

Marin County Juvenile Court

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.



Ken Lippi, Assistant Superintendent

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 94903-1843

Phone: 415-499-5803
E-mail: klippi@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 County Juvenile Court
Street	16 Jeannette Prandi Way
City, State, Zip	San Rafael, Ca, 94903-1843
Phone Number	415-499-5803
Principal	Ken Lippi, Assistant Superintendent
E-mail Address	klippi@marinschools.org
Web Site	www.marinschools.org
County-District-School (CDS) Code	21102150113183

Last updated: 12/20/2018

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

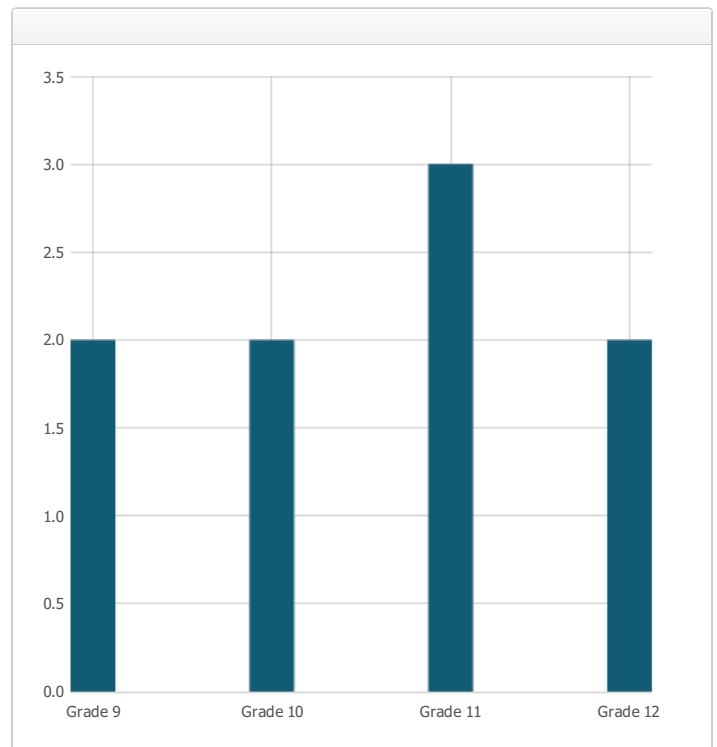
The Marin County Juvenile Court School program is part of the Marin County Office of Education and serves students who are detained in Marin County Juvenile Hall following an arrest as a result of probation violation, or pending court placement decisions. The goal of the program is to serve students 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 High School Equivalency Test (HSET) certificate within our program to successfully transition to the world of work or higher education.

Last updated: 12/20/2018

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

*Note: These enrollment numbers are not reflective of total number of unduplicated students across the 2017-18 school year - rather a snapshot of those students that were incarcerated at one point in time.

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	3
Grade 12	2
Total Enrollment	9



Last updated: 12/20/2018

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

Student Group	Percent of Total Enrollment
Black or African American	11.1 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	%
White	22.2 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	11.1 %
Students with Disabilities	22.2 %
Foster Youth	22.2 %

A. Conditions of Learning

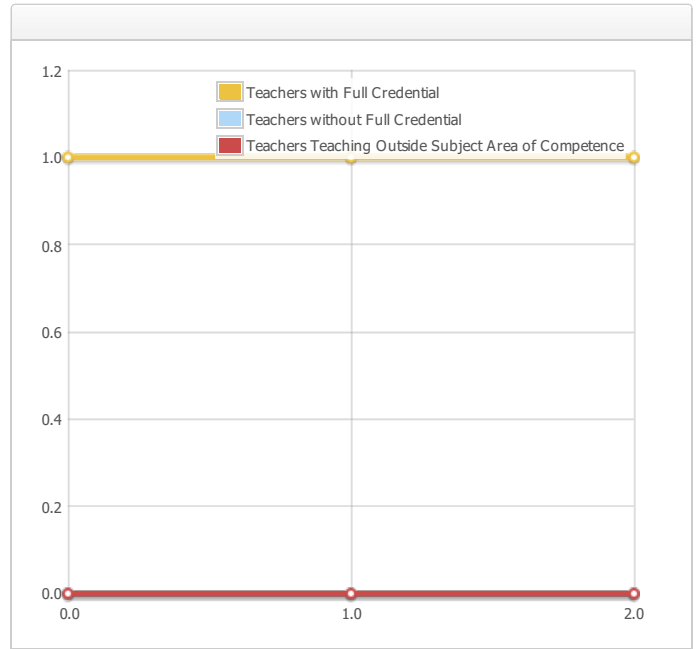
State Priority: Basic

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

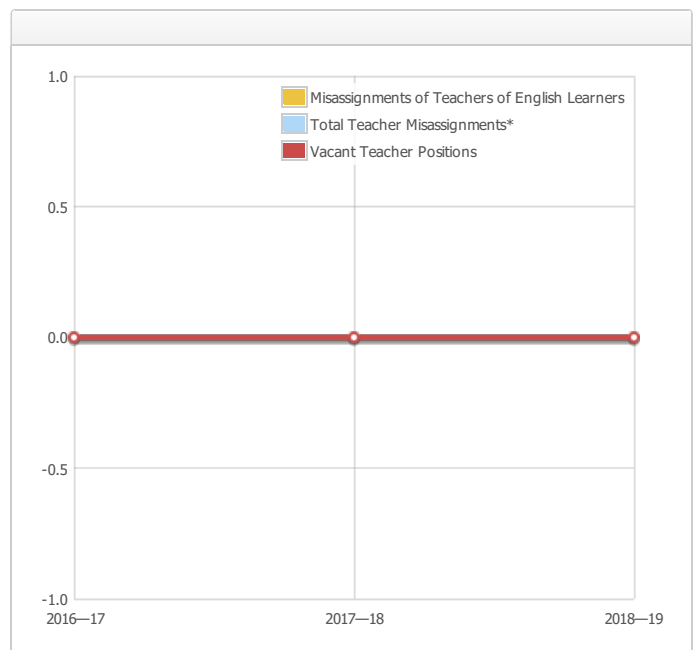
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	1	1	1	31
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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, 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 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"> World of Vocabulary, Pearson, 2007 Prentice Hall Literature Series, 2005 English Composition, Globe Fearon, 2005 Elements of Writing, Holt Dressmaker of Khair Khana Half the Sky: Turning Oppression I Am Malala I Am Nujood, Age 10 and Divorced Night Voices from the March on Washington Voices from the Trail of Tears 		0.0 %
Mathematics	<ul style="list-style-type: none"> Algebra II, McDougal Littell, 2007 Algebra I, Concepts and Skills, McDougal Littell, 2005 Geometry and Concept Skills, McDougal Littell, 2005 		0.0 %
Science	<ul style="list-style-type: none"> Hands on IT eams, 2013 Spectrum Science, Holt, 2005 Life Science, Globe Fearon, 2005 Physical Science, Globe Fearon, 2005 Earth Science, AGS. 2004 		0.0 %
History-Social Science	<ul style="list-style-type: none"> PLATO Online Learning, 2013 American Nation, Prentice Hall, 2006 US History, AGS, 2005 		0.0 %
Foreign Language	N/A		0.0 %
Health	<ul style="list-style-type: none"> Health, Glencoe, 2005 Globe Health, Globe Fearon, 2004 Health, Holt, 2004 		0.0 %
Visual and Performing Arts	N/A		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

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: 12/20/2018

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 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.

LCAP goals for the Marin County Office of Education continue to reflect an emphasis on parent engagement, student attendance and participation and high quality professional development for students who are the most at risk and/or in crisis.

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)			9.0%	7.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)			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: 12/20/2018

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: 12/20/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

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 discussions 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).

Last updated: 12/20/2018

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 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	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
-------------	--	--	---

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: 12/20/2018

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. The Alternative Education Site Council as often as possible includes a parent representative from the Juvenile Hall program.

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 other 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):

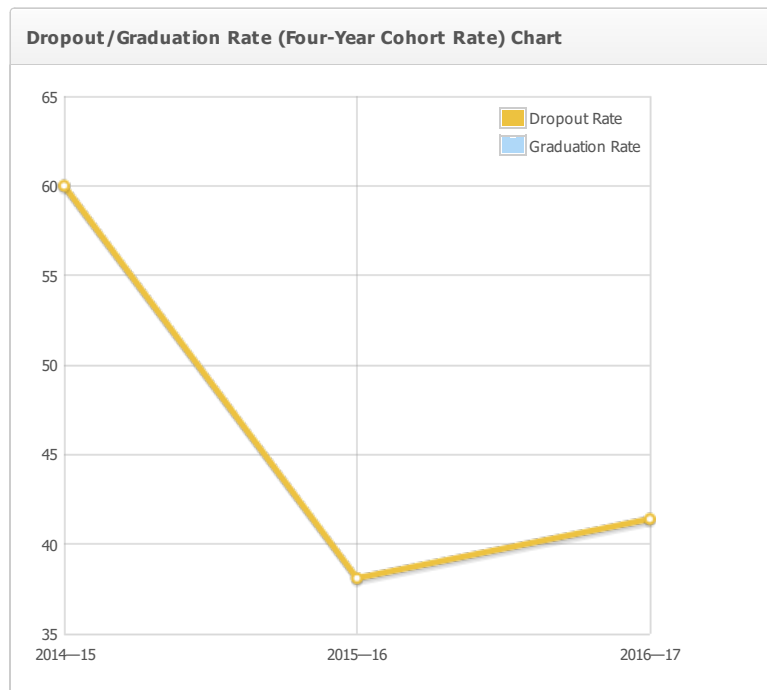
- High school dropout rates; and
- High school graduation rates

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

Marin County Juvenile Court classroom is not intended to be a long term educational facility. It is very unusual for a student to graduate from the program, however, if a student is incarcerated near the end of the high school career, they may complete graduation requirements and earn a Marin County Office of Education diploma or Certificate of Completion.

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	--	--	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	--	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: 12/20/2018

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

The Marin County Juvenile Court classroom is not intended to be a long term educational facility. The average length of stay in the school program is less than two weeks. It is very unusual for a student to graduate from this program. However, if a student is placed in Juvenile Hall near the end of his/her high school career, the student may complete graduation requirements and earn a Marin County Office of Education diploma or Certificate of Completion. Students may also take and pass the High School Equivalency Test (HSET) while enrolled in the Juvenile Court classroom. For these reasons, the 4 year dropout and graduation rates listed below do not accurately reflect the students served in this program.

Student Group	School	District	State
All Students	40.0%	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	0.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	33.3%	57.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	0.0%	80.0%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	20.0%	58.3%	88.6%
English Learners	0.0%	33.3%	56.7%
Students with Disabilities	0.0%	15.4%	67.1%
Foster Youth	0.0%	66.7%	74.1%

State Priority: School Climate

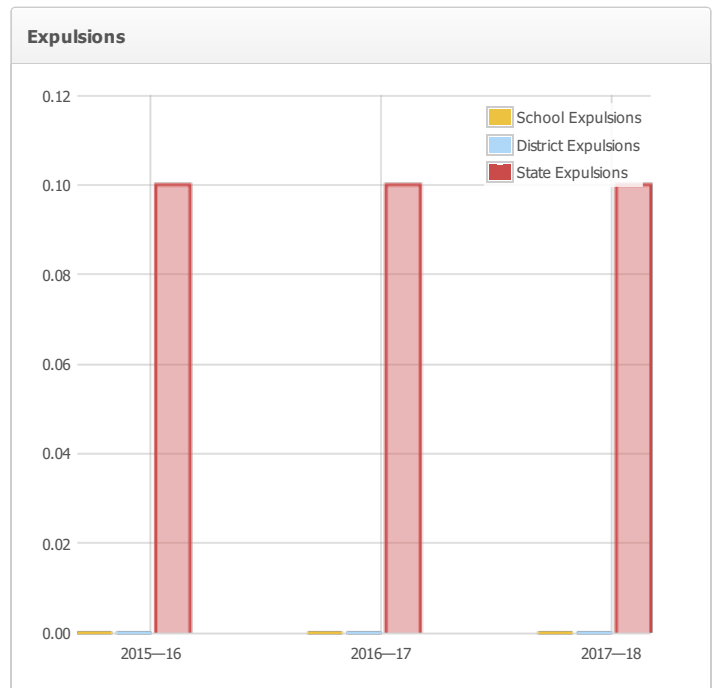
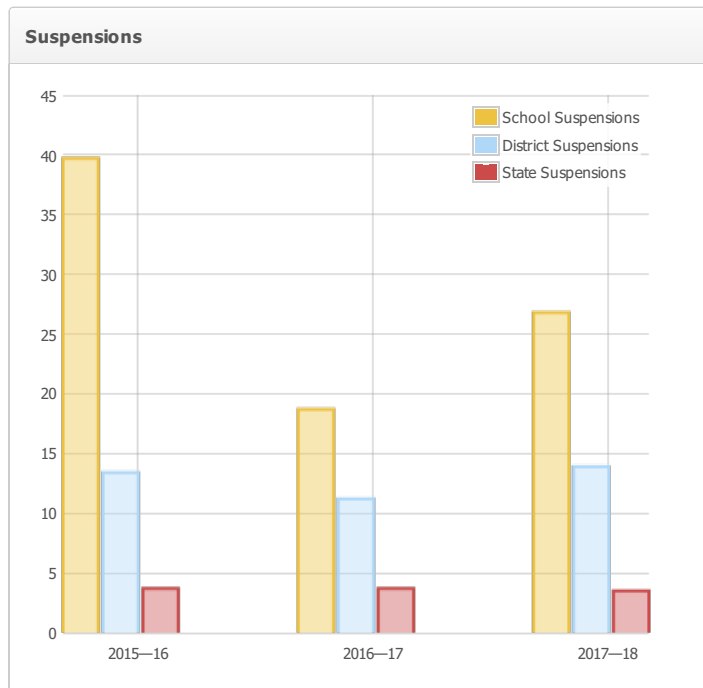
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Students in this setting are not expelled or suspended from class.

	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)

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

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.

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	0.0	N/A
Speech/Language/Hearing Specialist	0.0	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: 12/20/2018

Types of Services Funded (Fiscal Year 2017—18)

Juvenile Hall students received individualized and group instruction in the basic academic areas. Additional school services included English as a Second Language and Special Education services as needed. Eligible students may also study for the High School equivalency testing.

Alternative Education funding revenues are no longer restricted under LCFF. Please refer to the 2018-2020 Marin's Community School LCAP for more information as it pertains to the types of services funded in 2017, 2018 and forward.

Last updated: 12/20/2018

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

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.

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: 12/20/2018

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.

Last updated: 12/20/2018