	6.0	4		

* 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	10		
Mathematics	5.0	11		
Science	10.0	4		
Social Science	7.0	8		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/20/2018

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

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	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	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)

Marin's Community School provides Board-approved curriculum to meet each student's abilities and goals. Students become eligible for the program if they are on probation, have been expelled from their school district of residence, or have been referred by the school districts' School Attendance Review Boards for chronic truancy. Students may also receive a wide variety of support services: Mental health counseling, internship opportunities, computer literacy, visual arts supplementary curriculum and special education programming as appropriate.

ORACLE - Independent Study - provides individualized programming for each student's abilities and goals. Students earn high school credits by completing academic assignments and meeting with certificated teacher staff at weekly appointments.

Please refer to the Marin's Community School Local Control and Accountability Plan for more information.

Last updated: 12/18/2018

Advanced Placement (AP) Courses (School Year 2017—18)

It might be a good idea to provide some data here - why we don't offer - or if we do...what does it look like, in lieu of...etc.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/18/2018

Professional Development

Marin County Alternative Education programs developed a comprehensive professional development (PD) and continuous professional growth plan based on external research as well as data collected during multiple group and individual meetings with staff, students, parents and community members to determine priorities. We also looked at data regarding student engagement, student achievement, and attendance. We determined that our focus would be intentionally developing student academic mindsets through Culturally Relevant Pedagogy including interest-based project-based learning; a competency grading system based on skills and content knowledge to build a personalized pathway of success for each student; and helping students further develop their social/emotional skills so that they can achieve their goals.

In the summer of 2018, teachers had four weeks of PD over the summer with a focus on integrated, project-based learning; competency-based grading; and social/emotional skill development. The school administrators created the PD with the support of a leadership coach, using Zaretta Hammond's work on Culturally Relevant Pedagogy, in addition to other research.

In addition, teachers will receive 11 days of PD throughout the year while the students are on field expeditions. This PD will focus on larger priorities, but will be planned to address needs as they arise. We will provide support for teachers to plan units and lessons using their new skills and knowledge. Teachers are also encouraged and supported to attend trainings outside of school relevant to their individual goals and content areas.

To support this learning, teachers receive 1:1 coaching from administrators each week around their professional goals tied to school priorities, in addition to PD, colleague collaboration, and coaching in regular, weekly staff meeting time.

All support staff receive one week of training in the summer to build their capacity to help students achieve their goals, and to support teachers, as well as the regular, weekly support and coaching through staff meeting time and individual check ins.

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