

# Marin County Juvenile Court

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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](#) that contains additional information about this school and 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., 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.



### Lisa Schwartz

Principal, Marin County Juvenile Court

### About Our School

County Boards of Education administer and operate Juvenile Court Schools as authorized by Education Code Sections 48645-48645.6. The Marin County Office of Education Juvenile Court classroom, known as Loma Alta School, provides 240 minutes of instruction daily during the regular school year and a nine week summer session for all incarcerated youth in Marin County. Instruction in this self-contained classroom is focused on the California Content Standards. Coursework can be tailored for high school students from local districts based on an evaluation of the student's transcript.

### Contact

Marin County Juvenile Court  
16 Jeannette Prandi Way  
San Rafael, CA

Phone: 415-499-5804  
E-mail: [lschwartz@marinschools.org](mailto:lschwartz@marinschools.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Marin County Office of Education
<b>Phone Number</b>	(415) 472-4110
<b>Superintendent</b>	Mary Jane Burke
<b>E-mail Address</b>	<a href="mailto:mjburke@marinschools.org">mjburke@marinschools.org</a>
<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Marin County Juvenile Court
<b>Street</b>	16 Jeannette Prandi Way
<b>City, State, Zip</b>	San Rafael, Ca,
<b>Phone Number</b>	415-499-5804
<b>Principal</b>	Lisa Schwartz
<b>E-mail Address</b>	<a href="mailto:lschwartz@marinschools.org">lschwartz@marinschools.org</a>
<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>County-District-School (CDS) Code</b>	21102150113183

*Last updated: 1/7/2016*

### School Description and Mission Statement - Most Recent Year

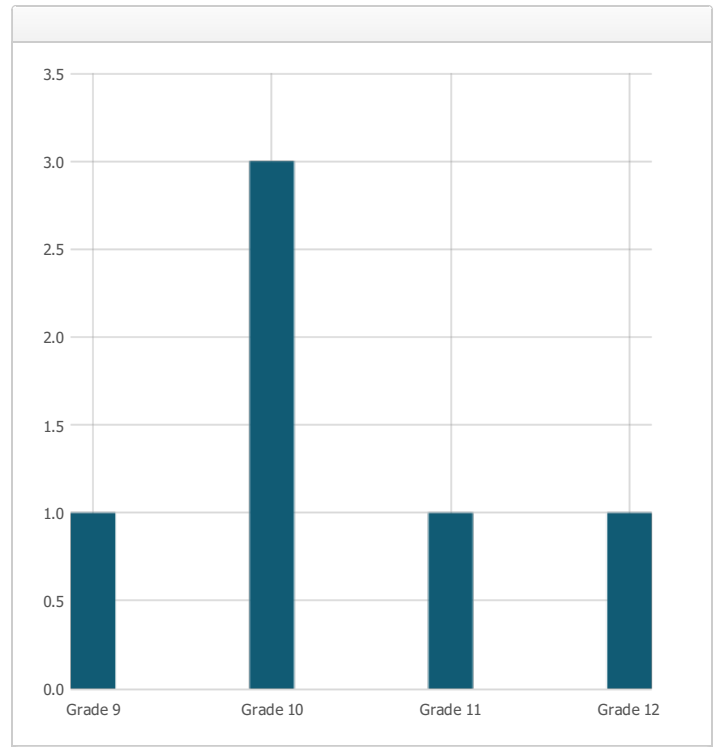
The Marin County Juvenile Court School program is part of the Marin County Office of Education and serves students who are detained in Marin County Juvenile Hall following an arrest as a result of probation violation, or pending court placement decisions. The goal of the program is to serve students in custody and to prepare them to successfully return to district schools by helping them to re-establish appropriate school behavior and maintain academic progress. Students may also complete high school graduation requirements or complete a General Education Development certificate within our program to successfully transition to the world of work or higher education.

*Last updated: 1/7/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

\*Note: These enrollment numbers are reflective of a single point in time and are not indicative of the total number of student enrolled/served across the 2014-2015 school year. Cumulative enrollment numbers for Juvenile Court is 90 students.

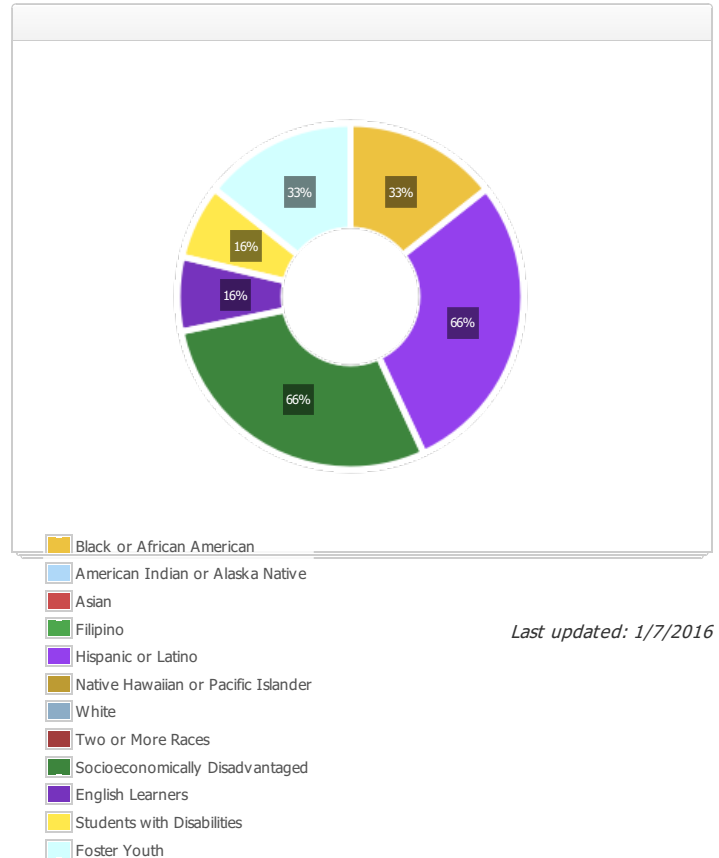
Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	1
Grade 12	1
<b>Total Enrollment</b>	<b>6</b>



Last updated: 1/7/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	33.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	66.7 %
English Learners	16.7 %
Students with Disabilities	16.7 %
Foster Youth	33.3 %



Last updated: 1/7/2016

## A. Conditions of Learning

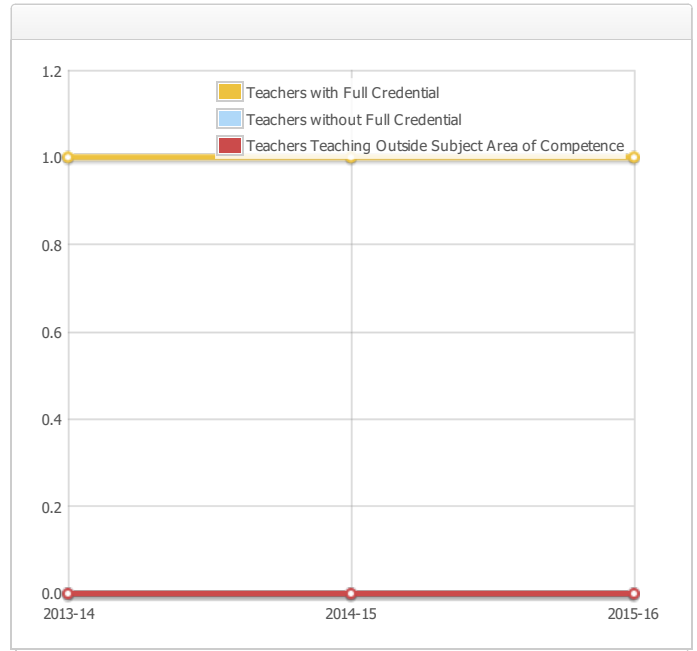
### State Priority: Basic

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

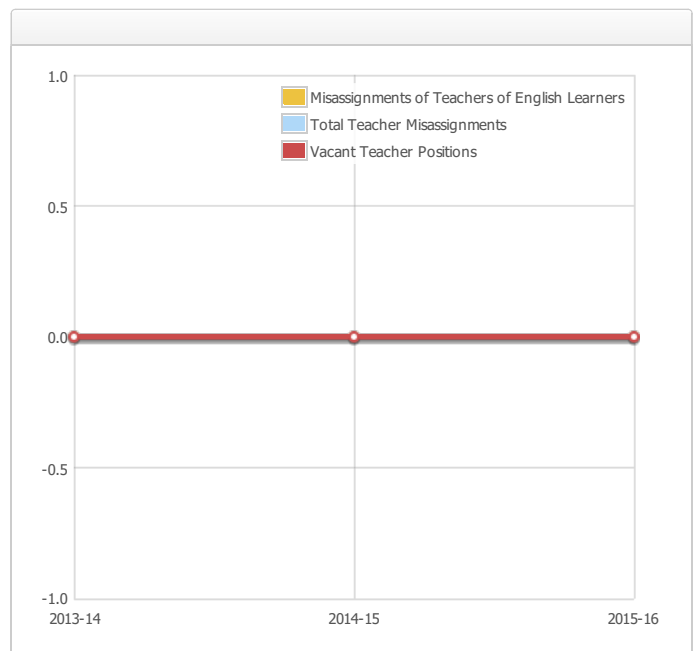
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	30
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/7/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Marin County Office of Education Alternative Education programs, including Juvenile Court, 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 data were collected: December 2015

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"> <li>Prentice Hall Literature Series, 2005</li> <li>English Composition, Globe Fearon, 2005</li> <li>Elements of Writing, Holt</li> <li>World of Vocabulary, Pearson, 2007</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>Algebra II, McDougal Littell, 2007</li> <li>Algebra I, Concepts and Skills, McDougal Littell, 2005</li> <li>Geometry Concept and Skills, McDougal Littell, 2005</li> <li>Pre-Algebra, AGS, 2004</li> </ul>	No	0.0 %
Science	<ul style="list-style-type: none"> <li>Spectrum Science, Holt, 2005</li> <li>Life Science, Globe Fearon, 2005</li> <li>Physical Science, Globe Fearon, 2005</li> <li>Earth Science, AGS. 2004</li> <li>Hands on ITEAMS, 2013</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>American Nation, Prentice Hall, 2006</li> <li>US History, AGS, 2005</li> <li>World History, Holt, 2003</li> <li>American Government, Holt, 1999</li> <li>Economics, Holt, 1999</li> <li>PLATO Online Learning, 2013</li> </ul>	Yes	0.0 %
Foreign Language			0.0 %
Health	<ul style="list-style-type: none"> <li>Health, Glencoe, 2005</li> <li>Globe Health, Globe Fearon, 2004</li> <li>Health, Holt, 2004</li> </ul>		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/7/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

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Marin County Office of Education takes great effort to ensure that all program sites are clean, safe and functional. Programs meet state requirements for total acreage and square footage per pupil. All classrooms are inspected regularly to ensure safety and the proper use of equipment.

The Juvenile Hall classroom is located in a facility built in the 1960's, which was remodeled in the mid-1990's. The classroom has a movable wall so that the space can be divided into two smaller instructional areas. The facility is maintained by the County of Marin with a regular cleaning schedule and procedures for any necessary repairs.

*Last updated: 1/7/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Due to the nature of the student population at Juvenile Court, the majority of the students have their standardized test scores reflected in the other Marin County Office of Education Alternative Education programs. Students move fluidly through the programs in an effort to maintain attendance in school and achieve the goal of graduation and work readiness. The Alternative Education programs work in concert to ensure students are receiving constant education despite the other social and/or emotional challenges they may be facing. Please refer to the Marin's Community School School Accountability Report Card or combined Single Plan for a more accurate picture of the standardized performance of Marin County Office of Education Alternative Education students.

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	8.0%	44.0%
Mathematics (grades 3-8 and 11)	--	5.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/7/2016*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	1	0	0.0%	--	--	--	--
Male	1	0	0.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	1	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/6/2016*



**ELA - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	0	0.0%	--	--	--	--
Male	5	0	0.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	5	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	5	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	5	0	0.0%	--	--	--	--
English Learners	5	0	0.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/6/2016*

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	0	0.0%	--	--	--	--
Male	1	0	0.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	1	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/6/2016

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	5	1	20.0%	--	--	--	--
Male	5	1	20.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	5	1	20.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	5	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	5	1	20.0%	--	--	--	--
English Learners	5	0	0.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	8.0%	--	7.0%	59.0%	--	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/6/2016*

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7.0%
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	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/6/2016*

**Career Technical Education Programs (School Year 2014-15)**

Students receive a variety of services aimed at preparing them for transition from school to work as appropriate to the detention setting, for example, guest speakers conduct discussion about potential career opportunities. Additionally, by the age of 16, Special Education students complete a transition questionnaire in accordance with their Individualized Education Program. Students may receive individual guidance from a School to Career Liaison to increase opportunities for success in internships and employment once they are released from custody.

Due to the nature of the student population at Juvenile Court, the majority of the students may be participating in the transition and career education programs within other Marin County Office of Education Alternative Education programs. Students in those programs have access to Workability, School to Career and several Regional Occupational Programs (ROP). A retired counselor from the local community college meets with students to discuss options for higher education, funding opportunities and the college application process.

*Last updated: 1/7/2016*

**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	--

*Last updated: 1/7/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 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):

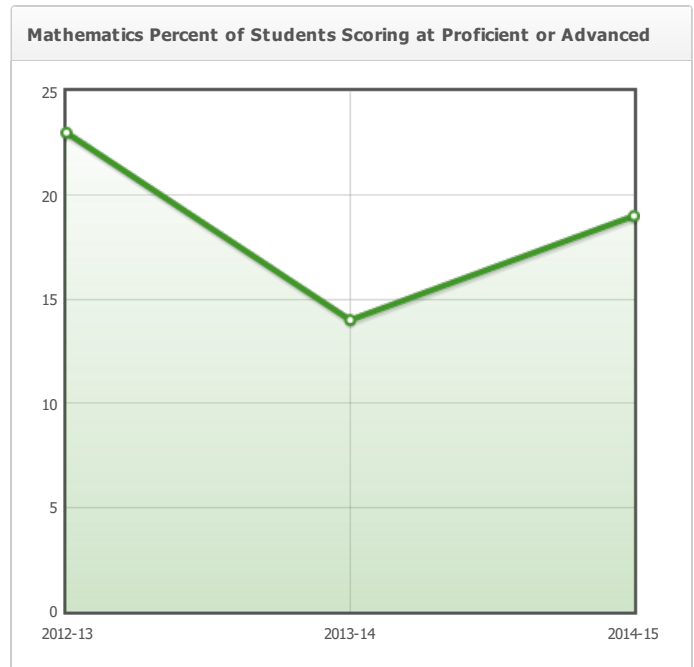
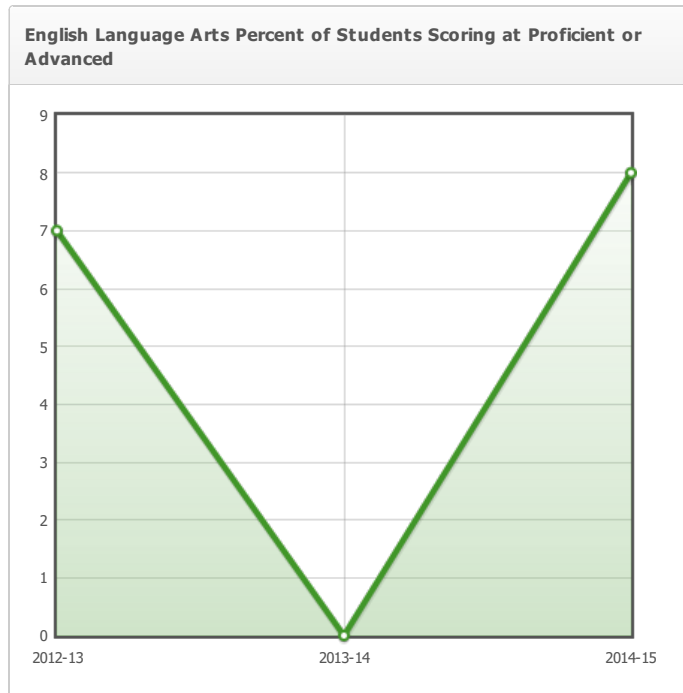
- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

The majority of students enrolled in the Juvenile Court program have been enrolled in other MCOE Alternative Education programs. California High School Exit Exam (CAHSEE) testing takes place throughout the year. The results from this portion reflect the number of students that were enrolled at one point or another across the year in Juvenile Court programs. These same student results are also reflected in the Marin's Community School and/or Phoenix Academy programs. Please refer to these results for a better understanding of student performance on the CAHSEE as well as other standardized assessments.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	7.0%	0.0%	8.0%	9.0%	16.0%	15.0%	57.0%	56.0%	58.0%
Mathematics	23.0%	14.0%	19.0%	23.0%	14.0%	12.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/7/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Because of the lower enrollment of the 10th grade students, this chart is reflective of students participating in the California High School Exit Exam (CAHSEE) across grades 10, 11 and 12 in Marin County Office of Education Alternative Education programs.

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	100.0%	0.0%	0.0%	94.0%	6.0%	0.0%
All Students at the School	92.0%	8.0%	0.0%	83.0%	9.0%	7.0%
Male	100.0%	0.0%	0.0%	75.0%	13.0%	13.0%
Female	83.0%	17.0%	0.0%	91.0%	9.0%	0.0%
Black or African American	100.0%	0.0%	0.0%	83.0%	17.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	100.0%	0.0%	0.0%	87.0%	7.0%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	50.0%	50.0%	0.0%	50.0%	25.0%	25.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	100.0%	0.0%	0.0%	89.0%	11.0%	0.0%
English Learners	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Students with Disabilities	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/7/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Students in grades 5, 7 or 9 may not have been able to participate in this assessment and/or were not present during the assessment window.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/6/2016*

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

The Marin County Office of Education's Alternative Education Programs are committed to serving the high-risk adolescent population of Marin County. Parent education is available through the County of Marin Mental Health. Services are available in Spanish and English. Family counseling services are available to parents and their student through Marin County Juvenile Probation. Parents are encouraged to participate in the Alternative Education Advisory Program Council.

The Marin County Office of Education Alternative Education School Site Council includes a parent representative from the Juvenile Hall program. Throughout the 2014-15 school year, the Alternative Education program facilitated several collaborative events to engage parents staff and community members in the development of our LCAP. We used various measures to ensure that our goal setting process was driven by input and data. The process of gathering input for the LCAP supported the development of goals and actions specifically around engagement and coordination of services provided to our students. Through understanding the relationship of various support services, parents have better access to Marin County Office of Education Alternative Education program resources.

Parents who are interested in becoming more involved in their child's program, should contact Lisa Schwartz, Director, 415-499-5804.

### State Priority: Pupil Engagement

*Last updated: 1/6/2016*

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

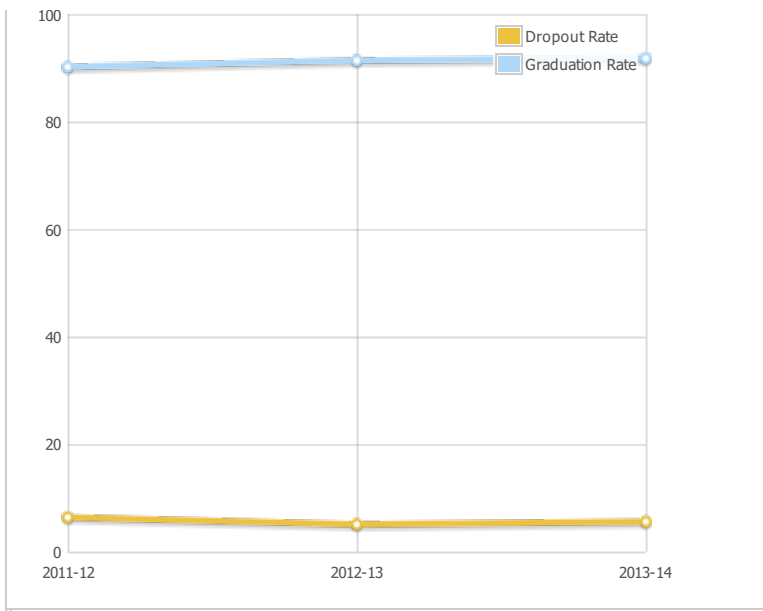
- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.4%	5.1%	5.6%	6.4%	5.1%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	90.20	91.40	91.80	90.20	91.40	91.80	78.87	80.44	80.95

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





*Last updated: 1/6/2016*

## Completion of High School Graduation Requirements

Note:

The chart below is reflective of the percentage of students that have completed the graduation requirements within the Juvenile Court setting as well as those of the district of Marin County Office of Education.

Student Group	Graduating Class of 2014		
	School	District	State
All Students	0	48	84
Black or African American	0	75	76
American Indian or Alaska Native	0	0	78
Asian	0	0	92
Filipino	0	100	96
Hispanic or Latino	0	46	81
Native Hawaiian or Pacific Islander	0	0	83
White	48	47	89
Two or More Races	75	50	82
Socioeconomically Disadvantaged	0	54	81
English Learners	0	0	50
Students with Disabilities	100	26	61
Foster Youth	--	--	--

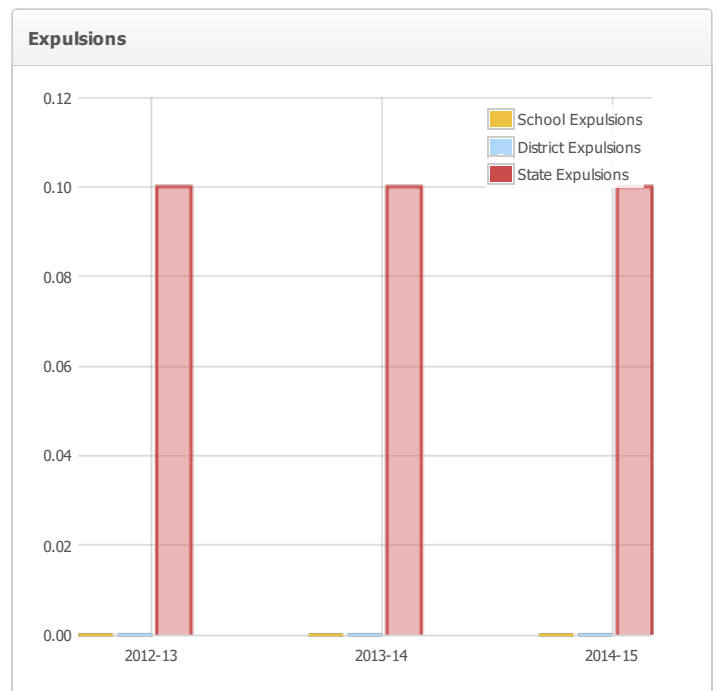
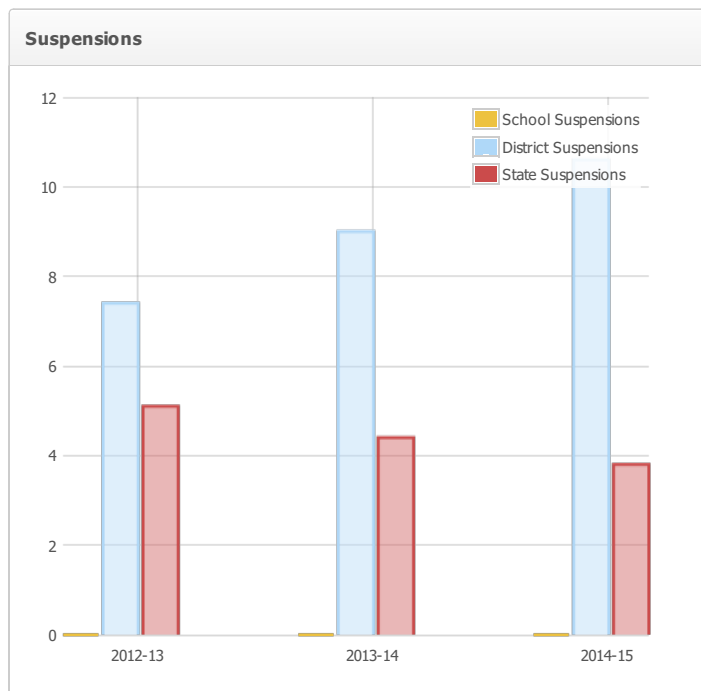
# State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	7.4	9.0	10.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2016

## School Safety Plan - Most Recent Year

Providing a safe environment that meets state standards for school programs is a high priority for each of the Marin County Office of Education programs. Programs meet state requirements for total acreage and square footage per pupil. The Marin County Office of Education has a Comprehensive School Safety Plan that provides for an assessment of the current status of school crime.

The plan also covers the following areas with strategies and programs: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; and h) rules and procedures on school discipline.

The Juvenile Hall facility is operated by the Marin County Probation Department. Marin County Office of Education staff adhere to the security measures set forth by the Probation Department.

Last updated: 1/6/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

Marin County Office of Education Alternative Education programs will continue to focus on programs and methodologies based upon the unique needs of our student population. This work will involve implementing the Common Core State Standards, 21st Century skills, increasing student engagement and motivation, preparing students for college or career readiness and increasing our collaboration with our parents and community stakeholders.

Our program goals are to prepare students through activities specific to passing exams and with the implementation of test-taking strategies that they could use on an ongoing basis. Through the adoption of an online learning program, we included in our license an assessment feature that supports teachers in working with students to successful completion of the CAHSEE graduation requirement. As we continue to make progress on our goals, we are constantly looking at how to best support our students in participating and passing the CAHSEE.

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

*Last updated: 1/6/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

*Last updated: 1/6/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Average class size for the Juvenile Court program varies and is contingent on the student mobility. Individualized programs are created for students with every attempt to provide them education at the level they are working across all subjects.

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* 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: 1/6/2016*

**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	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		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: 1/6/2016*

**Types of Services Funded (Fiscal Year 2014-15)**

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The funding for Juvenile Court comes from state apportionment through the California Department of Education. The 2014-2015 state apportionment is calculated using the 2014-2015 base revenue limit per average daily attendance (ADA). The combined state revenues received for Juvenile Court, in fiscal year 2014-2015 were \$286,565, while the expenditures totaled \$229,864. Funds were used to provide staff salaries and benefits, instructional materials, professional development and other services for the implementation of program goals.

Juvenile Hall students received individualized and group instruction in the basic academic areas. Additional school services included English as a Second Language materials and Special Education services as needed. Eligible students may also study for the General Education Development certificate.

Alternative Education funding revenues are no longer be restricted under LCFF. Please refer to the 2015-2016 Alternative Education LCAP for more information as it pertains to the types of services funded in 2014-2015 forward.

*Last updated: 1/6/2016*

**Advanced Placement Courses (School Year 2014-15)**

Due to the nature of the student population that participate in the Juvenile Court programs, AP course are not offered. Individualized Academic plans are developed for each student as they enter the program. The majority of students are defined as being more "short-term" in nature and return to district programs and/or other alternative education program options.

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/6/2016*

**Professional Development – Most Recent Three Years**

Through the process of gathering input for the LCAP we were able to develop goals toward professional development for certificated and classified staff. This professional development, aimed at increasing student engagement and performance, centered around the use of Common Core State Standards, Social Emotional functioning, using data to inform instruction and continued emphasis on 21st Century learning. As much as possible, Juvenile Hall staff participate in curriculum meetings and professional development that occur as a part of the Alternative Education program staff.

*Last updated: 1/6/2016*