

Marin County Juvenile Court

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Marin County Juvenile Court
Street	16 Jeannette Prandi Way
City, State, Zip	San Rafael, CA 94903
Phone Number	(415) 499-5818
Principal	Katy Foster
Email Address	kfoster@marinschools.org
School Website	https://www.marinschools.org/
County-District-School (CDS) Code	21 10215 0113183

2021-22 District Contact Information

District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
Email Address	mjburke@marinschools.org
District Website Address	www.marinschools.org

2021-22 School Overview

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 (HiSET) certificate within our program to successfully transition to the world of work or higher education.

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.

*Note: Student enrollment numbers are not reflective of the total number of unduplicated students across the 2020-21 school year - rather a snapshot of those students that were incarcerated at one point in time.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	1
Grade 12	3
Total Enrollment	6

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.7
Male	83.3
Hispanic or Latino	66.7
White	33.3
English Learners	33.3
Socioeconomically Disadvantaged	100
Students with Disabilities	66.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1
Unknown	0
Total Teaching Positions	1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	1
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December, 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 W Washington Voices from the Trail of Tears	Yes	0
Mathematics	Big Ideas Mathematics CK-12 Flexbooks - Online Algebra II, McDougal Littell, 2007 Algebra I, Concepts and Skills, McDougal Littell, 2005 Geometry and Concept Skills, McDougal Littell, 2005	Yes	0

Science	CK-12 Flexbooks, Online Hands-on IT eams, 2013 Spectrum Science, Holt, 2005 Life Science, Globe Fearon, 2005 Physical Science, Globe Fearon, 2005 Earth Science, AGS. 2004		0
History-Social Science	PLATO Online Learning, 2013 American Nation, Prentice Hall, 2006 US History, AGS, 2005		0
Foreign Language	n/a		0
Health	Health, Glencoe, 2005 Globe Health, Globe Fearon, 2004 Health, Holt, 2004		0
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

2020-21 Career Technical Education Programs

Students receive a variety of services aimed at preparing them for a transition from school to work as appropriate to the detention setting, for example, guest speakers conduct discussions about potential career opportunities. 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).

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Our program and philosophy for education place a 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 a 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

2021-22 Opportunities for Parental Involvement

support plan. Parents can contact Dr. Amie Carter, Marin County Office of Education - 415-499-5871.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	--	83.6	70.7	55.8	9.0	8.9	9.4
Graduation Rate	--	--	--	12.7	12.1	18.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	45	10	0	0.0
Female	13	3	0	0.0
Male	32	7	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	3	0	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	30	5	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	4	0	0.0
English Learners	14	4	0	0.0
Foster Youth	8	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	45	10	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	13	5	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	12.21	1.90	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	6.19	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Juvenile Hall facilities are not operated by the Marin County Office of Education.

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0.0

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Marin County Office of Education

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
Email Address	mjburke@marinschools.org
District Website Address	www.marinschools.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	77	53.47	46.53	7.89
Female	37	19	51.35	48.65	0.00
Male	107	58	54.21	45.79	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	5	27.78	72.22	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	30	50.00	50.00	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	35	72.92	27.08	8.82
English Learners	27	14	51.85	48.15	0.00
Foster Youth	20	12	60.00	40.00	16.67
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	29	45.31	54.69	10.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	70	59.32	40.68	5.80

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	66	46.15	53.85	0.00
Female	37	17	45.95	54.05	0.00
Male	106	49	46.23	53.77	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	7	38.89	61.11	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	26	43.33	56.67	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	26	55.32		0.00
English Learners	27	11	40.74	59.26	0.00
Foster Youth	19	13	68.42	31.58	0.00
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	29	46.03	53.97	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	60	51.28	48.72	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

